



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
Improve student attendance - Homeless students attendance to be within 3 percentage points of non-homeless students attendance	Monthly reports listing students with consecutive absences and/or below 90% attendance. Case management to monitor attendance, contact parents and remove barriers.
Improve student academic success - Homeless students promotion rates to increase 1% each successive year.	Reports listing students with grades below 70 will be pulled at mid-point and end of each grading period. Case management to monitor grades, involve parents, remove barriers and coordinate campus support to facilitate student academic success.
Increase identification and immediate enrollment of homeless students - All residency surveys indicating homeless situation will have parent contacted, needs assessment and agency referrals.	Every student will register on-line completing a residency survey. All residency surveys indicating a homeless situation will receive follow-up parent/guardian contact by case management staff within 5 days. Unaccompanied youth will be contacted directly by case management staff.

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.

MV staff will monitor at-risk homeless students by providing case management services involving students, parents/guardians, campus support staff and collaborating agencies. This activity will be on-going throughout the school year in order to improve identification, immediate enrollment, student attendance and student academic success. Success will be measured by timely completion of needs assessment with parent involvement (within 5 days of on-line registration), homeless student attendance within 3 percentage points of non-homeless students and a 1% increase in the overall MV student promotion rate from the previous school year. Goals will be evaluated throughout the grading period to ensure incremental gains are achieved. Goals will be reached at the end of the academic year. This plan is aligned to the district goals and the Federal and State Accountability systems.

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

100% of homeless students at-risk of failing one or more subject(s) received case management support including notification of parent/guardian and coordination with campus personnel for additional academic support.
 100% of students below 90% attendance received case management support including notification of parent/guardian and an assessment of barriers to attendance.
 100% of student residency surveys (SRS) indicating potential McKinney-Vento qualification have been contacted (within 5 days of on-line registration), needs assessment completed and received necessary referrals.

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8. Measurable Progress (Cont.)**Second-Quarter Benchmark**

Same as First-Quarter Benchmark plus:

All secondary campuses will post flyers with QR code allowing students and families to notify case management if living situation is dangerous or has changed with loss of housing due to financial hardship in order to identify students that become homeless during the year.

Third-Quarter Benchmark

Same as Second-Quarter Benchmark plus:

100% of 12th grade homeless students will receive case management assistance with FAFSA and post-secondary education applications.

100% of homeless students needing summer school/credit recovery will be notified and offered financial assistance with any fees.

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.

If 100% of homeless students at-risk of failing one or more subject(s) do not receive case management support, the MV Lead Social Worker will assist by notifying parent/guardian and coordinating with campus personnel for additional academic support.

If 100% of students below 90% attendance do not receive case management support, the MV Lead Social Worker will assist by notifying parent/guardian and conducting an assessment of barriers to attendance.

If 100% of student residency surveys are not contacted within 5 days, the MV Lead Social Worker will assist with contacting parent/guardian and completing a needs assessment and making necessary referrals to support family.

If homeless student attendance is not within 3 percentage points of non-homeless student attendance, MV Lead Social Worker will convene a committee including social workers and student support specialists to identify additional barriers and solutions to homeless student attendance.

If homeless student promotion rate does not improve 1% each academic year, MV Lead Social Worker will implement Continuous Improvement processes to identify barriers to homeless student academic success and solutions to improve promotion rates.

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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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RFA/SAS # 701-21-114/293-22 2021-2022 Texas Education for Homeless Children and Youth

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)**

The proposed grant activity is case management support to all homeless students and unaccompanied youth:

- with immediate enrollment and identification
- falling below the 90% attendance benchmark
- failing one or more classes

Case management services will include parent involvement, campus support staff involvement and the coordination of support services with local agencies. Case management will advocate for and coordinate equitable access to program services needed to improve academic outcomes by collaborating with campus staff to obtain the support services required to ensure student success. All activity conducted on behalf of a homeless student will be recorded in the Family Support Service Tracking Database to ensure a record of contact with student, parent, campus staff and external support agencies. These visits can be analyzed and reviewed to ensure all student needs have been addressed and recorded. This program can count visits by student or referral type in order to determine the needs and barriers most often encountered.

Case management will be an ongoing process throughout the academic school year ensuring the needs of homeless students are identified and referrals are made to assist students and families with meeting those needs and overcoming barriers that might lead to a lack of academic success. This case management system will lead to an increase in homeless student promotion rate, improved attendance, and support for graduating seniors to pursue post-secondary education.

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. HEB ISD's McKinney-Vento support program collaborates extensively with other districts, local social service agencies, Tarrant County Homeless Coalition, our district Title I Coordinator, district counselors and district Community in School social workers. HEB ISD hosts a Fall and Spring Suburban Homeless Liaison meeting. All surrounding districts are invited to attend and encouraged to invite other districts. During this meeting we discuss the challenges we are facing as liaisons and solutions we have developed including school of origin transportation barriers. HEB ISD PTA maintains a clothes closet, and is immediately available to support families that may have lost everything due to a fire/disaster or eviction. HEB ISD collaborates closely with 6 Stones Mission Network, a local social service agency. 6 Stones holds an annual Back to School Festival which supplies backpacks and much needed school supplies to homeless and economically disadvantaged students. This agency also has a food pantry and clothes closet. We also collaborate with the Tarrant Area Food Bank to assist families in becoming food secure.

B. The proposed use of funds will fund case managers that will have access to the district's enrollment system, and student's who enrolled with a MV tag. Case management will contact these families immediately, conduct a needs assessment, determine student eligibility and coordinate immediate enrollment with the campus. Case managers will continue to monitor students' attendance, grades and on-going needs in order to ensure academic success.

C. Case Management involves parent/guardian for all needs assessments of accompanied youth. Parents are contacted and given resources upon enrollment and kept informed throughout the school year of any academic or attendance concerns. Case management will work with parents to identify barriers to academic success and attendance, and collaborate with available resources to remove the barriers.

D. All homeless students are immediately enrolled and integrated into the regular education program. A local collaborator, Jump 4 Joy does an annual fund raiser benefiting the homeless students in HEBISD. These funds are used to assist students with activity fees and supplies that enable homeless students to join activities that might have been cost prohibitive.

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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.

All district Title I, Part A, Homeless Reservations are used for homeless student school of origin out of district transportation. As a Continuous Improvement District, the Federal Program Coordinator, Lead Social Worker and Case Managers annually review policies and procedures to identify barriers to student academic success and attendance. These barriers are reviewed as a team, and decisions are made as to the best use of Title I, Part A Homeless reservations to improve student success and attendance.
B. HEB ISD determines its reservation amount for services to support homeless children and unaccompanied youth by reviewing the previous academic year's use and trend data.
District and Campus Administration, Counselors, Secretaries, Registrars and Communities in School social workers receive annual training regarding homeless student qualification and district support services available to all identified homeless students. HEB ISD addresses the needs of all students in their district/campus improvement plan. Homeless students are not singled out. Instead they are part of the whole district continuous improvement process. They are held to the same standards of non-homeless students in regards to STAAR results, attendance and promotion/graduation rates. However, the Federal Programs Improvement Plan does address homeless students regarding goals for Continuous Improvement, specifically updating processes and procedures for homeless students 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)

HEB ISD Board Policy FDC(LOCAL)-A, Admissions Homeless Students, states: "The District shall not stigmatize or segregate a student who is homeless". The policy further states, " The liaison shall receive and provide to appropriate staff members professional development regarding services required by law to identify and meet the needs of students who are homeless. In addition, the liaison shall regularly review with campus admissions personnel the laws and administrative procedures applicable to students who are homeless". Board policies are reviewed annually and staff trainings are conducted annually in order to ensure grant activities, programs and services will not isolate or stigmatize homeless children and unaccompanied youth. The district's Homeless Plan is also reviewed annually by the Homeless Liaison and Lead Social Worker to ensure all program activities are in accordance to district board policy.

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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.

Level 1: A. Every student enrolling or re-enrolling in a campus any day of the year completes a Student Residency Survey (SRS) as part of the on-line enrollment process. Any SRS indicating a MV situation is received by MV staff. The family or unaccompanied student is contacted that same day by a social worker/facilitator to assist with immediate enrollment and to conduct a comprehensive needs assessment. When barriers or needs are identified, referrals are made to empower the family to secure the needed services. B. Campus registrars, counselors and administrative staff are trained to ask questions to screen for a MV situation when a family changes address. Twice a year campuses also include MV information and staff information for families to reach out and acquire services if they have lost their housing. C. MV staff and Truancy officers work closely together to ensure students that withdraw are enrolled in another campus (if parent chooses not to keep student in school of origin). Students that do not enroll or do not have a records request from another campus will be pursued by MV and Truancy staff. D. Same as answer A.

Level 2: Once identified as MV, students are immediately coded in the PEIMS system and campus staff are notified. A daily report of newly qualified MV students is delivered via email to Child Nutrition Services ensuring free meals begins immediately. This same report is delivered to MV staff who begins monitoring attendance and grades.

Level 3: Periodic reports are pulled identifying MV students that have fallen below the 90% attendance benchmark. Contact is made with these families to determine barriers to attendance and remove those barriers. MV staff gets reports at the middle and end of each grading period allowing staff to monitor grades, inform parents and work with campus staff to support student's academic staff. Secondary students are referred to college prep programs and receive assistance with FAFSA, college applications and technical training programs.

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.

District professional development is coordinated by the Lead Social Worker and Federal Programs Coordinator. The training consists of a PowerPoint presentation defining homelessness, the stressors of students living in homeless situations, unaccompanied youth and the unique barriers they encounter, ways to identify homeless students, the right of homeless students and community, state and district resources. The district beginning of the year training (BOY) includes counselors, campus administrator, Secretaries, Registrars and Community in School social workers. This PowerPoint is also part of the HEB ISD Family Support Service Office virtual office, so all district staff and parents have access to it. Please see link below:

<https://docs.google.com/presentation/d/e/2PACX-1vRTE3Adbv24Nw1-1GAU4KWf0gmQqVdssS2uxLJcbSuGinu9ImhplrGSJKPsVCeC7DSqdCWqqOASy--x/pub?start=false&loop=false&delayms=3000&slide=id.p>

In addition to internal training, the MV Lead Social Worker and case management staff work to educate the community about homeless issues, needs and resources in "our backyard". Training is conducted with civic groups such as the Lion's Club and Rotary Club as well as non-profit social service agencies and churches. Many of these churches have formed an alliance which conducts a fund raiser called Jump 4 Joy. The funds raised go directly to helping our district homeless families with summer school fees, credit recovery fees, extracurricular activity fees, emergency housing, rent/utility assistance and scholarships for the district after-school program.

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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.

A) Attendance reports will be pulled periodically. Parent/guardian will be contacted in order to determine the barriers to attendance, and a plan will be developed to increase student attendance. Transportation barriers will be explored.
B) Academic reports will be pulled at the middle and end of each grading period. Parent/guardian will be contacted in order to determine the barriers to student academic success, and a plan will be developed to increase student success.

C) Case managers will coordinate targeted services with designated campus staff.

D) Case managers will coordinate the distribution of necessary services such as school supplies, clothing, food and medical/dental and mental health resources.

E) Case managers will coordinate with counselors to ensure necessary accommodations are in place during assessments and scores will be reviewed to ensure student receives targeted tutoring services.

F) Case managers will work with campus administrators to develop appropriate discipline interventions.

G) Case managers will work with campus counselors to secure tutoring services or additional support for students when needed.

H) Case managers will review student progress at the end of the year and inform parent of summer school options and financial assistance to cover the fees.

I) Case managers will inform parent/guardian that scholarships are available to cover fees for students to participate in campus extracurricular activities.

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 reports will be pulled periodically. Parent/guardian will be contacted in order to determine the barriers to attendance, and a plan will be developed to increase student attendance. Transportation barriers will be explored. Case managers (CM) will work with student to ensure campus engagement, and virtual offices (Google slide) will contain information regarding campus clubs and sports. Scholarships will cover fees. The district Truancy department will be involved at case manager's request to assist with student attendance.

Case Managers will:

B) monitor student grades and transcripts to ensure students are receiving credits necessary for promotion

C) coordinate targeted services with designated campus staff D) coordinate with campus counselors to ensure homeless students are assessed for and placed in appropriate advanced placement or dual credit courses E)

coordinate with campus counselors to ensure student transcripts are reviewed and appropriate credit is awarded

F) coordinate with campus counselors and students to ensure credit recovery opportunities are awarded to students, and that fees for credit recovery are covered G) review assessment scores and coordinate with campus

counselors to ensure students receive necessary support services H) coordinate with campus staff regarding discipline interventions I) monitor credit and promotions to support four-year cohort graduation J) offer all supports

available to ensure all homeless students graduate K) refer junior high homeless students to TRIO (college preparedness) program L) assist with FAFSA, military and post-secondary applications and transitions M) refer

students to other programs and services to ensure student success

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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.	Case management salary	\$76,132
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.		\$490
12.		
13.		
14.		

Other Operating Costs

15.	Required TEHCY grant training	\$3,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$3,538

TOTAL GRANT AWARD REQUESTED: \$83,160

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

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