



# 2021-2022 Texas Education for Homeless Children and Youth

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

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

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

Authorizing legislation:

Grant period: From 09/01/2021 to 08/31/2022

Pre-award costs: ARE NOT permitted for this grant

Required attachments: 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): NA

## 1. Applicant Information

Name of organization Education Service Center Region 11

Campus name  CDN 220950 Vendor ID 1751246000 ESC 11 DUNS 931361047

Address 1451 South Cherry Lane City White Settlement ZIP 76108 Phone 817-740-3600

Primary Contact Shari King Email sking@esc11.net Phone 817-740-7633

Secondary Contact Laura Weir Email lweir@esc11.net Phone 817-740-3602

## 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 Clyde Steelman, Jr. Title Exec. Director Email clydes@esc11.net

Phone 817-740-3630 Signature  Date 06/08/2021

Grant Writer Name Shari King Signature  Date 06/08/2021

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.

**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
Increase student awareness of, access to, and usage of mental health resources and social services providers.	Develop asset mapping across the DFW metroplex and state to ensure an up-to-date list of area resources is available and shared frequently with stakeholders. Promote and provide opportunities that address mental health, encourage connection, and build relationships amongst adults and peers.
Increase student and parent/guardian postsecondary awareness, attainment, and persistence.	Intentionally focus on postsecondary access and attainment. Develop specific focus on persistence for 8th-12th grade students. Provide opportunities such as college fairs, guest speakers, physical/virtual visits to postsecondary institutions (colleges/universities, military, technical schools).
Increase use of identification processes, monitoring/intervention best practices, classroom support strategies, and social/emotional support systems through professional development.	Provide trauma informed care training scaffolded by Project Restore programming. Deliver a monthly newsletter introducing one tool per month to support students along with identification checklists, articles, and resources to build educator capacity regarding homeless/unaccompanied youth.

**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 the end of the grant period, all identified students will be offered group coping skill sessions with licensed counselors and at least 20% will participate in at least one session. All high school identified homeless/unaccompanied students will be offered post-secondary awareness activities, and 20% will actively engage in post-secondary planning. K-12 students and educators will increase knowledge and use of homeless resources and supports through professional development and parent/guardian outreach. By the end of the grant period, 75% of district staff will have received training resources through the grant. At least 75% of students and parents/guardians will have received specific outreach through grant services.

**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**

75% of identified homeless and unaccompanied students will be offered accessible monthly group counseling sessions.  
 100% of LEAs will be offered professional development training in identifying and supporting homeless and unaccompanied students. 100% of LEAs will be offered needs assessments to identify specific needs for their homeless/unaccompanied students.

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

20% of identified homeless and unaccompanied students will attend at least 1 group counseling session.

20% of identified homeless and unaccompanied juniors and seniors will attend a "Post-Secondary Opportunities" group session.

75% of identified homeless and unaccompanied students will be offered local and state resources for ongoing support throughout the summer.

**Third-Quarter Benchmark**

75% of students and parents/guardians will be offered the opportunity to attend a health and wellness fair.

Identification of homeless and unaccompanied students will increase by 10% by the end of the 21-22 school year.

**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.

This is the first year the ESC Region 11 Mental Health and School Team will lead this SSA; therefore, flexibility will be key to ensure the program grows within the expected outcomes and to reassess more frequently than quarterly. In addition to the quarterly benchmarks, our efforts will focus on a more granular level where monthly data monitoring and collaboration meetings will support continuous improvement and program modification as needed. Monitored data, in addition to the specific benchmarks outlined above, will include at a minimum:

- Number of identified homeless children/unaccompanied youth at each SSA district
- Attendance rates for identified homeless children/unaccompanied youth at each SSA district
- Promotion rates for identified homeless children/unaccompanied youth at each SSA district
- State assessment scores for identified homeless children/unaccompanied youth at each SSA district
- Graduation rates for identified homeless/unaccompanied youth at each SSA district

Ongoing data analysis will allow for early identification of any programming issues and adjust ongoing activities accordingly. If a lack of progress on a key measure appears two months in a row, affected members of the SSA will meet with the ESC Region 11 Mental Health and School Counseling Team to evaluate barriers. These meetings will be solution focused, and relevant coaching and best practices will be addressed. If concerns remain after the following month, the ESC Region 11 Mental Health and School Counseling team will begin additional on-site visits. Direct coaching, programming support, or strategies will be shared in a one-to-one format for schools/districts who are not seeing expected results.

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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**)

Homeless students in grades K-12 will have opportunities to directly engage with coping skills group sessions provided by a licensed professional counselor. These sessions will occur monthly and be broken down by appropriate developmental stages. Data will be collected via surveys, participation logs, and student/educator testimonies every six weeks. Data metrics will be continuously reviewed throughout each school year. Eligible students will be identified through LEAs. These activities will assist identified students in overcoming mental health barriers to academic success. K-12 students will increase their knowledge of post-secondary opportunities by participating in career investigation guidance via classroom instruction, presentations, software programs and online career inventories, field trips and attending sessions with guest speakers. The ESC will provide opportunities for college/career awareness to increase post-secondary success via college/career fairs, guest speakers, campus visits, financial aid and scholarship search information, etc. Transportation may be needed as part of the experience. Data will be collected via pre- and post-tests, surveys, participation logs, and student/educator testimonies every six weeks. Data metrics will be continuously reviewed throK-12 students and educators will increase knowledge and use of homeless resources and supports by implementing resources provided by the SSA via emails, newsletters, updated website content and live events. The SSA will provide ongoing PD to district staff and educators. The ESC will organize a wellness clinic/fair for homeless students anughout each school year. Eligible students will be identified through LEAs. These activities will support students, especially high school juniors and seniors, in persisting into post-secondary opportunities and increase the percentage of these students who go on to post-secondary education, including technical schools.

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

The SSA will utilize various external resources to serve homeless children and unaccompanied youth. ESC Region 11 has an existing HB19 LMHA partnership that will directly support this SSA. Below is a sample of external resources to be used: The Salvation Army of North Texas and Catholic Charities Fort Worth provides emergency shelters, financial aid, food pantries, emergency family services, and social service centers for homeless. Various emergency shelters will serve as housing/shelter resources.

My Health My Resources, Pecan Valley Centers, Catholic Charities Dental Clinic, Denton Community Health Clinic, Cook's Children's Hospital and various local hospitals and doctors' offices will service as medical resources for homeless and may participate/provide services for a wellness clinic. MHMR and LMHA's will assist in provide mental health care and support.

The Tarrant County Homeless Coalition will serve as a resource to connect homeless and unaccompanied youth to resources for healthcare, housing, mental health, food, transportation, legal, and financial aid for basic needs.

Resources such as the Crisis Support Line and TCHAT support line, will be used to meet the acute needs and respond to crisis of homeless and unaccompanied youth.

Resources such as Texas Work Force, uAspire, and the Scholarship Informer (Gabrielle McCormick) will be used to meet education, employment, and financial aid needs of students. These resources along with various colleges could participate in college and career fairs and trainings that assist in students' post-secondary success.

Project Restore can be utilized by school districts. Project Restore is a trauma-informed training video series, which is designed to address these extraordinary and unprecedented needs and connect educators to relevant science and strategies that can help them address their own emotional needs as well the needs of their students and colleagues. This series will help educators create an environment that jump starts teaching and learning and drives student achievement.

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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.

It is apparent by the LEA program coordination charts that were submitted to the SSA that LEAs have wide variation in the authentic coordination of service for homeless/unaccompanied students. The SSA will develop and share best practices for Title I, Part A Homeless Reservations among participating districts. The best practices and model procedures will include:

- a model process for planning the LEA Title I, Part A Homeless Reservation amount
- best practices LEA procedures in a template form, such that it is simple for the LEA to adopt model procedures
- needs of homeless/unaccompanied children and youth that should be considered during the needs assessment process and documented in the CIP and DIP.

Through the use of a procedures template, the SSA will train responsible LEA staff and monitor the implementation of effective procedures to best coordinate the TEHCY grant activities and funds with the LEA Title-I homeless reservation activities and funds.

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**)

While the LEAs applying with this SSA have existing Policy regarding homeless/unaccompanied students, most do not have practical and consistent procedures in place. Policy and forms are only effective if they are being used by knowledgeable staff members in a consistent manner. The SSA will develop and share best practices for Title I, Part A Homeless Reservations among participating districts.

Through the use of a procedures template, the SSA will train responsible LEA staff and monitor the implementation of effective procedures.

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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.

Professional development opportunities and checklists will help support identification and the enrollment of homeless youth. Screeners will also be used to help individuals and families better understand how homeless is defined by the state and government. Students shall be screened at any point at the required checkpoints including but not limited to, entering or returning to their schools from summer or holiday break, when it is believed that a student is experiencing homelessness after the school year has started, when there are breaks in education, and if they are eligible for early childhood 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.

Intensified training for those who directly enroll students and for educators who support students will be provided on an ongoing basis. An anticipated training schedule may ascertain that training or retraining efforts will take place in August, January, and April. Although training will be available continuously and tips for identification will be addressed monthly through the SSA newsletter. Training may also be conducted via asynchronous learning and self-paced digital programs. All educators shall be trained in this work, as every role within a school may aid in the identification of homeless youth. Homeless students tend to have greater learning gaps, limitation of resources, suicide and self harm tendencies, and are at-risk for not graduating and pursuing postsecondary options. Training shall be limited to increments of 60 minutes to ensure educators absorb the necessary information. The training may be provided in a multi-modal platform including, face-to-face, virtual, and hybrid models. Key training elements will include identification, legal requirements, rationale for the need to have specified training, teaching tools for educators, and area asset mapping. Training elements will be delivered from the SSA to the SSA LEA's and the LEA's will then be able to train and provide the workshop information to their area stakeholders.

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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 SSA will live under the ESC Region 11 Mental Health and School Counseling Team. This team is responsible for major initiatives that focus on postsecondary attainment, awareness, and persistence, the effective advising framework, and safe and supportive school programming. The team is equipped to lead the SSA and will continue efforts that are already in place and extend the work with new offerings and opportunities. Regardless of the award of funding, the team will continue to support with technical support and basic training elements. Monthly surveys, data collection, staff and student testimonies will be addressed frequently. The SSA LEA team members will learn about the effective advising framework in an effort to promote post-secondary attainment. Incentives may be developed and funded to promote attendance and engagement. A specific focus on relationship building will be addressed, as relational capacity continues to be the number one way to drive student success. Providing direct student services will allow the team to support LEAs in the most holistic manner. Direct student services include coping skills groups led by a licensed professional counselor. Coordination between the SSA and LEAs will include support for specialized populations such as EL, GT, and special education. We will facilitate a smooth system of resource collaboration by partnering with the respective areas within the ESC. We will provide curriculum programming that can be utilized to support homeless students who have consistent disciplinary issues. Tutoring, field trips, school supplies, uniforms, and testing fees can all be supported by the grant as well. Opportunities will be provided quarterly to drive knowledge for students and caregivers in a variety of content including mental health, social services coordination, and training.

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.

Increased rates of suicide and self-harm are a significant challenge among homeless children and youth. These students often also come with traumatic backgrounds. A major area of focus for the SSA will be direct counseling via coping skills sessions delivered by licensed professional counselors. Those services will also build relationships with identified students, which will enhance the positive educational outcomes for students. ESC Region 11 has a unique team made up of trauma specialists, licensed professional counselors, and a partner social worker, who can deliver services significantly deeper and supplemental to what a traditional school counselor can provide. Area community wait lists for mental health support have reached critical, historic high levels. Students identified by SSA members will not have to wait for community mental health students. Programs/content are already being developed within the ESC 11 team and piloted with students across the state, and will be ready to immediately have impact within SSA participants. Through the intentional mental health work, every facet of education can be improved - from assessment and academics to graduation and post-secondary attainment. Special considerations will be made for students in special programs such as special education and English language learners. Bilingual direct services are included within the SSA plan and budget. Collaboration with special education staff at ESC 11 will enable modified programming for special education students as needed. Because these resources are already under development at ESC Region 11, programming will be ready to implement by August 2021.

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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  Barrier

Group  Barrier

Group  Barrier

Group  Barrier

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**12. Request for Grant Funds**

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

**Payroll Costs**

1.	3-4 Less than 100% Funded FTEs	246,186
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Contracted Speakers/Bilingual LPC Service Providers	5,000
7.	FTE Internal Operational Costs	32,000
8.	Meeting Space Fees	5,000
9.		
10.		

**Supplies and Materials**

11.	School Supplies, including post high school supplies	5,000
12.	Emergency clothing needs including jackets and shoes	2,000
13.	Software for LEAs	5,000
14.		

**Other Operating Costs**

15.	Student Fees (i.e. SAT/ACT/CCRM/AP Fees, Transcript Fees, Medical/Dental/Vision, etc.)	2,000
16.	Student Transportation	4,000
17.	TEHCY Summit, Trainings, and site visits	12,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: 25,454

**TOTAL GRANT AWARD REQUESTED:** 343,640

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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