



# 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](mailto:competitivegrants@tea.texas.gov)

### Authorizing legislation:

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

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

Required attachments: Refer to the program guidelines for a description of any 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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- 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.

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**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
Elementary School-Literacy Night for 3rd Graders	Target 3rd grade students to ensure that students are on grade level for reading
Middle School-Preparing for High School (Rising 6th Graders)	Summer Transitioning Program to ensure High School Readiness
High School-Preparing for College (Rising 9th Graders)	Summer Transitioning Program to ensure College Readiness
Bus passes	Students will attend college fairs/college visits
Grade monitoring	To increase parent and student school engagement (after-school tutoring and student parent activities)
Attendance monitoring	To increase academic achievement
	To increase attendance rates
Clothing, shoes, school supplies, hygiene products, and emergency food	To improve academic success and remove barriers to attendance

**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.

70% of students will meet STAAR and EOC requirements in order to be academically successful.  
 70% of students will be promoted to next grade or earned credits for promotion in order to be academically successful.

Students will learn social, emotional and mindfulness techniques in order to remove barriers to academic achievement.

**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**

Identify all McKinney-Vento students prior to snap shot  
 Review beginning of year data  
 Monitor grades every 9 weeks  
 Monitor attendance reports every 2 weeks  
 Monitor discipline reports every 9 weeks

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

Review middle of year data  
 Review benchmark data  
 Monitor attendance every 2 weeks  
 Monitor discipline every 9 weeks  
 Review tutoring sign-in sheets

**Third-Quarter Benchmark**

Review end of year report  
 Review STAAR/EOC data  
 Monitor attendance every 2 weeks  
 Monitor discipline every 9 weeks  
 Monitor grades every 9 weeks  
 Review failure reports  
 Review tutoring sign-in sheets every 9 weeks

**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.

Judson ISD will review the following data to determine the need for extra support via tutoring, home visits, counseling and social service resources:

- STAAR report
- EOC report
- Promotion/failure report
- End of the year data
- Parent survey data

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**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.

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**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.

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**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)

Third Grade Literacy Night will ensure students are on grade level for reading.

The Rising 6th Graders summer enrichment program will prepare students for transition to high school.

The Rising 9th Graders summer enrichment program will prepare students for college and post-secondary readiness.

Student and Family Support staff will provide home visits to increase attendance and well-being check-ins.

Student and Family Support will provide school supplies, clothing, shoes, hygiene items and emergency food in order to remove barriers to academic success.

Students will have access to summer credit recovery to ensure students are on track for promotion and graduation.

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.

A) Judson ISD collaborates with other school districts, Communities in Schools, Greater Randolph Area Services Program (GRASP)/ Partners in Education (PIE), Salvation Army, Elf Louise, Lions Club/Rotary Club, Operation School Bell, San Antonio Food Bank and Rackspace in order to remove barriers to academic success. The McKinney-Vento program supports homeless students by assisting them with uniforms, shoes and other items needed to participate in school or extracurricular activities.

B) Campus designee and Homeless Liaison will review all Student Residency Questionnaire (SRQ's) in order to identify homeless students and assist with enrollment into McKinney-Vento program. Campus designee will meet with parents to review and discuss students' rights and assess student and family needs. Students and parents will receive VIA bus passes in order to attend campus activities, student/parent meetings and parent conferences.

C) Parents will receive support in order to remove barriers to parent engagement and school activities.

D) All McKinney-Vento students will be enrolled in school of origin or school of local attendance. Students will have the same opportunity and access to advanced academic programs, extra-curricular activities or special education programs, if needed, in order to receive school enrichment opportunities and be academically successful. District policies are reviewed and revised to remove practices that may act as barriers.

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**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.

Homeless students face unique educational barriers uncommon to non-homeless students, including high mobility, trauma and adverse living conditions. Collaboration between the McKinney-Vento Program and Title I services is critical to meeting the unique needs of homeless students. The plan for coordinating services for homeless students is developed by the Title I Director and District Homeless Liaison. Homeless students are automatically eligible for Title I services whether or not they attend a Title I, Part A school. Title I services at school-wide campuses are determined by a needs assessment. Set-aside funds are reserved "as necessary" to provide comparable services to homeless students who do not attend participating Title I schools. Services that have been provided through set-aside funds are: Adventure Club (after school childcare), summer camp, summer enrichment programs and purchase of backpacks and school supplies.

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**)

Professional development is provided to all campus-based liaisons, counselors, social workers, nurses, administrators, support staff, transportation specialist, and child nutrition. The professional development is provided by the district liaison and focuses on the identification of McKinney-Vento students and how to meet the unique needs of homeless students. Campus-based liaisons provide training to teachers to assist in the identification and support of the educational needs of homeless children and unaccompanied youth.

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**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.

All students enrolling in Judson ISD will complete a Student Residency Questionnaire (SRQ), which is part of the registration packet. Families who indicate that they are living in a "homeless" situation, the campus designee will meet with the family to review SRQ, discuss student rights and needs.

Students whose living situation has changed since initial enrollment are identified through a collaborative effort among teachers, counselors and staff members in order to access services. Staff members, including teachers, secretaries, and data clerks, are trained to identify the signs of students who may be experiencing homelessness, excessive tardies/absences, changes in behavior, or changes in physical appearance, etc.

Students who are not attending school or have dropped out will be informed of the rights and services of the McKinney-Vento program.

Staff will inform the campus designee of a potential homeless student in order to meet and determine if the student meets McKinney-Vento criteria. When students withdraw, they may also indicate that the reason for withdrawal is related to economic hardship and they will be living with another family (doubled-up). As a result, this alerts the staff that the children may qualify as McKinney-Vento. The family is informed of their rights (specifically the right to remain at the school of origin and receive transportation) under the McKinney-Vento Act.

All McKinney-Vento students are eligible for Pre-K at Judson ISD.

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.

- TEHCY Pre-Summit Conference September 9, 2020: Review advocacy materials, share best practices in virtual advocacy and talk about conference logistics - McKinney-Vento Liaison and District Social Workers
- TEHCY Summer Summit Conference on supporting student homelessness- "Spot Light on Resilience: September 11, 15, 20, 2020 - McKinney-Vento Liaison, Campus Social workers and District Social Workers
- TEHCY-McKinney-Vento 101 Training- September 10, 2020 - McKinney-Vento/Foster Care Liaison
- Region 20-Highly Mobile & At-Risk Webinar - September 24, 2020-McKinney-Vento Liaison
- Region 20-ESC-20, October 6, 2020-Description: School Health Program provides training and technical assistance to school districts in support of McKinney-Vento - McKinney-Vento Liaison
- JISD McKinney-Vento Care Training -Oct 12, 2020 - JISD counselors, SEL Specialist, social workers, data managers/PEIMS clerks and JISD Student Management System Coding Training
- TEHCY-McKinney-Vento 101 Training (MID Year) -Jan 21, 2021 Are you new to working with students and families experiencing homelessness? - McKinney-Vento Liaison
- TEHCY-McKinney-Vento 201 Training: February 11, 2021 - McKinney Vento Liaison
- National Summit on Youth Homelessness: March 24, 2021 - McKinney Vento Liaison
- McKinney-Vento Training for Transportation Dept: McKinney-Vento Liaison & Transportation Dept. -Aug 2021
- JISD McKinney-Vento Unaccompanied Youth Training-Aug 2021 - Counselors, Social Workers and SEL Specialist
- JISD McKinney-Vento Students Experiencing Homelessness-Tracking, Coding, Policies and Procedures-Aug 2021 McKinney-Vento, Social Workers, Counselors and PEIMS Clerks
- TEHCY Summit Conference/Supporting Student Homelessness -Aug 3rd & 5th, 2021-McKinney-Vento Liaison

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**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.

All students are monitored to make sure they are meeting academic goals of their current grade level. All students will receive progress monitoring through BOY, MOY, EOY district benchmarks, STAAR assessments in grades 3-5, CLI Amplified, attendance and on-time promotion. If students are identified as struggling or at-risk, they are provided the support needed through campus tutoring and the RTI process. Progress is frequently monitored and reviewed. If the instructional approach within the general education setting does not result in academic progress, primary focus will be Response to Intervention (RTI), which is an early intervention to prevent long-term academic failure. Students are identified using universal screeners and historical academic artifacts, such as progress reports, report cards and unit/formative assessment. Academic support services are a collaborative approach by campus personnel, including general education teacher(s), RTI Facilitator/Instructional Coach, and the campus administrator/administrative designee. Students can attend additional programs such Literacy Nights, Rising 6th graders, Rising 9th graders programs as well as programs initiated and led by the District. Students will also have an opportunity to attend weeknight, Saturday and summer enrichment programs. Students enrolled under the McKinney-Vento Program are monitored by the campus designee and the district's McKinney-Vento Liaison. The campus designee meets regularly with each homeless student at the campus to review the students needs (social-emotional and academic). Homeless students' grades, discipline and attendance are monitored by district attendance and truancy officers and McKinney-Vento Liaison. Grantee assures that they will collaborate and coordinate services of homeless students who have been identified and are receiving other special program services (e.g. Special Education, Bilingual, ESL Education, Career and Technical Education and Gifted and Talented).

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.

-There are several interventions and monitoring procedures in place in middle and high school to ensure the students are on track for grade level promotion, graduation and college and career readiness. Students in middle school continue to receive RTI when they do not respond to the regular instructional program. Students entering 6th grade who were not successful on the 5th grade math or reading STAAR assessment will be required to take additional courses in the area they did not pass. Counselors are assigned to all students to counsel with the students in the areas educational, social, personal, and career assessment.

-High School students are required to complete an individual education plan, which promotes college and workforce readiness, career placement and advancements, and facilitates the student's transition from secondary to post-secondary. Students who score below 70% are required to attend tutoring prior to re-testing in an academic course. In addition to campus-level interventions, homeless students who are "at-risk" academically are provided early interventions, including tutoring or homework assistance.

-A counselor or social worker assigned to each middle/high school works directly with the homeless students at the campus, supplementary to the student's assigned counselor. The counselor/social worker tracks the student's grades, attendance, discipline, work with the student in small group/individual sessions, and collaborate with the district liaison to provide interventions. Secondary students at risk of not meeting grade-level promotion are identified and provided the opportunity to attend summer school to recover the credits and remain on track for grade-level promotion and graduation. Credit recovery courses are also available during the regular academic year.

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**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	Students	Barrier	Absenteeism/Truancy
Group	Students	Barrier	High Mobility Rates
Group		Barrier	
Group		Barrier	

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**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.	Attendance/grades monitoring reports	\$21,000
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.		
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	School Supplies	\$25,540
12.	Hygiene Products	\$5,000
13.		
14.		

**Other Operating Costs**

15.	College Visits/Tours	\$2,500
16.	Literacy Nights	\$2,500
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: \$2,005

**TOTAL GRANT AWARD REQUESTED:** \$54,535

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**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](mailto: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"/>
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