



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

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

3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent. See Program Guidelines for SSA limitations for this grant.

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. 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
There are more than 46,000 students in the Round Rock School District, 1050 (to date) during the 2023-2024 school year are experiencing homelessness.	The Families in Transition team will accurately and immediately identify and enroll students experiencing homelessness throughout the school year. The program will continue working to ensure student academic support and services are available in order to remove educational barriers for these students.
RRISD staff members work with FiT students across 56 campuses. The FiT Program must ensure campus personnel are well-equipped to address the needs of students experiencing homelessness.	The Families in Transition team will conduct professional development for key stakeholders so that all staff members in RRISD are well-equipped to identify and care for students in the FiT program. FiT will actively monitor student progress and provide resources for students and their families.
FiT student attendance is 85% while the district rate is 94%. Chronic absenteeism among homeless students has a profound affect on academic progress.	FiT will work directly with district and community partners to provide necessary services to students to ensure basic life needs are met so our homeless students have the same academic opportunities as their peers. The Resource Center will be a distribution point of vital supports for all FiT 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.

Round Rock ISD plans to develop the whole child, cultivating the academic and social and emotional skills of students experiencing homelessness. This will happen by increasing wraparound services to FiT students during each year of the grant cycle; from 80% during the 2023-2024 school year to 85% by 2028-2029.

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

FiT personnel will ensure campuses are well prepared for helping identify and enrolling students experiencing homelessness. This will be done through professional development and training, printed materials (posters) and electronic communication and platforms. The FiT program will work closely with students and campus staff to ensure academic and basic needs of students are met through regular attendance and grade reports, family engagement projects with parents/guardians and in-person student interventions. Partnerships with community agencies will help ensure wraparound services are provided for all FiT students. Collaborations with the district transportation and food services team will also be key in serving this population.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Outreach to community agencies will be sharpened and partnerships strengthened during this second quarter. Ongoing evaluation of the FiT Resource Center and the needs of families will help make certain that wraparound services provided are up to date and timely. Currently FiT collaborates with more than 50 community service agencies as well as dozens of non-profit donor groups. We will work to expand those partnerships to make sure all student needs are met in order to remove barriers to academic achievement. Helping agencies understand the vast numbers of children experiencing homelessness in the Round Rock District helps generate support for the students as we strive to close the achievement gap.

Third-Quarter Benchmark

Continued close monitoring of identified and qualified students experiencing homelessness is imperative during the third quarter. FiT Academic Specialists will further analyze enrollment, attendance, grades, and STAAR/EOC reports. Progress monitoring will also include promotion and graduation rates as well as diploma type for high school students. The FiT team will actively work to conduct one-on-one interventions with students whose data demonstrates a need for services. Academic resources will be provided, as well as basic needs such as transportation and nutrition, hygiene and emergency food to make sure the student is able to remain i school and succeed.

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.

Evaluation of the Families in Transition program is ongoing as the team strives to improve and grow while removing barriers to education for students experiencing homelessness. Once students are qualified for McKinney Vento services, the FiT team performs monthly audits of student and RRISD records with the assistance of RRISD Information Services to ensure students are coded according to PEIMS guidelines as homeless, at-risk and when appropriate, Title I Part A. The monthly audit also includes reviews of student special program assignments from Special Education to TAG and even ESL/Bilingual. Wrap-around services that have been provided are also documented and the team works to certify that data is complete so as to better understand the needs of the students we serve. The FiT team also monitors student progress and performance on a monthly basis. The reports are shared with campus leadership, among State and Federal Programs and even district departments where collaborations are at work. This analysis guides the FiT Academic Specialists in their instructional interventions with students and allows for adjustments to meet immediate student needs. Grant funding and spending are evaluated on a monthly basis to ensure judicious use of grants and donations to the FiT program. These evaluations include the Director of State and Federal Programs, the RRISD Grant Accountant, and the Homeless Liaison. Closely tracking grant spending and contributions provides instant feedback and allows the team to adjust services and programming in a fiscally responsible manner. The Homeless Liaison also works closely with families in the program to make certain that the services provided are truly benefitting the student. Communication is key through surveys, newsletters and the FiT website, as the Families in Transition team strives to meet student needs. Likewise, regular evaluation and surveys with community partners helps grow the FiT program's ability to provide for its students.

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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 Round Rock ISD Families in Transition program serves 56 campuses as it works to improve educational outcomes for students experiencing homelessness. Two Academic Specialists focus on providing services and interventions to help students succeed in the classroom. They constantly strive to improve FiT student attendance and academic performance. The FiT Program also runs a Resource Center with emergency and basic needs for students, so as to remove barriers to education. The program hosts frequent professional development training for Round Rock ISD staff who work with students experiencing homelessness. This list includes campus administrators, campus FiT contacts, registrars, counselors, social workers and nurses. Communication is a priority and the Homeless Liaison maintains an updated website, family newsletter and district-wide promotion and education of homeless services. See the TEHCY Grant Activity Chart for continued description.

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.

In order to improve student outcomes, the Families in Transition program relies on partnerships with the community, Central Texas social service agencies, and many departments within Round Rock ISD. FiT partners with social service agencies to provide important medical, dental, mental health and other supports for students. Non-profit agencies and church communities are key to the Families in Transition team success, as collaboration with these organizations brings valuable donations of resources to FiT including food, hygiene items, air mattresses, school supplies and shoes. FiT ensures each of these agencies and organizations understands the program's role in improving educational outcomes for students experiencing homelessness. Posters and literature about student homelessness are distributed throughout the Round Rock community and at key populous areas on RRISD campuses. The Homeless Liaison makes regular educational presentations at a variety of civic, volunteer and community organizations.

Training of key front-line staff is imperative for the successful and immediate identification and coding of students experiencing homelessness. It begins at enrollment and involves registrars capturing vital information on the Student Residency Questionnaire. Key campus personnel are trained to provide Enrollment Conferences and welcome packets to students. Collaboration with campus social workers and counselors help provide much needed wrap-around services to students. A strong partnership with the RRISD Transportation Department results in quick and efficient establishment of bus routes to ensure students experiencing homelessness can get to school.

Family engagement is a successful strategy to employ when seeking to improve student performance at school. Families in Transition is dedicated to partnering with parents to connect to their child's classroom with tips, tools, strategies and even resources.

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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 Round Rock ISD State and Federal program oversees both the Families in Transition Program and Title I Part A programs. This allows for direct coordination of Title I funding usage for students experiencing homelessness. Title I funds are designated for homeless students at non-Title I campuses within Round Rock ISD, and are utilized to provide academic support and intervention for those children. Those interventions include work with the FiT Academic Specialists, tutoring, and educational resources.

Round Rock ISD has set as one of its goals to: develop the whole child, cultivating the social and emotional skills needed to thrive in a diverse and ever-changing world. Families in Transition is part of that goal and the team works to provide support in the areas of identification, enrollment, school of origin for students, campuses, and the community as outlined under the McKinney-Vento Act. This happens through robust training for campus staff on indicators for homelessness, district procedures for identifying and providing services for students experiencing homelessness, and local policy and state statutes regulating the care of students experiencing homelessness. Regular meetings with area superintendents as well as collaboration with the Academic Services leadership helps provide clear and direct communication with principals and campus staff.

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 Round Rock ISD State and Federal Programs annually leads the district's Comprehensive, Collaborative Needs Assessment to address needs for policy and procedure development, revisions and updates. Ultimately the needs addressed through the assessment become part of the District Improvement Plan, which then also helps shape board policy and Campus Improvement Plans. The Families in Transition team is fully vested in this process annually to ensure that grant activities, programs and services are successfully integrated district-wide so that the FiT program continues working toward academic success for students experiencing homelessness.

Within the Families in Transition Team, monthly, the Homeless Liaison completes an audit of student intake, coding and services. Monthly updated student data is shared with State and Federal leadership as well as campus administrators. Academic Specialists use the data to plan for student intervention. Monthly budget meetings with the Grant Accountant and State and Federal Director include review and revision of grant spending.

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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.

Round Rock ISD begins the identification of students experiencing homelessness with the completion of the Student Residency Questionnaire in all first day packets and online enrollment software. The use of the SRQ continues as a referral form for campuses throughout the year. Families in Transition has an electronic version as well as paper copies to ensure easy access for all families. The electronic version is on the FiT website and is shared on campuses. Campus registrars send the SRQ to the FiT office through a protected share drive. The Homeless Liaison hosts annual trainings with periodic updates as needed for campus principals, assistant principals, counselors, social workers, registrars and designated FiT campus contacts. Throughout the year, the FiT Academic Specialists work with interventionists on campus, attendance officers and high school completion specialists. All campuses have McKinney Vento posters and brochures to help identify students. This same literature is also on display around the Round Rock community. FiT regularly works with the district's Information Services to ensure data collection is accurate. Collaboration with various district departments is on-going; essential partnerships include Transportation, Bilingual, SPED, and CTE.

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.

Whether in person or through on-demand online classes, the Families in Transition team is dedicated to ensuring all Round Rock district personnel, especially those who are in contact with students, understand and implement McKinney Vento policies and procedures. From making sure that nurses abide by the requirements of immunization records for students experiencing homelessness to collaborating with social workers to provide services for children and their families, FiT provides countless opportunities for staff learning. The FiT team works to help teach staff how to help identify McKinney Vento students, how to ensure they are properly coded through PEIMS, the importance of transportation to the McKinney Vento student, and also understand the many services the program provides. The program utilizes surveys and feedback from attendees to help improve future professional development opportunities.

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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.

Families in Transition Academic Specialists use data about student attendance, academic progress, grades and promotion rates to help monitor students in the program. This data is shared with campus leadership, including the assigned FiT Contacts on campus. The sharing of information creates collaborations which help ensure all student needs are addressed. An Academic Specialist is assigned to cover Round Rock's elementary campuses and she works regularly with interventionists and classroom teachers to provide resources to encourage academic progress. She also strives to improve family engagement by sharing strategies and tools families can use at home to guide their student to success.

Monthly, FiT leadership monitors services which enhance academic performance; transportation is vital to student success, as are nutrition services. The FiT Coordinator serves on the District's MTSS committee - the multi-tiered systems of support framework provides that students in the FiT program are included in the system of care so that they get what they need, not just academically, but emotionally, socially and behaviorally. Additionally, the FiT team collaborates with directors of other academic departments including CTE, SPED, TAG and ELL for dually identified students. Coordination is essential with the Director of Title I in the provision of services and resources for students experiencing homelessness. Collaboration with District leadership is key in ensuring McKinney Vento discipline policies are fairly and accurately implemented, and that any potential disputes are settled according to policy.

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.

Families in Transition has an Academic Specialist dedicated to working with secondary campuses and students. She works closely with administrators, counselors, registrars, social workers, truancy officers, testing coordinators and high school completion specialists to help students experiencing homelessness get to school regularly and finish successfully. Analysis of student data is key to making sure campus personnel and district departments are able to put interventions in place to manage discipline matters, credit recovery and truancy. Attendance and academic progress reports are regularly shared with key stakeholders.

The Families in Transition program strives to open the world of post-secondary education to its high school students through FAFSA counseling, scholarship guidance and tours of area colleges, universities and trade schools. The Academic Specialist guides students through an online, on-demand tutoring system which includes SAT and AP prep classes.

While the lives of Unaccompanied Homeless Youth are often chaotic, the FiT team works diligently to ensure Unaccompanied Homeless Youth receive the services they need.

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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.	Project Coordinator	32989
2.	Substitute Pay	2500
3.	Employee Benefits	6400
4.		
5.		

Professional and Contracted Services

6.	Professional and Contracted Services that do not require specific approval	1000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Online Tutoring Support	6500
12.	Instructional Supplies	9090
13.		
14.		

Other Operating Costs

15.	Out of State Travel-NAEH CY National Conference	2000
16.	Educational Field Trips	2500
17.	Other Operating Costs that do not require specific approval	5000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: 67979

TOTAL GRANT AWARD REQUESTED: 67979

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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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