



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

Authorizing legislation:

Grant period: Pre-award costs:

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

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

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. Complete the attached **TEHCY ESC SSA Member Chart**, see the Program Guidelines for further guidance on completing the attachment.

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Increase the academic needs of students experiencing homelessness.	To meet the academic needs of students, the district plans to use STAAR data, benchmarks, and other assessments to provide the necessary academic assistance and extra support. The district will also identify resources and tools needed to enhance the academic support needed.
Increase the social emotional resources and supports to meet the needs of students experiencing homelessness	The district will implement activities throughout the Fall and Spring terms, provide intervention strategies through counseling and guidance, and work with community partners and resources to help address the SEL deficiency of those students experiencing homelessness.
Improve the districts monitoring system and Increase family engagement to those students and families that are experiencing homelessness to ensure their success with the resources and supports available.	The district plans to work with the district PEIMS department to monitor those students that have been identified as homeless. Monitoring attendance and participation with supports and resources available. Working continuous with the districts monitoring system can lead us to increase communication and participation with the student's families.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By July of 2025, 90% of Weslaco Independent School District (WISD) identified homeless students will participate in or receive at least one academic support, social emotional support, and resources provided for families. WISD will monitor the participation through data and documentation of supports and resources being provided throughout the academic school year.

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

During the first quarter benchmark, WISD will begin gathering data from student referrals, assessments, PEIMS coding, identify educational barriers, conduct student and parent surveys to ensure proper identification is made for students who are experiencing homelessness. The Parent and Family Engagement (PFE) Coordinator, parent liaisons, parent specialists, campus counselors, and district social workers will review student rosters, school attendance data, grades, assessments, budgets, and services that are provided to each McKinney Vento/TEHCY student. Once data is disaggregated, a TEHCY plan of resources, events, activities, and support will be scheduled and created to target student needs through out the school year. .

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

WISD will take the TEHCY plan that was created throughout benchmark one and implement within the academic school year. Ongoing monitoring and documentation will be conducted to ensure participation of students and families. Data from student's daily attendance, grades, and mid year assessments will continuously reviewed by our parent liaisons and parent specialist to ensure the resources and supports align with students needs. Meetings with campus administrators, counselors, and teachers will be conducted with the parent specialists/liaisons, to discuss if the needs are being met and to track participation in activities being provided.

Third-Quarter Benchmark

Within the third quarter benchmark WISD will ensure that 90% of students should have participated in at least one support that has been offered through the TEHCY grant. Parental staff will record and analyze the number of supports each student has participated in and record the number of opportunities that were offered for each student.

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.

WISD will provide the proper resources and supports that will align and meet out homeless students and families needs. To ensure that the program will meet the SMART goal, the district will monitor and evaluate data consistently and periodically throughout the academic school year. Beginning of year, mid year, and end of year evaluations will be made to determine the SMART goal outcomes. This will help the district identify where, when and how to modify the TEHCY plan. The evaluation data will come from the attendance rosters and sign-in sheets that are used as documentation for participation.

If at any time the data does not align with the SMART goal and does not show progress, we will modify and adjust our processes and procedures in real time. This will ensure the success of the TEHCY plan that was created in benchmark one. District stakeholders and staff will adjust the program needs based on feedback and suggestions from the district's Student Support Services department, Parent and Family Engagement department, campus administration, and teachers.

At the end of the academic year, district stakeholders will hold a reflection meeting to discuss the overall success of the WISD TEHCY plan. The successes and shortcomings will help us plan for the resources and supports we will offer for the following year when working on the sustainability plan.

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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)

WISD will target academic assistance in all content areas to improve student outcomes on STAAR assessments, promotion, a graduation rates. Activities in this area will include to improve math and reading, and provide assistance and academic support in all other content areas. The target academic support will include extended day tutoring, Saturday school, and credit recovery for our secondary students. For our elementary students we will provide tutoring, homework help, high impact tutoring, and small group tutoring. The district resources like iStation, Razz kids, Imagine Math, and STmath will be used improve student reading and math levels. Academic supports will be based on the specific needs of the identified students. These academic activities, supports, and resources will be accessible through our current district programs that are provided during the out of school times. Extended day, Saturday school, After school Centers on Education (ACE), End of Course camps, and Summer School programs are a list of a few district services we have in place to improve academic outcomes for homeless students. Enrichment activities will consist of but not limited to: mentor programs, social emotional learning, character building, Leader in Me district initiatives, motivational speakers, and health & wellness opportunities. These activities are essential to be provided for those students experiencing homelessness. The programs, supports, resources, and activities mentioned above, will be evaluated each term to determine student participation, engagement, and over effectiveness. The data that is collected through surveys, student attendance/participation, six weeks grades, and growth assessments, will provide student outcomes that will allow us to see progress throughout each term. The continuous effort to observe the results from the data, will allow us to to make modifications to what is being provided so that we can target the needs of our students.

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.

Weslaco ISD and Parent and Family Engagement Department have established partnerships within the district and throughout the community to address the needs and provide additional support services to our homeless students and unaccompanied youth. Our district departments would include Student Support Services, Food and Nutrition Services, Transportation, ACE After School Program, Special Education, Migrant, Bilingual, Career and Technology, External Funds, Safety and Security, and Health Services. The community agencies and organizations would include the Hidalgo County Housing Authority, Crossroads Community Church, Firsts Methodist Church, Weslaco Housing Authority, Texas Tropical Behavioral Health, South Texas Behavioral Health Solutions, South Texas College, Health and Human Services, Texas Workforce Solutions, Texas Agri-Life Extension Agency, and the Children's Defense Fund. All grant funds will be used to supplement educational, social emotional, and parental involvement resources and tools that will increase the enrollment, monitoring process, academic growth, promotions, and graduation rates. WISD will encourage parent and family participation by providing meaningful sessions and activities that will focus on their needs. Available program session for parents will include topics like financial literacy, academic support, parenting tips, health & wellness, and social emotional topics. Identified students will be integrated into all regular education programs and activities that are currently offered. TEHCY grant funds will provide enhanced educational opportunities that focus on self esteem, personal goal setting, and other SEL activities. The intent with the proposed activities is to provide additional support and resources beyond the regular education programs.

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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.

WISD departments work closely to coordinate services that support our homeless students. These services consist of but are not limited to transportation to and from school, health services, free breakfast and lunch programs, and social emotional services. The Parent and Family Engagement Department are trained throughout the year, as needed, on current McKinney-Vento policies and updates. Under the district improvement plan Goal 3, Parent-Community-Business-Industry Partnerships, includes both Title I, Part A and the McKinney-Vento strategies that state the district will coordinate meetings regarding information to be shared to bring awareness of how both will address homelessness and unaccompanied youth. These meetings will be hosted and supported with documentation such as agenda's, flyer's, sign-in sheets, meeting notes, and copies of the presentations. Staff responsible for monitoring are PFE Coordinator, Parent Specialists and Liaisons, and Campus Administrators. As students are enrolled and identified, parental staff and campus staff will aim to provide the resources needed to ensure the students receive support and services. All campuses at WISD are Title I schools and all students coded as homeless receive support services with the funds allotted.

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)

Weslaco ISD will continue to follow the established policies and procedures to ensure the proposed grant activities will not isolate or stigmatize homeless children and unaccompanied youth. WISD, district administrators, campus administration and staff are informed and aware of the district's McKinney-Vento requirements and student enrollment information. Meetings and training are held throughout the year to increase awareness, identification, and information on the unique needs of our students. In order to not isolate or stigmatize our identified students, when we have any grant activities, programs, and services, we communicate that they have been invited to attend or have been selected to participate in the specified event. All information related to McKinney-Vento students is kept confidential.

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10. 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.

The Parent and Family Engagement department staff are responsible for the continuous enrollment and identification of our district's homeless children and unaccompanied youth throughout the year. The department consists of The PFE Coordinator, who serves as the district's McKinney-Vento Coordinator, (6) Parent Specialists, (10) Parent Liaisons, (3) Social Workers, and one department secretary. A.) The parent specialists and liaisons assist with district and campus Preregistration prior to the first day of school. This helps with the initial school enrollment process. Based on parent responses to our preregistration forms, students are flagged in our WISD electronic system and then determined if they meet the criteria for McKinney-Vento. A survey of questions are asked within the preregistration process that ask about the current living situation of the students. In the Fall term, The Parent and Family Engagement staff assist with the student leaver recovery program. When they are making the outreach, via home visits and phone calls, they meet with families that meet the criteria. If determined they meet criteria, a McKinney-Vento application is filled out and students are then coded within our WISD PEIMS system. The leaver recovery helps recover those students that are not currently enrolled or attending school. Truancy and student attendance is also carefully monitored and reviewed throughout each Fall and Spring term which help identify students.

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.

The PFE Coordinator attends all available and required professional development meetings for McKinney-Vento, through our ESC Region One that take place once a month throughout the academic school year. Once the PFE Coordinator attends the training, a department meeting with all parental staff takes place. Any and all information that is learned from the ESC Region One training is in return shared through a Train the Trainer model with our district parental staff. The PFE Coordinator meets with all data entry and PEIMS clerks to share any and all updated information in the beginning of the academic school year. Meetings with district departments are held to increase awareness of our McKinney-Vento students. The Parent Advisory Committee also has a meeting to raise awareness of the services, supports and identification of those students experiencing homelessness.

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10. Program Requirements (Cont.)

3. Provide a description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for elementary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance and engagement, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g. Special Education, English Learners, and Gifted and Talented), D) Bridging program support services, E) Assessment interventions and scores, F) Discipline interventions, G) Tutoring services, H) Supplemental academic programs, and I) Other programs or services.

The Parent and Family Engagement Department will ensure that the academic needs and equitable outcomes of our homeless students are supported through grant activities and services. Each elementary campus has an assigned parental specialist/liaison that serves as the campus homeless liaison. Campus administration, counselors, teachers, support staff will work with the parental staff to review the academic progress of our homeless students using their six weeks grades, benchmark assessments, and regular day intervention/tutoring. Also, to include, the identified targeted services of students receiving special program services such as special education, migrant, emergent bilingual, and gifted and talented. The parental staff will also review student attendance, behavior, participation in social, and extracurricular activities. Once the gathered information is analyzed, the parental staff is able to coordinate the needs of the students and provide extended resources, interventions, and services for each student. To supplement academic services, each elementary campus provides ACE after school programs, extended day programs, and Saturday school. An array of clubs, social organizations, and mentor programs are also available that include our homeless students. The parental specialists/liaisons will meet with the district's PFE Coordinator to discuss and evaluate student participation throughout each Fall and Spring term. Doing so, will allow the staff to organize students to participate and engage in the additional TEHCY plan grant activities that involve academic offerings, motivational speakers, SEL services, and additional resources such as technology and hands on materials.

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.

The Parent and Family Engagement Department will ensure that the academic needs and equitable outcomes of our homeless students are supported through grant activities and services. Within our secondary campuses we have four middle school and two high school parent specialists/liaisons that serve as the campus homeless liaison. Campus administration, counselors, teachers, support staff will work with the parental staff to review the academic progress of our homeless students using their six weeks grades, benchmark assessments, and regular day intervention/tutoring. Also, to include, the identified targeted services of students receiving special program services such as special education, migrant, emergent bilingual, and gifted and talented. The parental staff will also review student attendance, behavior, participation in social, and extracurricular activities. The secondary campuses provide after school programs, extended day, Saturday school, UIL activities, clubs, mentor activities, and SEL services that include our homeless students. Advanced Academics Department and our Career and Technology Education Department conduct parent meetings to inform them of the current services, testing, and programs available and provided by WISD and college partners such as SCT, UTRGV, TSTC, and Texas A&M extensions. The parental specialists/liaisons will meet with the district's PFE Coordinator to discuss and evaluate student participation throughout each Fall and Spring term. Doing so, will allow the staff to organize students to participate and engage in the additional TECHY plan grant activities that involve academic offerings, motivational speakers, SEL services, and additional resources such as technology and hands on materials.

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11. 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.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	Motivational Speakers, parent meetings and sessions	\$10,000
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	Supplies and Materials to support program activities, sessions, and meetings	\$5,977
12.	Technology needs for students	\$2,000
13.	Household items related to sleeping or hygiene	\$10,000
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

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