



# 2024-2025 Texas Education for Homeless Children and Youth

## Competitive Grant Application: Due 11:59 p.m. CT, April 23, 2024

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:** 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  to  **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  UEI

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
Improve Attendance: Irving ISD needs to improve attendance for students identified as McKinney Vento. The attendance rate for McKinney Vento students is 86.6%.	Program and campus staff will monitor attendance, document concerns and follow up when students are not attending regularly. Program staff will conduct campus and home visits to identify and attempt to remove any barriers to attendance.
Improve Outreach and Engagement: Irving ISD is to assist families experiencing homelessness with appropriate services and staff resources which allow for overall improved success.	Program staff will actively participate in the Irving Community Action Network meetings and subgroups. Staff will stay abreast of available services and community resources. Program staff will document attendance in meetings, via sign in sheets and outlook calendar.
Provide for Social and Emotional Needs: Irving ISD needs to identify and address social and emotional needs of students identified as homeless.	Program staff will maintain a supply closet, housing items students need to attend school. Transportation will be provided to ensure students are able to actively participate in extra-curricular activities. All services provided will be documented for review.

**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.

Irving ISD strives to improve overall attendance rates of students experiencing homelessness, ultimately impacting student academic performance overall. The attendance rate for students experiencing homelessness is 86.6%, while district wide the percentage is 92.3%. The goal of our program is to provide a multitude of services to eliminate barriers which might exist for our students; improving student academic achievement, attendance and graduation rates.

**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 program will collect and utilize program-level data such as program activities, the number of participants served, and student- level academic data, including achievement results and attendance data through PEIMS. All students who are identified as homeless are coded through our eSchool database, as well as, the services provided to each student identified as homeless. Data will then be reviewed at periodic intervals throughout the year and at the end of each quarter. Staff meetings are held on a regular basis to identify any concerns with project delivery.

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

**Second-Quarter Benchmark**

Data reports will be collected and reviewed as they relate to students experiencing homelessness in comparison to their housed counterparts. Achievement results and attendance data are reviewed to determine any trends which might exist. Project goals will continue to be reviewed and adjusted as needed throughout the review process to assist with improved outcomes. The second-quarter benchmark review process provides an opportunity to review data collectively and identify strengths and weaknesses of the program.

**Third-Quarter Benchmark**

The needs assessment process includes a review of McKinney Vento rights. Staff utilize a needs assessment tool to ensure needs are reviewed and prioritized. The Homeless Education Coordinator reviews data relating to the numbers of homeless students served, their living situations, attendance rates, standardized testing scores, on-time promotion and graduation rates. All services provided by the program are documented as they are provided. Additionally, all contacts made regarding the student, are documented in our district utilized programing.

**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.

The Homeless Education Coordinator will utilize tools, such as our google document to track attendance, grades, STAAR/EOC data. This will allow for trends to be identified as they begin to occur. If a lack of progress or decline is noted during benchmark reviews, outreach efforts will be made with the student, family, teachers and campus staff.

The program works closely with our Planning, Evaluation and Research Department to create statistical reports to assist with the monitoring of our student achievement levels. Some examples of data reviewed by the Homeless Education Coordinator include; the number of homeless students identified within the district, attendance trends of homeless students and graduation rates of students identified as homeless in comparison to the overall district numbers.

The Homeless Education Coordinator will consult with program staff, administrators and collaborators to assist with determining the program's efficacy. In addition, feedback is obtained through correspondence with campus attendance staff, along with a withdrawal tracking plan for our students.

Ongoing conversations with staff involved, reviewing data regarding goals, attendance and needs assessments will be held to review progress and make determinations if changes are needed. If budget or program changes are needed, the amendment process will be initiated on a timely basis.

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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 2024-2025 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 2024-2025 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.
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.

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**8. Statutory/Program Assurances (Cont.)**

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.
19. The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
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 2024-2025 Texas Education for Homeless Children and Youth (TEHCY) grant.
24. The applicant provides assurance that if services are provided on school grounds, the schools can use funds to provide the same services to other children and youth who are determined by the LEA to be at risk of failing in or dropping out of school. If programming does not occur on school grounds, the applicant cannot use McKinney Vento grant funds to pay for services to at-risk housed students [42 U.S.C. Section 11433\(a\)\(2\)\(B\)\(i\)](#).
25. Utilize [TEA Other Special Populations Self-Assessment](#) to review and analyze McKinney-Vento program implementation. This self-assessment activity must be completed by November 1, 2024, and used to inform program implementation and enhancements throughout the grant period.
26. Ensure program has a data informed plan and strategy in place to support program implementation across all campuses. Including the following data indicators: a. Review district level data to provide intensive support and targeted training and technical assistance to campuses who historically have had low or zero identification of students experiencing homelessness. b. Provide intensive support and targeted training and technical assistance to campuses who utilize the same identifier code for all students experiencing homelessness (e.g., 100% doubled-up, 100% unaccompanied homeless youth, etc.). c. Provide intensive support and targeted training and technical assistance to campuses who historically have had low or zero identification of students experiencing homelessness with a focus on campuses that have a poverty level of 30% or higher.

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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 proposed grant activities include a wide array of services and activities to be completed by program staff. Some of these activities such as community outreach and training are needed to assist with our identification process. Program staff work closely with community agencies as well as the Irving Community Action Network to collaborate and expedite resources on behalf of our students and families. Program staff work with campus staff to ensure McKinney Vento posters are displayed in a highly visible location at campuses throughout the district. Program staff present on the McKinney Vento Act when requested throughout the community, as well as on an annual basis with multiple levels of district staff. The district has a streamlined approach to helping those students who might qualify for McKinney Vento and staff work with various departments to allow for a smooth transition to our district. The program operates a supply closet in which we are able to provide materials needed for school attendance, such as uniforms and school supplies, as well as snacks, hygiene items and winter attire. Additionally, the program provides summer reading enrichment materials to students identified as homeless to assist with learning gaps. Program staff work with campus staff when academic and/or attendance concerns are noted. Home visits are conducted to explore any barriers which might exist and serve as an opportunity to connect our students and families with appropriate service referrals. Program staff have an excellent relationship with community agencies and are able to quickly connect families with agencies who can streamline assistance when needed.

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) Program staff attend the Irving Community Action Network meetings on a monthly basis and the Homeless Education Coordinator serves on the Board of this network. This network allows community agencies to gather each month to discuss the services provided by each organization. There are also subgroups that have been established to work on specific areas where more attention is warranted. The Homeless Education Coordinator serves on the subgroup for the Emergency Response Team. Should there be a natural disaster in the community, the ERT has developed and will implement a protocol for providing services for those impacted. This is a collaborative effort to streamline services in a crisis situation without duplicating efforts. The Homeless Education Coordinator has also started a Dallas County Homeless Liaison collaboration group. The first meeting was held in February of this year and the meetings will be held quarterly. These meetings allow for area liaisons to come together to discuss challenges, strengths and brainstorm situations. An ESC member is also present for these meetings. B) Grant funds will be utilized to purchase supplies and academic materials throughout the year. The majority of the funds will be utilized to continue to fund a full time Social Work position. This staff member assists with enrollment and identification, with a focus on improving educational outcomes for our students experiencing homelessness. Staff work to improve attendance, graduation rates and offer a teamed approach to drop out prevention. C) Our program communicates directly with each family and unaccompanied student to complete an intake and needs assessment. Students and their parents/caregivers are provided with a welcome packet to our program. They are provided with a STAAR testing resources website created by the program, as well as links to community organizations. The program shares a virtual office with all students and families served. Program staff attend campus meetings as needed. Communications through emails, phone calls and home visits are made when a student appears to be struggling and staff serve as liaisons between the teacher and the student to ensure they are participating in tutoring when needed. Holiday assistance is provided to families who wish to be included in such programs. D) Students and unaccompanied youth will be integrated into the regular education program by ensuring they have equitable access to all appropriate services.

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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 2022 -2023 and the planned reservation for 2023 -2024 (**Complete the attached Title I, Part A and McKinney-Vento Program Coordination Chart**), and B) How the LEA determine its reservation amount for services to support homeless children and unaccompanied youth. Include how the LEA assists staff in understanding the LEA's policy or procedure to support homeless children and unaccompanied youth on all campuses regardless of the Title I status, use of these funds, and how the LEA addresses the needs of homeless children and youth in their district or campus improvement plan.

The Title 1 and the Irving ISD Homeless programs work collaboratively to ensure that all students, including those living in homeless situations are provided with a quality education that will ensure academic success. This collaboration allows for coordinated planning, service delivery and funding for homeless students.

Irving ISD wants to ensure coverage of human capital. The budget is reviewed to determine what supplies, materials and other operating costs were covered by Title 1 funds in the past to calculate next year's planned expenses.

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**)

Our McKinney Vento program ensures parents, guardians and/or unaccompanied youth are provided with a copy of their rights under McKinney-Vento at the time of qualification. Information is also posted on the district website and at each campus. Program staff provide trainings and consultations on an individual and district wide level to assist with ensuring our students who are identified as homeless are offered comparable services as their housed peers. The district ensures confidentiality at all times regarding student living situations. Should there be a need to review and potentially revise LEA policies and procedures, the Homeless Education Coordinator is proactive in arranging such discussions to ensure grant activities, programs and services do not isolate or stigmatize homeless students. LEA policies and procedures are regularly reviewed to ensure equity for students identified as homeless.

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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.

A) Student Residency Questionnaires (SRQ's) are included in the online enrollment process. Students and families complete the online enrollment process and campus staff are available to assist, as needed. If a temporary housing situation due to economic housing situation is indicated on the SRQ, it is flagged to the McKinney Vento program for further review. Intakes and needs assessments are completed by program staff to determine eligibility. B) District staff and community members are trained on McKinney Vento. Should they suspect a student might be in a homeless situation, they are to contact the Homeless Education program for follow up by the program. Campuses are made aware when a student qualifies, so they can ensure a smooth transition into the school. C) When a child or youth are not attending school, the student and or caregiver completes the SRQ as part of the online enrollment and program staff conduct their intake and needs assessment. Notification of approvals are sent to campus staff, reminding them to enroll the student immediately regardless of any missing documentation. Program staff monitor the enrollment to ensure it happens within 24 hours. D) Should a parent or caregiver want their child to attend a PK3 or PK4 program and it is suspected they are in a homeless situation, the McKinney Vento program will complete an intake to determine eligibility. If they are approved, the student qualifies for free services.

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.

Program staff provide training to district staff, including Principals, Assistant Principals, Counselors, Campus Operations staff, Data Processors, and Attendance Clerks on an annual basis. Training sessions are typically 30 minutes to an hour in duration and are focused on raising awareness of McKinney Vento, supporting enrollment and identification and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth. Training materials are also included in newsletters as needed to our leadership team, counselors and departments throughout the district. Training includes information on the definition of homelessness under McKinney-Vento, the impact of homelessness on a child's education, the identification process, efforts to remove any barriers which might exist due to homelessness, the rights of students in homeless situations and the services provided by the homeless education program.

The Homeless Education Coordinator also attends meetings with community partners, providing training and program updates on a regular basis. The Coordinator works with a nearby university to provide training twice yearly to students who are working toward a degree in Education. The Coordinator visits area motels where our families frequent to ensure motel staff are aware of our program and the services we can offer to eligible families.

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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.

Our program utilizes a google document to monitor grades, attendance and STAAR data for all students who are in our McKinney Vento program. A) When concerns arise regarding attendance and engagement, outreach efforts are made such as home visits, parent/student meetings to explore efforts being made to improve the situation. B) Enrollment emails are sent to campus counselors to assist with the student's acclimation to the campus. The campus is encouraged to consult with program staff to discuss a plan for on-time promotion. C) Program staff work collaboratively with other programs to coordinate targeted services. Reports have been created, which help identify the programs our students are enrolled in. Staffings are attended as needed to explore best approaches and interventions. Efforts are also made to put processes in place which will expedite services for students identified as homeless; such as language testing and transportation services through the Special Education department. D) Throughout the year, program staff share information about McKinney Vento. Campus leadership is able to expeditiously identify which of their students are identified as homeless and systems are put in place to ensure equity. Campus staff consistently call upon our program to help with support services. E) Project staff have access to assessment interventions and scores. F) Campus staff ensure discipline interventions are consistent with LEA procedures and protocols. The Coordinator monitors behavioral interventions of students identified as homeless to ensure compliance with House Bill 811. G) Tutoring services are offered as comparable to the entire student population, free of charge. H) Supplemental academic programs are available to all students. Additional assistance is provided, such as waiving any fees and transportation to allow for equity and participation.

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) Program staff monitor attendance on an ongoing basis. Campus staff work with the program to assist with identifying problematic areas. Teamed efforts, home visits and parent meetings, are held to improve attendance. B) Program staff work with counselors to identify students at risk of not promoting or graduating. Additional support and services are offered to those students in an effort to remove any barriers which might exist. C) Program staff utilize a report to help with identifying students who are receiving other program services and attend meetings, as needed. D) Advanced placement programs and dual credit are offered at not cost to all of our students. E) Our Campus Operations department and counseling program review transcripts to determine credits, explore best options and develop individualized plans for students. F) Irving ISD also offers an alternative to the traditional high school setting through Barbara Cardwell Career Prep Center, which offers credit recovery options. G) Assessments are reviewed and additional support is provided as needed. H) Discipline interventions are monitored by the Homeless Education Coordinator. I) Graduation plans are implemented at the high school level and meetings occur between counselors and each student annually and as needed. J) Program staff work with campus staff to help remove any barriers of homelessness and allow for on time graduation. K) Parent meetings, FAFSA/TASFA completion guidance and support services are offered throughout high school to assist with college and career readiness. L) Meetings are held with seniors on a regular basis to discuss post-high school transition plans and goals.

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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.	Full time Social Worker annual salary	\$70,000
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.		
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Summer Reading Program	\$4,582
12.		
13.		
14.		

**Other Operating Costs**

15.	Uniforms	\$10,000
16.		
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: \$3,525

**TOTAL GRANT AWARD REQUESTED:** \$88,107

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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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