



2021-2022 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, June 8, 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

Authorizing legislation:

Grant period: **Pre-award costs:**

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
1) Increase the academic and social emotional resources and supports to meet the needs of students experiencing homelessness.	To meet the needs of increasing supports and resources, the district plans to implement activities such as Fall and Spring retreats, collegiate field trips, counseling and guidance, tutoring, and work with community partners to address the needs of students experiencing homelessness.
2) Improve the district's monitoring system for students experiencing homelessness to ensure their success with the resources and supports available.	To meet the needs of improving the monitoring of students, the district plans to hire a part time counselor and attendance clerk to monitor participation with supports and resources available, check in on their academic and social well being, and increase the communication with families with monthly mentoring.

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 June 2022, 85% of Harlingen Consolidated Independent School District (HCISD) students experiencing homelessness will participate in at least one of the supports or resources such as retreats, field trips, counseling, or academic tutoring, and HCISD will monitor the participation through monthly mentoring sessions.

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

- Conduct at least two mentoring sessions with students experiencing homelessness
- Identify student's academic and personal needs
- Identify academic supports and community partners to address student's needs and create a plan for each student

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

- Conduct at least two mentoring sessions with students experiencing homelessness
- Record and analyze the number of supports each student has participated in
- 45% of students should have participated in at least one support at this benchmark

Third-Quarter Benchmark

- Conduct at least two mentoring sessions with students experiencing homelessness
- Record and analyze the number of supports each student has participated in
- 85% of students should have participated in at least one support at this benchmark

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.

Throughout the project, the part time counselor will meet with our Parental Involvement/Dropout Prevention and Federal Programs Directors on a semester basis to provide updates on student participation and success with the supports provided. If at any time the data being presented does not align with the SMART goal we will modify and adjust our processes and procedures in real time to ensure the success of the project. These modifications and adjustments will be designed to enhance our current plan and will be communicated to all parties including TEA.

In addition, at the end of the year, we will hold a reflective session with all district stakeholders including our superintendent to discuss the overall success of the project and lessons learned as we plan for the resources and supports we will offer for the following year.

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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)**

After conducting a needs assessment with our campus liaisons, as a district we have identified two needs; 1) Increase the academic and social emotional resources and supports available to our students and 2) Improve the district's monitoring system. Keeping these needs at the forefront of our work we have proposed the following activities that relate to each need:

Activities for need 1: HCISD will add supports and activities such as Fall and Spring retreats, collegiate field trips, counseling and guidance, tutoring, and work with community partners to address the needs of students experiencing homelessness.

Activities for need 2: HCISD will hire a part time counselor and an attendance clerk to monitor participation with supports and resources available, check in on their academic and social well-being, and increase the communication with families with monthly mentoring.

The activities outlined above fall within Level 3 of the TEHCY program implementation. The activities in need 1 will allow the district to expand on the supports already available to students creating a more robust menu of services and will incorporate opportunities to work on the academic and social emotional needs of our students in conjunction with our community partners. The activities in need 2 allow the district to refine their monitoring system and provide equitable access to all program services through the monthly mentoring sessions. These sessions will also be a means to document progress and ensure we are on the right track to meeting our target goals and outcomes.

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.

Over the years, HCISD has built a network of community partners to address the overall needs of our students. This network of community partners is called Family Plus. As you will see below, Family Plus includes many different local and state agencies as well as our very own community businesses.

A) HCISD collaborates with the following entities to address identified children needs which are provided free of charge:
Buckner Outreach Program- Case Management Services, Skills based Training for Youth and Parents, Parent Advisory Training, Crisis Center, Basic Needs and Financial Assistance
Dentaquest- Hygiene Care and Dental Needs
Boy and Girls Club- Academic Tutoring and Social Emotional Student Training

B) The funds we are proposing to allocate towards a part time counselor and attendance clerk will assist in identifying and enrolling students into these services with the goal of positively impacting their educational experience.

C) In addition to the proposed activities, HCISD will be promoting the involvement of parents by including them in at least 2 monthly mentoring session as well as encouraging them to participate in our Texas Parent Day and Fall Parental Involvement Conference. At these events parents are exposed to sessions around social emotional topics, financial literacy, parenting tips, academic support, and open up our HCISD clothing closet for those students in need of supplies and clothes.

D) Students who are experiencing homelessness will be integrated into all regular education programs. The intent with our proposed activities is to provide these students with additional support and resources beyond our regular education programs.

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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.

The departments within the district work closely to coordinate services that support eligible homeless children and unaccompanied youth. These services include providing transportation to schools of origin, health services, free breakfast and lunch programs, and resources such as school supplies and clothing that are available through our Parental Involvement/Dropout Prevention Department.

Title I, Part A reservations are requested through the ESSA grant application to provide services or resources, as needed, to homeless students and unaccompanied youth on all campuses regardless of Title I status. The reservation for fiscal year 2019-2020 was \$6,200.00. The reservation for fiscal year 2020-2021 was \$5,300.00. These reservations were determined based on the number of students served within the district.

As students are enrolled and identified, the district and campuses strive to provide them with resources needed to ensure they receive support and comparable services. The use of funds in 2019-2020 was for hygiene kits that were helpful to students during the pandemic. Planned use of funds in 2020-2021 is for hygiene kits and items of clothing or shoes that are not available through other resources or community partners.

Strategies in our district improvement plan include identification of students for eligibility and provision of services as required by the McKinney-Vento Act and provision of training to designated campus liaisons and other stakeholders in the identification and eligibility of students and the services provided to them.

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 district will continue to follow established policies and procedures and will review and revise them, as necessary and appropriate, to ensure the proposed grant activities will not isolate or stigmatize homeless children and unaccompanied youth. LEA and campus staff, including administrators and liaisons, are informed throughout the year of McKinney-Vento requirements, contact information, and updated student enrollment information. Trainings are provided throughout the year to increase awareness, identification, and information on the unique needs of students and the importance of sensitivity and confidentiality. Public notice is provided through posters displayed at campuses and on the HCISD website to inform parents of the availability of services and the legal rights of immediate enrollment. Services are coordinated to ensure students have the right to attend their school of origin and a dispute resolution process is in place. Departments such as Child Nutrition, Health Services, Transportation, and Parental Involvement/Dropout Prevention Department work together to ensure students are provided with the necessary services and resources to facilitate their enrollment and access to their education. The proposed grant activities will allow our district to more closely monitor students and provide much-needed services that will increase personal connections with caring counselors, teachers and district staff. These services will be provided in a safe and secure setting that will promote student and family engagement. These proposed activities are aligned to our district goals including Goal 3 to improve the learning experience by using data that measures all students' weaknesses and strengths in order to address their curricular needs, and Goal 5 to increase the efficiency of communication between teachers, parents, and students to achieve the district's goal of meeting all students' educational needs.

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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.

Enrollment and identification of homeless children and unaccompanied youth are ongoing throughout the year.

(A) Entering and/or returning students are enrolled through our district's Intake Center housed in our Parental Involvement Department offices. If students are experiencing homelessness, they are referred to the Federal Programs Department for services under McKinney-Vento. Upon identification, students are coded as Homeless and services such as transportation, child nutrition meals, and health services are coordinated. Students are provided with resources such as clothing and school supplies through the Parental Involvement Clothing Closet. Campus staff, including the homeless campus liaisons, are informed so that students are provided with support and resources as appropriate to student needs. If Foster Care students are residing in transitional facilities, the Director of Parental Involvement/Dropout Prevention, who is the district's liaison for Foster Care, informs the district's homeless liaison, so students may be coded as Homeless and requested transportation services are provided.

(B) Students who experience homelessness after the school year has started are identified via communication between the campus staff, campus homeless liaisons, and the district liaison. Student housing questionnaires are completed and services such as transportation to school of origin are coordinated.

(C) Students who are not currently enrolled or attending school are monitored by Parental Involvement/Dropout Prevention attendance officers and other departments.

(D) Parents of children in early childhood or prek programs are informed through various outreach activities such as Pre-K round up, Child Find, on-line registration, and other parental involvement events.

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.

Annual Fall training was provided to the Homeless Campus Liaisons and the Foster Care Campus Liaisons on September 21, 2020. The training is a two hour training and provides the liaisons with information and resources that are helpful when helping students experiencing homelessness and Foster Care. Agenda items included a presentation by a CPS Specialist and DFPS Educational Specialist. Procedural information for identification and coding of Foster Care and Homeless students was provided. Student data for the campuses was shared with each of the liaisons. Website resources and lists of the contact information for each of the liaisons were also provided.

Annual Spring (mid-year) training was provided to the Homeless Campus Liaisons and the Foster Care Campus Liaisons on January 26, 2021. The training is a two hour training and provides the liaisons with updates and information and resources that are helpful when helping students experiencing homelessness and Foster Care. Updated student data for the campuses was shared with each of the liaisons. Other agenda items included review of the Academic Support Plan for Students Experiencing Homelessness and resources such as the Harlingen CISD Clothing Closet.

A training for New Teachers was provided on February 23, 2021. Two separate one-hour sessions were conducted. Special Populations information was provided. This included information on Services for Students Experiencing Homelessness, Results Driven Accountability, and resources on strategies for helping students in the classroom.

External professional development information and activities are provided through Region One ESC and Texas Education for Homeless Youth and Children staff and resources.

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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.

The grant activities and services we are proposing will help support the unique academic needs of students experiencing homelessness in elementary as we plan to provide a year round program that we will closely monitor and adjust based on the needs of the students. Below is a timeline of the proposed events, start of services, and monitoring techniques for the upcoming school year:

- August 2021- Fall Retreat focused on motivation and the importance of attendance.
- September 2021- Meeting with Counselor and Attendance Clerk begins on a monthly basis. Initial data is collected and services will be chosen and started. This would include academic tutoring and guidance and counseling.
- November 2021- Parent District Wide Conference.
- December 2021- 1st College Field Trip.
- January 2022- Mid-year Chat with all Stakeholders including the Director of Federal Programs and Director of Parental Involvement/Dropout Prevention to review participation, attendance, academic progress, discipline, and to assess if other bridging or interventions need to be solicited for the success of students at the mid year point.
- February 2022- 2nd College Field Trip.
- March 2022- Future Career Expo.
- May 2022- Spring Retreat and End of the Year Reflection.
- June 2022- End of the Year Chat with all Stakeholders to assess success of the program and reflect on how to enhance the supports for the following year.

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.

The grant activities and services we are proposing will help support the unique academic needs of students experiencing homelessness in secondary as we plan to provide a year round program that we will closely monitor and adjust based on the needs of the students. Below is a timeline of the proposed events, start of services, and monitoring techniques for the upcoming school year:

- August 2021- Fall Retreat focused on motivation and the importance of attendance.
- September 2021- Meeting with Counselor and Attendance Clerk begins on a monthly basis. Initial data is collected and services will be chosen. In addition to guidance and counseling, graduation, college and career readiness, and transcript reviews will be a focus during monthly meetings for secondary students.
- November 2021- Parent District Wide Conference.
- December 2021- 1st College Field Trip.
- January 2022- Mid-year Chat with all Stakeholders including the Director of Federal Programs and Director of Parental Involvement/Dropout Prevention to review participation, attendance, academic progress, discipline, and to assess if other bridging or interventions need to be solicited for the success of students at the mid year point.
- February 2022- 2nd College Field Trip.
- March 2022- Future Career Expo.
- May 2022- Spring Retreat and End of the Year Reflection.
- June 2022-End of the Year Chat with Stakeholders to assess success of the program and enhance for next 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	<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"/>

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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.	Extra Duty Pay for Counselor \$27.50 an hour x 2 days per week (3 hours a day)	\$6,600
2.	Extra Duty Pay for Attendance Officer \$25 an hour x 2 days per week (2 hours a day)	\$4,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Motivational speakers	\$2,500
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Supplies and Materials as needed for Fall and Spring Retreats	\$4,820
12.		
13.		
14.		

Other Operating Costs

15.	Field Trips Travel	\$1,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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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 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

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