



2021-2022 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, May 18, 2021

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

McKinney Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A of the ESSA (42 U.S.C. 11431 et seq.)

Authorizing legislation:

Grant period: From **09/01/2021** to **08/31/2022** Pre-award costs: **ARE NOT** permitted for this grant

Required attachments:

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

1. Applicant Information

Name of organization

CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent. See Program Guidelines for SSA limitations for this grant.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. Complete the attached **TEHCY ESC SSA Member Chart**, see the Program Guidelines for further guidance on completing the attachment.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Awareness- Staff needs a better understanding of the protections provided under McKinney-Vento.	Trainings will be provided to counselors, campus staff, transportation department, and central office administration. Community members will also receive a training and continuous conversation regarding the needs of homeless students and how they can assist.
School Success- Students need accelerated learning opportunities and academic interventions to perform on level with their peers.	The parental involvement activities and the supplemental learning activities like SAM Camp, STEM related summer camps, and summer engagement packs encourage school success.
Access to Supplies and Services- Garland ISD offers a wide variety of special programs. In order to be successful, like their non-homeless peers, students must have access to the specialized supplies that may be required for these courses.	The community fair will help to connect families with needed resources as well as allow the district to conduct a needs assesment. SAM Camp, STEM related summer camps, along with a continuous relationship with community partners, gives students access to supplies and services needed for academic success.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By 2022, Garland ISD will ensure that campus and district staff are trained on the policies and procedures for McKinney-Vento and ensure the McKinney-Vento students have the resources to be academically successful throughout their enrollment as documented in the grant review.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Training will be held with campus and district staff that are working with McKinney-Vento students. Case managers will work to ensure students are coded and enrolled in a timely manner. All identified students will be contacted to ensure their academic needs for back to school are met. Middle school identified students will be invited to participate in SAM Camp. Conselors will be provided with a list of current identified students to ensure they are aware of those students academic needs. McKinney-Vento parents and guardians will attend an informational training on McKinney-Vento.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

8. Measurable Progress (Cont.)

Second-Quarter Benchmark

The first book/activity day which is conducted to promote literacy will be held. The SAM Camp program will begin. First data report on McKinney-Vento students grades and attendance will be processed. Counselors will be notified about any of their identified students that are not passing or have high amounts of absences. Community fair will be held to help ensure that McKinney-Vento students and families are aware of community resources. A needs assesment will be conducted at the community fair. Check-in meetings will be done to ensure staff are meeting the needs of McKinney-Vento students and refresh them on all policies and procedures of McKinney-Vento.

Third-Quarter Benchmark

Surveys will be sent to all McKinney-Vento parents and guardians to assess if they feel they received the assistance and guidance needed throughout the year. They will also have the opportunity to give feedback on how they believe the district can improve. Final data report for grades and attendance will be processed and distributed to the campus lead administrator and counselor for review. Counselors will be made aware of any students who are struggling academically at the end of the school year so that they can plan on how to get the student back on track to academic success. Summer engagement packs will be distributed to all McKinney-Vento students in pre-k-5th grade to promote literacy and assist in bridging learning gaps. McKinney-Vento students enrolled in 6th-12th grade will be invited to participate in STEM summer camps.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Information obotained from data reports that are pulled each cycle will be examined and used to evaluate the academic needs of students . Coueslors will be asked to inform liaisons of the students who are in need of any materials or tools needed for academic success.

Survey data will be collected to give the district insight on needed resources and materials that are necessary for students success.

Data will also be collected by surveys from the parents after each event during the school year to evaluate the success of assistance given to the families and students.

Feedback recieved from parents and guardians will be used to help improve and redirect efforst to serve McKinney-Vento students.

Interns will also assist in contacting families of those with academic needs after each cycle.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements
- 4. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 Texas Education for Homeless Children and Youth Program Guidelines.
- 5. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Texas Education for Homeless Children and Youth Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
- 8. The applicant provides assurance that performance evaluation reports are submitted for each year grant funds are received.
- 9. The applicant provides assurance that fiscal monitoring reports are submitted for each year grant funds are received.
- 10. The applicant provides assurance that the use of subgrant funds will comply with section 11432(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
- 11. The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
- 12. The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment, and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.

For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

8. Statutory/Program Assurances (Cont.)

13. The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.

14. The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical Education, Gifted and Talented, and English Learner.

15. The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.

16. The applicant provides assurance that collaboration will occur with the McKinney-Vento Liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.

17. The applicant provides assurance that services provided by grant funds will not replace regular academic programs.

18. The applicant provides assurance that all identified and enrolled are accurately reported in Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) in a timely manner.

20. The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.

21. The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

22. The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings

23. The applicant provides assurance to submit a detailed report that includes all grant activities and usage of funds for the 2021-2022 Texas Education for Homeless Children and Youth (TEHCY) grant.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Statutory Requirements

1. Provide a description of the proposed grant activities, programs, and services. This description should include how they address the identified needs and promote equitable access to program services needed to improve academic outcomes for homeless children and unaccompanied youth. Include the resources, strategies and/or systems that will be implemented to support target goals and outcomes, document progress and milestones, and observable results of the proposed grant activities, programs, and services. (*Complete the attached TEHCY Grant Activity Chart, see the Program Guidelines for further guidance on completing the attachment)

Garland Independent School District (GISD) is pursuing this grant opportunity to continue supporting extended day instruction to meet the academic and social areas of need for students experiencing homelessness. Garland ISD aims to continue to meet the needs of our homeless students by ensuring equitable opportunities. The students will receive accelerated opportunities and academic interventions to perform on level with their peers. The program will also be used to support training for the homeless liaison with the goal of better supporting the identified students. One grant activity will be a community engagement fair that aims to connect McKinney-Vento students and families with the districts community partners it also helps connect families with health, financial, and educational resources. SAM Camp which stands for science, arts, and machining camp is another grant activity that is an afterschool STEAM program for McKinney-Vento students in 6th-8th grade for the purpose of improving there academics in STEAM. The district has partnered with UTD to send McKinney-Vento students to their summer STEM camps where they have the opportunity to learn about coding, VEX robotics, programming, and engineering. These camps give McKinney-Vento students the opportunity to learn about STEM in a hands-on way. Summer family engagement packs: each summer the district provides McKinney-Vento families with learning family engagement packs that promote core curriculum and helps families engage in learning at home as well as help bridge the learning gaps through the summer months. Book Fair: this grant activity allows us to distribute books and educational activities/resources to our elementary McKinney-Vento students to promote literacy. The grant will be utilized to attend the NAEHCY conference and mandatory TEHCY trainings. Information gained from trainings will be utilized in professional development of district staff and help in improving Garland ISD's McKinney-Vento program.

2. Provide a description of the extent to which: A) The application reflects coordination/collaboration with other local and state agencies that serve homeless children and unaccompanied youth. Include a list of agency, community, and LEA collaborators and a brief description of the proposed coactivities that will support implementation of the proposed grant activities, programs, and services; B) the proposed use of funds will facilitate the enrollment, identification, and educational outcomes of homeless children and unaccompanied youth; C) the extent to which the applicant will promote the meaningful involvements of parents or guardians of homeless children and youth in the education of their children; and D) The extent to which homeless children and unaccompanied youth will be integrated into the regular education program.

The district has an ongoing commitment to follow state and federal guidelines when working with the homeless students. The projects and goals of the programs align with these guidelines. To ensure that funding from other sources is committed to the program after the grant funding terminates, the homeless liaison will work with community partners to encourage a devotion to the program's activities.

Community and LEA partners:

Good Samaritans Food Pantry-Provides food to families in need of assistance

Counseling Institute of Texas- Provides family and individual counseling, Offers up to ten free sessions to families through their Family Tree program.

Hopes Door New Beginnings Shelter- Provides temporary housing to families experiencing domestic violence.

Salvation Army- Offers financial assistance, food and goods to families in need.

Friendship House- Provides food, clothing, and financial assistance to families in need.

Transportation- Coordinates the delivery of transportation services for students participating in the STEM program SAM Camp and related activities.

City of Garland- Provides financial assistance to families who meet their criteria.

Gilbreath-Reed Career and Technology Center- Coordination of supplemental duties for instructors to provide the accelerated STEM program SAM Camp

The homeless liaisons will participate in local agency boards and event participation of the NAACP Back-to-School Rally Committee. Also, they will attend monthly Garland Area Service Provider (GASP) meetings to network with local resource entities and agencies.

Garland ISD is committed to ensuring immediate enrollment even when lacking proof of residence or the proper documents and records. Seamless integration will also be made by assisting students and their families with school supplies, backpacks, standardized dress clothing, and hygiene items when needed.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Statutory Requirements (Cont.)

3. Identify the types, intensity, and coordination of services to be provided in coordination with Title I, Part A, Homeless Reservations including: A) The process to review and develop the LEA's plan for coordinating services to support eligible homeless children and unaccompanied youth using Title I, Part A Homeless Reservations. Include the actual reservation for 2019 -2020 and the planned reservation for 2020 -2021 (**Complete the attached Title I, Part A and McKinney-Vento Program Coordination Chart**), and B) How the LEA determine its reservation amount for services to support homeless children and unaccompanied youth. Include how the LEA assists staff in understanding the LEA's policy or procedure to support homeless children and unaccompanied youth on all campuses regardless of the Title I status, use of these funds, and how the LEA addresses the needs of homeless children and youth in their district or campus improvement plan.

Planning occurs each Spring to coordinate student needs with homeless set aside. Title I will provide uniforms and supplies to all students experiencing homelessness and supplemental academic supports to address gaps in learning for over age students who are receiving accelerated educational instruction in areas of deficit (math, science, and reading). Title I will provide the instructional supports, curriculum and transportation to address the academic needs of the homeless students. Transportation services will include DART passes which will give homeless students in need access to local area rapid transit. Each campus conducts a comprehensive needs assessment which includes addressing the needs of homeless students. Campus teams coordinate with district staff to identify homeless students and provide children with appropriate services including referrals to outside agencies, transportation services and basic supports such as school supplies, fee waivers, immunization, and uniforms.

4. Provide a description of established LEA processes to develop, review and revise current LEA policies and procedures to ensure that its proposed grant activities, programs, and services will not isolate or stigmatize homeless children and unaccompanied youth. (**Complete the attached McKinney-Vento Policies and Procedures Chart**)

The McKinney-Vento program for Garland ISD is committed to diversity of the population of Garland, Rowlett and Sachse which is in the service area of Garland ISD. Families are assisted via the McKinney-Vento grant based on the identification factors that are stipulated within the McKinney-Vento Act. Unaccompanied youth are also assisted based upon the McKinney-Vento Act by identifying factors, and they will provided needed resources accordingly. The students status of McKinney-Vento is not shared with unnecessary personel and is never shared with other parents and students. The students status is never discussed with outside personel. The district upholds FERPA laws.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Program Requirements

Note to Applicants: Refer to the TEHCY Program Implementation Levels of Service and Support when addressing the four program requirements listed below.

1. Provide a description of the process and procedures that are utilized to enroll, identify, and provide all three levels of TEHCY program services and support for homeless children and unaccompanied youth who are: A) Entering and/or returning to their schools from summer or holiday break, B) Experiencing homelessness after the school year has started, C) Are not currently enrolled or attending school, and D) Are eligible for early childhood and/or prekindergarten programs.

Garland Independent School District (GISD) uses a modified version of a Student Residency Questionnaire (SRQ), which is given to every student at the start of the year upon enrollment. Identified students receive a call prior to the start of the subsequent school year in order to determine their current living situation; parents of these students also receive an SRQ at the start of the school year in addition to the one included in the parent signature packet. Posters, in Spanish and English, displaying the rights of homeless children and youth are displayed in the office of each of the district campuses as well as distributed to community resource providers for display. In efforts to identify students who become homeless after the school year has started, trainings are provided to district personnel to assist them in recognizing students who may be in a homeless situation. Any time a student's residency situation changes, an SRQ is given to the parent. Counselors and Student Services personnel follow up with families when there is a self-report of living circumstances that may qualify as homeless. To ensure the identification of homeless students after the school year has started, the homeless liaison is a member of the Garland Area Service Providers (GASP), which provides networking opportunities and community awareness in addition to them allowing us to educate our community on identifying students in homeless situations and how to enroll them in school. The homeless liaison also maintains relationships with the area homeless shelter and other housing resources to help ensure enrollment and identification. In order to identify and enroll homeless students in prekindergarten programs, the districts website specifically lists homelessness as one of the eligibility conditions for enrollment. Student progress will be monitored to ensure special program services are provided for students that qualify.

2. Provide a description of the annual McKinney-Vento professional development plan that is currently in place to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth. Include training dates, duration of training, who was trained/will be trained, and a summary of the training content and evaluation process. Include both external and internal professional development activities.

Training is provided to district personnel to assist them in recognizing students who may be in a homeless situation. These trainings are held throughout the school year to keep staff informed on McKinney-Vento enrollment as well as policy and procedures. These training also go over the qualifications for a McKinney-Vento students and the coding process to ensure that identification is done correctly. Trainings are held with campus administrators, counselors, and data clerks. Trainings include information on enrollment requirements for homeless students, information on how students qualify as McKinney-Vento, and an overview of the McKinney-Vento act, and available district and local resources for McKinney-Vento students. These trainings are attached to attendance and enrollment trainings for campus administrators, counselors, and data clerks in the beginning of the school year. Another training is held mid school year with all counselors and data clerks. A training for all staff will also offered in the summer during the districts Family Engagement Conference for parents and staff and uploaded online to the staff professional development platform.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Program Requirements (Cont.)

3. Provide a description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for elementary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance and engagement, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g. Special Education, English Learners, and Gifted and Talented), D) Bridging program support services, E) Assessment interventions and scores, F) Discipline interventions, G) Tutoring services, H) Supplemental academic programs, and I) Other programs or services.

Liaisons and counselors work to monitor attendance and grades. Data reports that include homeless students attendance and grades are run after each grading cycle, after the data is reviewed the liaisons work with campus counselors to ensure that any needs of students that are struggling with attendance or grades are addressed. If it is found that a student is falling behind academically the campus counselors and administrators formulate a plan for the student so that they are able to recover their grades and get back on track. Upon enrollment the campus staff works to ensure that the student are connected with any special programs that they are qualified for. The grant will allow the district to distribute engagement and learning activities to homeless students that will help bridge any gaps in their learning. Liaisons work with the campus administrators to formulate a plan when discipline interventions are needed. Counselors work with the students, parents and teachers to address any tutoring services that may be needed.

4. A description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for secondary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance, engagement, and truancy interventions, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g., Special Education, English Learners, and Gifted and Talented), D) Advanced placement and dual credit course work, E) Transcript review for appropriate full or partial credit, F) Credit recovery or credit repairs services, G) Assessment interventions and scores, H) Discipline interventions, I) Four-year cohort graduation, J) Graduation of all homeless students (e.g., current cohort, continuers and early graduates), K) College and career readiness programs and support services, L) Post-secondary transition plan, and M) Other programs or services.

Campus counselors work closely with identified students and their families to stay on track for grade promotion and graduation. The academic counselors come up with creative solutions to barriers and help create realistic educational plans for higher education. Some of the most common creative solutions have included the use of school iPads to complete necessary school work when it's not feasible for the student to come to school. This procedure is implemented to ensure that homeless student stay on track for grade-level promotion. Progress is monitored by reviewing attendance and credits. Incoming students also meet with counselors before they are placed in classes to ensure that any gaps in their education are addressed. Garland ISD has a unique education facility that houses Newcomer ESL High School students, Newcomer Middle School students and the Blended High School. The Blended High School offers computer based educational sessions to meet the diverse needs of students. Students are also able to go to the campus to work on End of Course exam tutoring in a small group setting or computers if needed. Student progress will be monitored to ensure special program services are provided for students that qualify. In addition, progress monitoring and early interventions will be provided to students in need. This includes services for students who have been identified and are receiving other special program services including: Special Education, Bilingual/ESL Education.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	McKinney-Vento Paraprofessional Aids	40,000
2.	SAM Camp Teachers	3,500
3.		
4.		
5.		

Professional and Contracted Services

6.	Summer STEM Camps	15,250
7.		
8.		
9.		
10.		

Supplies and Materials

11.	SAM Camp Materials	10,000
12.	Community Fair Supplies	25,000
13.	Summer Enrichment Materials	25,000
14.	Fall Enrichment Materials	35,000

Other Operating Costs

15.	SAM Camp Field Trips	3,500
16.	NAEHCY Conference/ travel	3,500
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.