



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

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 **09/01/2024** to **08/31/2025** Pre-award costs: **ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization

CDN

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

Authorized Official Name Title Email

Phone

Signature

Date

Grant Writer Name

Signature

Date

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

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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

RFA/SAS #

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
Professional Development for counselors and assistant principals (as needed) that work with our homeless and unaccompanied youth.	Why Try- Resilience Training for all counselors and Assistant Principals, and our Behavior Crisis Interventionists.
Tutoring for homeless and unaccompanied youth in to address learning loss due to homelessness and high mobility.	Tutoring will be done on each campus by referral from a teacher or the Homeless Liaison and after review of the 9-week grading period and benchmarks. Tutoring support may also occur earlier if recommended by the campus staff due to summer learning loss. Tutoring is small groups.
Transportation cost and fuel cost. (not to exceed 35% of the grant award)	Transportation cost and fuel for school of origin will be paid from the grant. Our district tracks all mileage and transportation to other districts for our homeless students.

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.

NCISD aims to provide targeted support to homeless and unaccompanied populations with resiliency training for staff, small group tutoring, and supplies and materials, to address learning loss effectively, and facilitate academic progress towards passing state assessments and advancing to the next grade level with a 70% overall passing rate on the STAAR assessments.

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

Grades and Attendance will be monitored at every 9 week grading period by the Homeless Liaison. Tutoring will be on an ongoing schedule as needed for students when referred by teacher. Enrollment conferences will be conducted. Checks for grant timely spending and monitoring of activities. Social workers and MTSS teachers for the district will engage with students as recommended by the Homeless Liaison. Changes to benchmarks that are not successful will be made.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Grades and Attendance will be monitored at every 9 week grading period by the Homeless Liaison. Tutoring will be on an ongoing schedule as needed for students when referred by teacher. Enrollment conferences will be conducted. Checks for grant timely spending and monitoring of activities. Social workers and MTSS teachers for the district will engage with students as recommended by the Homeless Liaison. Changes to benchmarks that are not successful will be made.

Third-Quarter Benchmark

Grades and Attendance will be monitored at every 9 week grading period by the Homeless Liaison. Tutoring will be on an ongoing schedule as needed for students when referred by teacher. Enrollment conferences will be conducted. Checks for grant timely spending and monitoring of activities. Social workers and MTSS teachers for the district will engage with students as recommended by the Homeless Liaison. Changes to benchmarks that are not successful will be made.

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 Liaison will check in with the Director of Federal/State programs monthly to review the activities that have been completed and the next steps in meeting the grant requirements. To also review student monitoring progress, attendance and tutoring progress. The Dir. of Federal /State programs will also assist in monitoring the timely support of the position for identified homeless and unaccompanied youth in the district. This position has monthly goals to meet for the TEHCY grant activities and will also assist campus personnel, counselors and others as needed to ensure that students' needs are met, and barriers are removed for success.

Tutoring: If Grades and attendance are not improving at the 9 week grading periods, the Homeless Liaison will reach out to the Counselor to set up a meeting with the student (and/or parents) to address needs and set goals to improve grades and or attendance. If additional counseling is needed due to social/emotional areas, the Homeless Liaison will reach out to NCISD at-risk counselors to request additional counseling as needed.

Professional Development: NCISD has completed this training for our identified staff for the last 3 years. Every year we have new personnel who are trained and those who have received the training always get a refresher level 2 course and access to the online site to use the resources from the training. The Why Try Resilience training has been very beneficial and useful in our district since we began the TEHCY grant. We go to counselor meetings and discuss the use of the training and how they are implementing the resources when working with students.

Transportation works closely with the Homeless Liaison when request are submitted by the parent or from other school districts. School of origin transportation is reviewed to ensure that the time spent in route is reasonable and necessary for the student. Transportation tracks all homeless transportation that is above and beyond normal routes in the district.

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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 2021-2022 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 Homeless Liaison will work diligently to identify and serve all McKinney Vento and Unaccompanied qualified students during the entire year and provide families and students with resources for counseling, tutoring to improve learning gaps, Transportation to and from school, food, clothing and other essentials as needed by reaching out to the schools, community and volunteer organizations for donations and assistance. By meeting the everyday needs and mental health of a student the student becomes more motivated about learning and confident in their abilities, thus improving the student's academics and attendance. Professional Development: Why Try and Resiliency for all counselors and assistant principals. Students benefit from this training when professionals can identify and work with their individual needs. Professional Development for our counselors and assistant principals (as needed) that work with our homeless/unaccompanied youth in the district to understand and identify with their unique needs. Tutoring for homeless and unaccompanied youth in the district to address learning loss due to homelessness and high mobility. Students are tutored in small group settings. Tutoring for homeless and unaccompanied youth in the district to address learning loss due to homelessness and high mobility. Monitor attendance, grades, and credits to ensure students are on track for grade-level promotion and graduation. - Review, monitor, and implement academic interventions and support services to ensure students are on track for grade-level promotion, graduation, and college and career readiness. - Collaborate and coordinate services of homeless students who have been identified and are receiving other special program services (e.g. Special Education, Bilingual/ESL Education, Career and Technical, and Gifted and Talented).

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.

NCISD collaborates with the following: Montgomery County Food and Montgomery County Homeless Coalition which provides housing, food and counseling services to our area of Montgomery County. Houston Dream Center which provides food pantries frequently or in emergency situations when needed and the Mission Northeast which provides job skills training, clothing, and food. NCISD also collaborates with local churches that donate backpacks at the beginning of the school year and food to families when requested from the district.

NCISD trains staff on dispute resolution and enrollment procedures that follow the MCV laws, we have established the Enrollment Conference procedures with all required departments and do a summer training with all administrators. The Homeless Liaison works with campus counselors, the At-risk counselors and the MTSS (Multi-Tiered System of Support) teachers and district team.

NCISD asks that campus personnel make sure that their homeless parents/guardians are involved in all parent activities that take place. The Parent Involvement Coordinator makes sure that homeless parents are invited to and involved in the DPAC (District Parent Advisory Council) as well as the DLAC (District Leadership Advisory Committee. NCISD also has a MCV Book Fair for only MCV students by special invitation so they don't know they are invited since they are homeless/unaccomp The inaugural event was held last fall and was very successful since it was also tied to free shoes for families.

NCISD makes sure that during enrollment homeless students are not singled out or identified and are involved in any and all activities that are offered on a campus. The Homeless Liaison assists those students to remove barriers that might prevent them from being engaged in all activities by working with other grant funds and campuses.

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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.

2022-2023 reservation amount \$14,000 2023-2024 reservation amount \$5,100

The LEA determines the reservation of funds based on prior year services and homeless enrollment numbers at the end of the school year. Many of our students are homeless for several years and we work to provide assistance to them at the beginning of the year, at any time during the year and end of year for summer services. If an increase in the reservation is necessary it is reserved in the ESSA Application. Our Homeless Liaison is invited to campus staff meetings at the beginning of the year to discuss policies and procedures as well as staff training for counselors and registrars.

The Homeless Liaison also conducts training at the beginning of the year for counselors and administrators across the district (even if not on a Title I Campus since the district takes Title I funds the trainings are district wide). Training on Enrollment Conferences and Dispute Resolution. Homeless needs assessment is part of our District Improvement Plan and on campuses. In our DIP and CIP strategies are written for spending and implementing homeless funds. Homeless and Unaccompanied students are identified in two separate areas for assistance with identified needs to be successful and pass the State Assessment.

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 District Leadership Advisory Committee (DLAC) team annually reviews and revises as needed our district strategies in our DIP with three or more meetings. A homeless and unaccompanied youth needs assessment is part of our District Improvement Plan. Campuses also annually review their homeless and unaccompanied youth needs strategies in their campus plans and review and revise their needs assessments and strategies.

NCISD is cognizant of the coding of our homeless and unaccompanied youth. That information is confidential and not shared beyond those who have a need to know. FERPA training is done annually. We have procedures that allow us to offer programs, etc. to these students without them knowing that it is for McKinney Vento students. Counselors and others are aware of the stigma and work diligently with students to make sure they are not singled out for others to notice their situation.

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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.

Our intake process includes a Student Residency Questionnaire (SRQ) that is completed for every student in the district. All SRQ 's are given to the Homeless Liaison for processing and identification of homeless and unaccompanied youth and needed services when certain boxes are checked as potential MKV students.

When a parent notifies the registrar of homelessness or a teacher has identified a student, a new SRQ is completed and reviewed with the Homeless Liaison to determine homelessness immediately and to begin services that day.

Our Homeless Liaison makes several attempts to contact the parent/student to ask how they can assist in getting the student back to school. Our student service department, police department and assistant principals will also make home visit attempts with the Homeless Liaison.

During our PK Round Up in April and throughout the summer, the Homeless Liaison will assist registrars in identification of homeless students to expedite enrollment at the moment they parent is enrolling. The SRQ can be verified at the time of enrollment to prevent parents from leaving and coming back.

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.

Our DLAC team reviews and revises as needed our district strategies in our DIP. The DLAC makes recommendations for campus activities and district wide activities to support our homeless children and unaccompanied youth. Campuses also review their strategies in their campus plans and review and revise their needs assessments and strategies.

1. PreK Round Up training to train registrars working with PK student registration. Our Homeless Liaison is on site to immediately make homeless determinations for PK registration.

2. Staff training: Spring Registrar Training, Review the Student Residency Process, Who is considered McKinney Vento, This process took approximately 25 minutes and staff was notified that the Homeless Liaison will be on site during the registration process to answer questions and identify McKinney Vento students.

3. Administration and Counselor training, to review identification of McKinney Vento students, The Student residency questionnaire process, child nutrition and supplies or clothing needed.

14. Registrar training for Elementary and Secondary registrars to review identification of McKinney Vento students, The Student residency questionnaire process, child nutrition and supplies or clothing needed.

5. Summer counselor training: to review identification of McKinney Vento students, The Student residency questionnaire process, child nutrition and supplies or clothing needed.

6. Additional training will be provided closer to the start of school and during the school year. New hires are trained.

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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 Homeless Liaison will assist with the unique academic needs and support equitable outcomes for elementary homeless children and unaccompanied youth on our elementary campuses. Strategy wise, all school year , she will track students to ensure that they are being serviced to the greatest extent possible in the areas addressed in the question. She will do academic progress monitoring every 9 weeks with our grading reports.

The Homeless Liaison works closely with all our counselors to see that they check in with students on attendance and engagement, supplemental academic programs and other programs, and that students are on track to graduate on time with their cohort. She works closely with our other departments to make sure that identified students have coordinated services with CTE, Special Ed, Emerging Bilingual and GT and to also see that bridging program support services are used when available.

We offer small group tutoring programs that we have at the elementary campus that is above and beyond the required HB 1416 remediation. Identified students receive tutoring that is in very small groups with other identified students to support their learning gaps. Along with these grant funds we use Title I and State Compensatory Ed funds to assist students with other academic needs such as school supplies, backpacks,snacks/food as needed, and secondary after school remediation.

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.

Our Homeless Liaison will assist with the unique academic needs and support equitable outcomes for secondary homeless children and unaccompanied youth on our secondary campuses. Strategy wise, all school year long she will track students to ensure that they are being serviced to the greatest extent possible in the areas addressed in the question. She will do academic progress monitoring every 9 weeks with our grading reports.

The Homeless Liaison works closely with our counselors to see that they check in with students on attendance, truancy issues and engagement. She works closely with counselors to make sure that our students graduate on time and with their cohort. Credit recovery courses are available to promote a four year cohort graduation and to ensure that all students have the opportunity to graduate from high school. She works with our CCMR coordinator to advocate for students to ensure they are college and career ready. We have a partnership with Workforce Solutions in our area to provide paid internships for our students as needed for post secondary readiness. Tutoring is available to the secondary students in a small group setting if requested and if grades/attendance are factored into the students success and tutoring is recommended by counselor or Homeless Liaison.

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10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

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

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12. Request for Grant Funds

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

Payroll Costs

1.	Tutoring	\$1,600
2.	Benefits	\$150
3.		
4.		
5.		

Professional and Contracted Services

6.	Why Try Resiliency Professional Development	\$14,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Transportation Fuel (not to exceed 35%)	\$7,328
12.		
13.		
14.		

Other Operating Costs

15.	Homeless Liaison Professional Development	\$3,000
16.		
17.		

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 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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