



# 2021-2022 Texas Education for Homeless Children and Youth

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

NOGA ID

Application stamp-in date and time

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

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

**Authorizing legislation:**

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

**Required attachments:**

## Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

## 1. Applicant Information

Name of organization

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

Grant writer is an employee of the applicant organization.  Grant writer is not an employee of the applicant organization.

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant.  
**Check the box below if applying as fiscal agent. See Program Guidelines for SSA limitations for this grant.**  
 The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. Complete the attached **TEHCY ESC SSA Member Chart**, see the Program Guidelines for further guidance on completing the attachment.

**4. Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Increase in instructional support in the area of literacy for students experiencing homelessness.	Supplement classroom instruction practices through available tutorial/intervention services for students.
Increase identification processes and procedures, and develop a streamline of resources available through the grant for students experiencing homelessness	Professional development for campus/district staff and all stakeholders; increase community outreach/training measures for understanding of resources, as well as continuous opportunities for students to receive supplemental support based on need (i.e. supplemental guidance on FAFSA).
Supplemental student services and resource allocation for continued instructional/behavioral development.	Mentoring program for MKV students experiencing homelessness through campus-based Positive Behavior Intervention and Support teams.

**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.

After a school year of either virtual, in-person, or hybrid learning, instruction is at the forefront of every school's agenda. There is a need to measure how much students learned, or did not learn, over the course of the 2020-2021 academic year. Therefore, a SMART goal we have identified is based on a top priority for our Texas Educational Agency: literacy-based instruction. The goal is to assess, implement, progress monitor, and evaluate student growth in the area of English language arts and reading with an increase of 5% points for each student. Data will be collected for the previous two years to gauge a student's proficiency level (i.e. class grades; state accountability scores).

**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**

The initial step is to develop a progress monitoring tool to gauge where students currently find themselves at the onset of the school year. As part of the student support team, it is going to be imperative that data collection is disseminated to find a means to intervene and support any supplemental instructional services for students experiencing homelessness. Data collected and analyzed will be: (a) attendance records; (b) grades; (c) summer school results (if applicable); (d) EOC/STAAR results; and BOY benchmark assessments. For student who are in dire need, an Accelerated Instructional Plan (AIP) will be developed to ensure a plan of action is in place for instructional/social-emotional support.

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

**Second-Quarter Benchmark**

The second-quarter benchmark will consist of an intensive progress monitoring and evaluation process to continue gauging and supporting student growth. In this quarter, there will a strong emphasis on providing students strategic, targeted supplemental instructional interventions with the purpose of increasing content knowledge in the area of English language arts and reading and engage students in best practices that will promote 21st century learning (collaboration; critical thinking; communication; creativity). As progress monitoring measures intensify, root analysis and identification procedures will lead to more effective measures in escalating academic growth for students experiencing homelessness.

**Third-Quarter Benchmark**

Specific goal setting for students is going to be the true measure of how much growth the child achieves. For the third-quarter benchmark, a culmination of campus-based instructional benchmarks and STAAR/EOC assessment data will provide the necessary data to determine if the student met and/or exceeded the 5% gain. Through careful analysis throughout the 2021-2022 school year, a desirable outcome will evidence a student: (a) demonstrated growth in the area of ELAR; (b) an incorporation of literacy-based strategies; (c) met/exceeded state accountability goals; (d) graduation (to applicable students).

**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.

Data is going to be the centerpiece to when and how any modifications to our program are made. The critical nature of collecting and assessing data for the purposes of increasing student growth is instrumental in determining student outcomes. Previous, current, and predictive (future) student data pieces are going to provide insight into the success of our work with students experiencing homelessness, and perhaps more importantly, drive a blueprint to how we can effectively lead a student towards a more successful school year. Data collection on interim assessments, classroom grades, attendance, teacher feedback/input, and strong school-parent/guardian relationships are going to be strong drivers of our work. Supporting our students through the instructional gains we are expecting from each one of them is going to require a strong network of adults that coordinate, plan, and supplement instructional practices for our students experiencing homelessness. This is going to be essential to how we continually evolve as a program, and with instructional leadership at the forefront of every campus' mission, the protocols and development of strong data sessions is going to deepen the lens of how each student can be supported to reach the individual progress necessary for the goals we set as a team for our students. As we have learned through data-driven instructional professional development, it is key that we continue to develop strong instructional frameworks that provide data on what kids are learning, why are they learning it, and how are they doing in the learning process. It is with this mindset that we can begin to see data-driven measures efficiently impacting student growth and making a claim for the roadmap students take to achieve and exceed expectations.

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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)

The effects of COVID and all the challenges it has brought into our communities over the past fifteen months serve as a reminder how crucial the identification process is for our schools, how important providing needed resources and supplies for our students facing homelessness are, and how critical instruction is as we continue to make gains towards understanding the academic needs of all of our students receiving McKinney-Vento services. As evidenced in our chart, the hinge point to all of our work is how can we supplement our students experiencing homelessness with the grant-funded activities/programs/services to meet their immediate needs. Below are the selected activity/program/service descriptions:

1. Student Leadership Day Conference: Student conference aimed at: leadership skills; mental health; college readiness; literacy; and socio-emotional skills (presenters will provide training on each topic)
2. School supplies: allocated to every student served in the TEHCY grant; supplies range on grade level and age appropriate
3. Parent Engagement Conferences: registration for conferences aimed at disseminating information on best practices for parenting students experiencing homelessness, community resources, and skills-based training
4. Summer externships: opportunity for middle-high school students to participate in summer externship on cybersecurity
5. FAFSA Workshops: EPPC and UTEP sessions with seniors; workshopping opportunities to complete FAFSA requirements
6. Borderplex Workforce Solutions: partnership with regional economic development organization for resources and services

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.

As the Education Service Center Region 19 MKV liaison, I know that the partnerships with our school districts are the lifeline to ensuring student progress and plans of action that take heed. In the course of our partnerships, local and state agencies coupled with national entities have supplied numerous support, resources and opportunity. Below are a list of agencies, community, and LEA collaborators that (in)directly support our shared services agreement:

1. Texas Education for Homeless Children and Youth: technical assistance; professional development opportunities; guidance and policy.
2. El Paso Homeless Coalition: Meetings; local/statewide information sharing and resources for our El Paso region
3. El Paso Community College: Tejano Empowerment Program (organization aimed to help college students all resources related to college success and empowerment; provided trainings and information to students/families)
4. Borderplex Workforce Solutions: student and parent information sessions on available resources
5. ESC Region 19: professional development to students on college readiness; literacy; leadership skills; mental health; social-emotional resources and skills
6. Project Amistad: region-wide services for qualifying families
7. UTEP: FAFSA information sessions for graduating seniors (accompanied and unaccompanied)
8. UT Health Services: Parent information session on services and resources
9. ESC Region 19 Headstart Program: collaboration with measures intended to support families and students experiencing homelessness and ensuring opportunity for admittance into prekingergarten
10. ESC Region 19 McKinney-Vento Coalition: district-led MKV liaisons regional coalition on the implementation of policy measures, idea sharing, and collaborative efforts to maintain regional sustainability

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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.

Closing the gaps for our students experiencing homelessness will lead to new beginnings. The way to do this is to ensure the rights and provisions assigned under the McKinney-Vento Act are met in accordance to the coordination with Title I, Part A, Homeless Reservations. These funds will increase advocacy and awareness for our students receiving services. Educational opportunities and meeting the unique needs of each students requires regular stakeholder meetings to ensure this funding is implementing services and/or programs that will provide immediate attention to the circumstances of students experiencing homelessness. These funds will allow for the district and campus improvement teams to keen in on the instructional goals for all students with a particular eye for children served by the homeless reservation monies. A needs assessment survey/referral form will determine how each campus can utilize these funds (i.e. clothing; counseling; health measures; outreach services; testing fees (i.e. GED/SAT testing; parental involvement). The opportunity to make these avenues possible for our students is going to solidify the school's place as a stronghold in the community it serves. These measures are built into the DIP/CIP and developed as a means to advocate and train staff in understanding policies and procedures to support homeless children and unaccompanied youth.

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 processes that involve the identification and services for students experiencing homelessness are aimed to support and ensure educational equity. With identification procedures being of utmost importance to the process of supporting students who may qualify for McKinney-Vento (MKV) services, the aim of our work is to ensure proper information sharing with all stakeholders on district policy for MKV students. Information is available through district website pages and is also shared with the school community by other means (i.e. MKV posters posted on schoolgrounds; distict/campus website dissemination; etc.). Our students experiencing homelessness are not isolated, and as a matter of fact, encouraged through student conferences and trainings to continue to serve in leadership roles. Campus mentorship provides effective check-in opportunities to dive deep into opportunities students may have to continue their education with a purpose-driven heart and mindset. Students are acknowledged by the strengths they bring to the table, and all grant activities are aimed at motivating and guiding students towards resources that encourage community, compassion, and creativity. After a 2020-2021 school year fraught with uncertainty, the truth of the matter is that the services we are integrating and the supports we are framing continue to align with the vision that education matters, and students recieving services are instrumental in leading the policies and procedures we institute to better serve all students.

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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.

One initiative that this summer is going to lead us to is a transition plan for the upcoming school year with our students experiencing homelessness. The initial strive to establish relationships with students and parents/guardians is a point of action. Reinforcing our efforts from the onset of student registration through the Student Residency Questionnaire (SRQ) is going to be a target area for our work. Identification processes are a leading force in our efforts, especially due to the fact that many of our students receiving services may be in need of additional resources and school support in the areas of counseling, academics, and guidance. With a strong partner in the Region 19 Head Start program, identification of children who qualify for early childhood and/or pre-kindergarten programs are currently in place. We have established strong rapport with these early childhood programs and will continue to enforce three key components that early education proves in the long run that students who partake in early childhood programs are more likely to attend college, own a home, and stay out of prison. Our collaboration with other stakeholders will also yield the opportunity to promote learning for parents in the areas of available resources and supports. Each district's MKV liaison holds a centerpiece in the work they do with families and their communities, respectively. The relationships are built on trust, integrity, and opportunity. This is where our initial return-to-school agenda will include strong identification measures (paper and electronic SRQ), immediate response teams to student support, and ensuring our intake processes are up-to-date and representative of what the students and families need to fully develop their potential within our schools.

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.

In partnership with other stakeholders at the district/campus level, the professional development plan is geared towards ensuring all members within the school are aware of the services that are offered to students who qualify for McKinney-Vento services. Cafeteria/nutrition staff (November training), transportation staff (December training), communities-in-schools staff/parent liaisons (ongoing collaboration), teacher staff (November training), and leadership are involved in the process of participating in professional development (i.e. TEHCY webinars; HMAR webinars; local/state/national conferences geared towards MKV services; agreeing on student participation dates to attend conferences provided to students experiencing homelessness). In addition, MKV liaisons coordinate monthly training/meetings with campus parent liaisons. Teacher instructional trainings engage in supplemental services for students experiencing homelessness, where applicable, and bring in teacher awareness as virtual class meetings may allow for further insight in providing support (i.e. lack of attendance; learning environments). Regular, ongoing meetings with school counselors for graduation purposes this year have occurred to ensure graduation and mentorship where applicable for students who are in danger of not meeting the necessary graduation requirements. Advocacy and education are integral parts of the process and the collaborative efforts of the partnered districts are definitely leaving lasting, meaningful imprints on each district's MKV 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.

As an ESC entity partnering in a shared service agreement (SSA) with three districts, respectively, the benefits are twofold: (1) the professional development the school districts receive from the ESC are focused and aimed to improve educational outcomes for all students, and (2) the school districts' innovative means to ensure quality education is a driving force to drive district initiatives with a shared vision. For example, mentorships have been critical this past year. In collecting attendance and student achievement data, we were able to provide interventions that met the needs of our students experiencing homelessness. At the ESC level, partnerships with the special education department, the college readiness department, and the instructional programs department have proved to be beneficial. We are looking to extend those partnerships into the incoming school year through a means of ensuring maximum support through different area specialists to address the diverse academic and social-emotional needs of all students. With some overlap also provided to migrant students in their grant work, respectively, there is also a push to find opportunities to collaborate with student receiving migrant funds (i.e. post-secondary resources). Canutillo ISD, Tornillo ISD, and Fabens ISD are established in Positive Behavior Interventions and Supports frameworks, which supports instruction through a focus on school expectations, social-emotional initiatives, high academic engagement, and strong attendance.

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.

Consistency will determine if the process proves successful. And, by consistency, the initiation of support teams to monitor progress for students' attendance rates, engagement, and truancy preventions for secondary homeless children and unaccompanied youth will continue. This past school year, a pilot mentoring program was launched. The MKV liaison and other members of the support team (school counselors; communities-in-schools liaisons; parent liaisons; district social workers) initiated procedures to offer individualized support to children and in some cases their families, to ensure well-being and promotion was on time and on track. In a project that is going to be starting up this upcoming school year with the ESC Region 19 Special Education department, a close eye will be kept on our current students who are coded in multiple areas (EL; GT; SPED). A team of counselors and administrators took the lead with seniors who are in danger of not graduating and offered a graduation plan where accommodations were made as a support team for the student while attaining parental/guardian feedback. In a project with the national organization Experience, we are piloting a week-long summer cybersecurity externship for secondary students that we are looking to formalize in the years to come. Virtual and in-school mentorships are in place, and next year, the goal is to have campus-led teams (i.e. PBIS teams) serve as mentors to ensure secondary students are set for graduation. We are also looking to address the TSI exam through a summer camp where we can test students and prepare them for dual credit and/or college entry exam placement.

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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.	Wages Professional	8185
2.	Benefits	1773
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Common Area Fee - Billed by the ESC R19 based on a pre-determined allocation which is pro	400
7.	Technology Fee - Directly billed by the Education Service Center-Region 19 and are based on	130
8.	Building Use Fee (office space) 1.85 x 140 sq ft x 12 months	3108
9.		
10.		

**Supplies and Materials**

11.	General Supplies and Materials	5000
12.		
13.		
14.		

**Other Operating Costs**

15.	Travel - Employee	3000
16.	Travel - Student	1374
17.	Travel - Non-Employee	2000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

**Section Being Negotiated or Amended      Negotiated Change or Amendment**

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