



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

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

Campus name 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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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.

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
Homeless youth students need a safe place to go after school.	We will expand our Safe Landing Program to an additional site. We will expand to the West Mesquite High School Feeder Pattern.
A number of homeless youth opted for virtual school during 20-21, we anticipate an increase in homeless students requiring sustained support to transition back to school.	We will hire a social worker to work with secondary students identified requiring high level sustained support, counseling and mentoring to navigate back into the classroom successfully and stay on track to graduate.

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.

Homeless youth participating in the after school Safe Landing program will increase their school attendance to 90% and maintain an academic average that ensures they will graduate on time with their peers.

Homeless youth working with the Re-Engage Social Worker will maintain school attendance of 90%, maintain an academic average that ensures they will graduate on time with their peers, and they will self report an increased sense of engagement with their campus through self reflection and surveys.

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

Individual student attendance will have increased from the previous grading period for Safe Landing students. Individual student academic averages will be at a passing grade for all classes for Safe Landing Students. Students assigned to the Re-Engage Social Worker will have met with the social worker for a minimum of once weekly, and have a passing average in all classes. Students assigned to the Re-Engage Social Worker will complete self assessments on engagement with their campus, peers and extra curricular activities.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Individual student attendance will have increased from the previous grading period for Safe Landing students. Individual student academic averages will be at a passing grade for all classes for Safe Landing Students. Students assigned to the Re-Engage Social Worker will have met with the social worker for a minimum of once weekly, and have a passing average in all classes. Students assigned to the Re-Engage Social Worker will complete self assessments on engagement with their campus, peers and participate in at least one extra curricular activity or campus based organization/club.

Third-Quarter Benchmark

Homeless youth participating in the after school Safe Landing program will increase their school attendance to 90% and maintain an academic average that ensures they will graduate on time with their peers. Homeless youth working with the Re-Engage Social Worker will maintain school attendance of 90%, maintain an academic average that ensures they will graduate on time with their peers, and they will self report an increased sense of engagement with their campus through self reflection and surveys.

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.

Ongoing program effectiveness monitoring will be built into the management of this grant. Data collection and student surveys will be the responsibility of the district's lead social worker. Program involvement and student engagement will be evaluated monthly. Students not meeting academic or attendance goals will be required to participate in acceleration before/after school and attend weekly mentor meetings. Participation in Safe Landing will be evaluated and campus counselors will be utilized to seek out students who would benefit from participation. Transportation will be provided to all activities outside the regular school day to ensure a high level of participation.

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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)

MISD will expand our after school Safe Landing Program to an additional high school feeder pattern. Safe Landing is an after school program for students identified as homeless in grades 6-12. Students are provided district transportation from their home campus to the Safe Landing location. Safe Landing is staffed with at least 2 teachers from the high school campus, a certified counselor and a social worker or counselor from our Family Support Center. Students are provided after school snacks, tutoring, time to meet one-on-one or in groups with a counselor and dinner is provided each evening by a local restaurant. A small food pantry is available if students need food to take with them. The center is stocked with board games, puzzles, an outside area for basketball, and participating students are responsible for maintaining the center and cleaning it up each evening. Safe Landing is open 4 nights a week from 4-8:30, open during school holidays and based on the student's requests will be open for modified hours during the summer. Funding from the grant will pay the supplemental extra duty for the staff working at Safe Landing after school hours as well as basic supplies and materials for the program. Students who build relationships with their peers and school staff are far more likely to engage with coursework and be academically successful.

The social worker focused on engagement will target those homeless children and youth who have been attending school virtually for the last 18 months. Weekly meetings with the social worker will ensure a smooth transition back into the classroom and social stresses returning may result. This social worker will coordinate with classroom teachers to monitor academic progress, school attendance, and engagement with the campus in general. Virtual family counseling will be provided to assist the family as a whole as they transition back into in person school.

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.

MISD has a strong relationship with community based support service agencies as well as a collaborative partnership with agencies providing housing and support to homeless children and youth. Sharing Life provides food, clothing and housing assistance to our families and students upon referral from one of our social workers. The City of Mesquite provides funding that allows local restaurants to provide dinner to the students participating in our Safe Landing Program.

The district has a Campus Homeless Liaison at each campus who works with other campus staff to identify and support students experiencing homelessness. In addition, local motels display posters which explain the definition of homelessness under the McKinney-Vento Act and help ensure students temporarily living in motels are directed to the nearest campus to get enrolled in school. District social workers work closely with our students and families to not only provide immediate support in enrollment in school, assistance with obtaining necessary immunizations, birth certificates and medical/dental/mental health services required to be successful in school, but they work with families to build their capacity to move towards permanent housing solutions. Students experiencing homelessness in Mesquite ISD are encourage to participate in extra-curricular activities and clubs and transportation is provided to ensure that the lack of transportation is not a barrier to participation. Equipment and supplies necessary to participate in these activities are provided for the students. Items such as the rental of band or orchestra instruments, shoes and clothing for athletic activities, and fees associated with CTE courses and certifications.

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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.

Mesquite ISD's actual reservation of Title I, Part A funds for the 19-20 school year was \$621,000, for the 20-21 school year the district reservation for homeless children and youth was \$523,000. Funds are used to pay 3 McKinney-Vento Social Workers, transportation services to eligible students, required school clothing, supplies, and fees associated with participation in CTE, a Family Support Liaison, supplemental student materials and fees associated with obtaining birth certificates, required immunizations, and other supplemental support services necessary to increase the academic achievement and engagement of homeless children and youth. The district liaison provides annual training to campus liaisons, campus staff, including auxiliary employees such as bus drivers, crossing guards, and custodial staff to ensure that all employees are aware of the signs of potential homelessness and are aware of the campus and district staff they can inform if they see something that may be a sign of loss of housing or inadequate home conditions. During times of natural disasters district employees are updated about the criteria to meet identification of homelessness and collaboration with community businesses, motels and service organizations are heightened to best meet the needs of newly displaced families and students. Both the district and campus improvement plans specifically address the identification, support, and monitoring of homeless children and youth and the program is evaluated annually.

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 primary goal of our homeless student support plan is to ensure that homeless children and youth are provided with everything necessary to participate fully in all aspects of their schooling just as their non-homeless peers. A systemic system of monitoring is in place to ensure attendance, academic achievement, and school engagement are consistently monitored and adjustments are made as necessary. Our district "tiers" our homeless children and youth to enable our highest risk (unsheltered unaccompanied youth) receive the highest level in monitoring and face to face time with assigned social workers. We ensure that the clothing, school supplies, and even backpacks provided to our homeless students are similar to their peers so that homeless children and youth can't be distinguished visually from their non-homeless peers. We ensure that students have everything necessary to participate in sports, band, choir, cheer, drill team, and campus clubs just as their non-homeless peers.

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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.

At the initial point of enrollment any youth enrolling themselves, or a student/family having difficulty proving residency is directed to the campus homeless liaison to complete the Student Residency Interview. This is a true interview conducted in a private setting to allow free conversation between the person enrolling and the campus homeless liaison. Once it has been determined through the interview that the student meets criteria under the McKinney-Vento Act, the student is immediately enrolled, free lunch is set up through Student Nutrition and the student receives required school uniforms and supplies. The campus liaison forwards the SRQ to the district liaison who codes the student in PEIMS and assigns the student a social worker.

Prior to the start of each school year campus liaisons begin contacting students identified the previous year to check on them, re-identify is continuing to meet criteria and arrange for clothing and supplies to be delivered prior to the start of the school year.

During holiday breaks the social workers maintain contact with homeless children and youth through zoom and phone calls. Campus liaisons are reminded to be extra diligent upon return from school breaks and holidays as many families experience the loss of housing during these extended breaks.

Ongoing professional learning with campus staff regarding homelessness allows them to be knowledgeable about looking for signs of homelessness and to respond appropriately to students who talk about moving to a hotel, sharing an air mattress at their aunt's house and other things that could be an indication of a loss of housing. Our Family Engagement staff works with parents of infants through early childhood and informs parents about free all day PK for eligible students. Posters are also placed in the community informing people about services and programs available for those experiencing homelessness.

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.

All campus homeless liaisons are training in July prior to the start of the new school year and prior to the start of contacting students and families from the previous year to see if continuation of services is required. All campus and auxiliary staff are required to complete an annual training review of signs of possible homelessness as well as the requirements of the federal law for immediate enrollment. Campus administrators receive annual training as well as front office staff. All training concludes with an on line evaluation as well as information about how to receive additional training.

July: 6 hour required training for all campus homeless liaisons

July: 1 hour training update for returning campus administrative staff, school nurses and front office staff

July: 2 hour training for new campus administrative staff, school nurses and front office staff

July: 3 hour training for social workers and Family Support Staff

August: 1 hour training for Safe Landing Staff

August: Cafeteria, bus drivers, and other auxiliary staff are trained via the web on how they can assist in the identification of students experiencing homelessness

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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.

Upon initial identification, homeless children and youth will be assigned to the social worker for that schools' feeder pattern. Based on the information on the SRQ, and through interviews/phone calls with the student, parent or caregiver the student is identified as Tier 1, Tier 2, or Tier 3. The district has a protocol for each tier. Tier 1 students are contacted by their social worker within 24 hours and weekly face to face contact is begun. Each tier has established timelines for contact, monitoring, and evaluation. Systems are initiated to monitor student attendance, grades and engagement with campus extra-curricular activities. For high school students assistance is provided to complete FAFSA including free assistance with taxes. Cap and gowns are provided free of charge for graduating seniors. College visits to local community colleges area conducted starting with the sophomore year to engage students in the plan for post graduation plans. Graduating seniors are provided support through the summer to ensure a smooth transition to the college setting. Students entering the work force are provided support in budgeting, interview skills, and certification programs to increase their chances of being successful and independent. Social workers assigned to homeless children and youth collaborate with special education teachers, ESL and bilingual teachers, and GT staff to ensure that homeless children and youth have the opportunities to participate fully as non-homeless peers. Parents and caregivers are also informed about the opportunities available to their students. Fees are waived or paid for ACT and SAT testing, CTE fees for class supplies and certification tests, credit recovery, credit acceleration, and summer enrichment camps.

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.

A. Attendance, engagement, and truancy will be monitored for all students participating in Safe Landing and assigned to the Re-Engage Social Worker. Counselors and staff will work with students during the 16+ hours of the after school program to tutor students and discuss the importance of school attendance. If transportation services are an option, plans will be out in place so that getting to school daily and on time is not a barrier.
B. Each student in 6-12 grade attending Safe Landing or assigned to the Re-engage Social Worker will collaboratively work on their individual graduation plan and be held accountable for meeting each milestone.
C. All homeless students attending Safe Landing and assigned to the Re-Engage Social Worker will have collaborative in person or virtual sessions with SPED staff, ESL/bilingual teachers, and GT teachers to ensure that all parties are working toward the same goal and that supplemental support in any of these areas can be provided.
D. Campus counselors will meet with students to inform them about opportunities for advanced placement classes and dual credit, encourage them to participate and assist with enrollment and registration in these classes.
E/F/G. Participating students will have a monitoring folder where the path to graduation, credit accumulation and any needs for credit recovery are documented and a subsequent plan is developed with the student.
H. Discipline will be addressed in the weekly face to face meetings and counseling on better behavior choices will be part of the individual student plan for success. Behavior expectations ill be clearly communicated to participating students.
Other areas will be addressed based in the student's grade level. Dallas College has agreed to provide support.

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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" value="Students"/>	Barrier	<input type="text" value="Hearing Impairments, Visual Impairments"/>
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.	Social Worker-Focused on re-engagement of homeless students returning to in person	\$70,000
2.	Supplemental Extra Duty Pay for staff working at Safe Landing outside the contract day	\$10,000
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Supplies and Materials for Safe Landing	\$7,010
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:	0
TOTAL GRANT AWARD REQUESTED:	\$87,010

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