



2021-2022 Texas Education for Homeless Children and Youth

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

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

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 09/01/2021 to 08/31/2022

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 Sherman ISD

CDN 091906 Vendor ID 756002443 ESC 10 DUNS 089464184

Address 2701 Loy Lake Road City Sherman ZIP 75090 Phone 9038916421

Primary Contact Susan Whitenack Email swhitenack@shermanisd.net Phone 9038916421

Secondary Contact Tamy Smalskas Email tsmalskas@shermanisd.net Phone 9038916421

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 Susan Whitenack Title Asst Superinter Email swhitenack@shermanisd.net

Phone 9038916421 Signature  Date 05/13/2021

Grant Writer Name Aileen Hays Signature  Date 5/13/2021

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
Students experiencing homelessness miss more school days than other students. These additional absences often result in poor academic performance.	Regular monitoring of attendance by homeless liaison, attendance clerks, and school counselors. Follow up by home visits, parent conferences. Collaboration with Communities in Schools and other community agencies to support homeless students.
Students and their families experiencing homelessness have greater needs for social services and assistance, including needs for food, clothing, shelter, mental health counseling.	Collaboration with community agencies, including North Texas Youth Shelter, Grayson Crisis Center, and Family Promise. Increase of student support services in the district-i.e. Communities in Schools, increasing mental health supports and behavioral supports.
In our needs assessment, we became aware of the need to increase awareness of the McKinney Vento Law among school staff and community members.	Increase trainings for school staff. Distribute posters and materials throughout the community. Monthly newsletter regarding McKinney Vento guidelines, services, and information.

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.

Improve attendance, discipline, and academic outcomes of students experiencing homelessness. This will be measured by quarterly reviews of students' attendance, grades, and discipline data.

In 2018-19 the cumulative attendance rate for homeless students was 91.37%
 In 2018-19 the cumulative attendance rate for unaccompanied students was 80.48%

It will be our goal to increase this rate by at the minimum of 1%.

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

Review attendance of enrolled McKinney Vento students.
 Review discipline data of enrolled McKinney Vento students.
 Review grades of enrolled McKinney Vento students
 Coordinate with Communities in Schools program to ensure that referred McKinney Vento students are enrolled in the CIS program and receiving services.
 Coordinate with community agencies regarding their services to students and resulting outcomes.
 Refer McKinney Vento students who are struggling academically to the RTI team or to other academic resources in the school setting.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Review attendance of enrolled McKinney Vento students.
Review discipline data of enrolled McKinney Vento students.
Review grades of enrolled McKinney Vento students
Coordinate with Communities in Schools program to ensure that referred McKinney Vento students are enrolled in the CIS program and receiving services.
Coordinate with community agencies regarding their services to students and resulting outcomes.
Refer McKinney Vento students who are struggling academically to the RTI team or to other academic resources in the school setting.

Third-Quarter Benchmark

Review attendance of enrolled McKinney Vento students.
Review discipline data of enrolled McKinney Vento students.
Review grades of enrolled McKinney Vento students
Coordinate with Communities in Schools program to ensure that referred McKinney Vento students are enrolled in the CIS program and receiving services.
Coordinate with community agencies regarding their services to students and resulting outcomes.
Refer McKinney Vento students who are struggling academically to the RTI team or to other academic resources in the school setting.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Data we will use to evaluate our progress include: looking at student attendance data, student grades, and student discipline reports. We will use these data checks to guide us in providing additional support and services to students. If our benchmarks and SMART goals do not show progress, we will use the data to focus in on where there are weaknesses in our services. For example, if our McKinney Vento students are doing well on one campus, but not on a comparable campus, we will look at the interventions employed by the successful campus. By continually assessing campus programs and student data, we hope to be able to identify effective practices and recreate them throughout the district.

Regular meetings amongst stakeholders will help us to identify effective practices and implement them throughout the district. These stakeholders include campus McKinney Vento liaisons, Communities in Schools site coordinators, Grayson Crisis Center staff, North Texas Youth Connection staff, and Family Promise staff. Child Protective Services and our local mental health authority are also a part of our team.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements
- 4. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 Texas Education for Homeless Children and Youth Program Guidelines.
- 5. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Texas Education for Homeless Children and Youth Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
- 8. The applicant provides assurance that performance evaluation reports are submitted for each year grant funds are received.
- 9. The applicant provides assurance that fiscal monitoring reports are submitted for each year grant funds are received.
- 10. The applicant provides assurance that the use of subgrant funds will comply with section 11432(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
- 11. The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
- 12. The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment, and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.

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8. Statutory/Program Assurances (Cont.)

13. The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.

14. The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical Education, Gifted and Talented, and English Learner.

15. The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.

16. The applicant provides assurance that collaboration will occur with the McKinney-Vento Liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.

17. The applicant provides assurance that services provided by grant funds will not replace regular academic programs.

18. The applicant provides assurance that all identified and enrolled are accurately reported in Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) in a timely manner.

20. The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.

21. The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

22. The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings

23. The applicant provides assurance to submit a detailed report that includes all grant activities and usage of funds for the 2021-2022 Texas Education for Homeless Children and Youth (TEHCY) grant.

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9. Statutory Requirements

1. Provide a description of the proposed grant activities, programs, and services. This description should include how they address the identified needs and promote equitable access to program services needed to improve academic outcomes for homeless children and unaccompanied youth. Include the resources, strategies and/or systems that will be implemented to support target goals and outcomes, document progress and milestones, and observable results of the proposed grant activities, programs, and services. (*Complete the attached TEHCY Grant Activity Chart, see the Program Guidelines for further guidance on completing the attachment)

Our proposed grant activities include increasing our outreach and training of staff and community members so that we can ensure that all children who qualify for McKinney Vento services are identified and supported. We are increasing our training related to trauma and positive behavior interventions. We will increase community outreach regarding homelessness and the McKinney Vento Act.

We plan to increase support to our homeless students and families through increased monitoring and increased collaboration with community partners. Specifically we are bringing Communities in Schools into our district and plan to collaborate with them to serve our homeless students and families.

We enjoy a robust partnership with three different agencies who specifically serve this population. These agencies include: North Texas Youth Connections, Grayson Crisis Center, and Family Promise. Through our McKinney Vento grant we are able to help fund a child advocate at the crisis center and fund enrichment activities for students residing at the North Texas Youth Connections shelter. Sherman ISD has also increased their student support staff by employing mental health counselors and behavior specialists. These new positions will increase McKinney Vento student access to mental health services within the school setting.

Regular monitoring by the District Homeless Liaison and the campus liaisons will document progress and results.

2. Provide a description of the extent to which: A) The application reflects coordination/collaboration with other local and state agencies that serve homeless children and unaccompanied youth. Include a list of agency, community, and LEA collaborators and a brief description of the proposed coactivities that will support implementation of the proposed grant activities, programs, and services; B) the proposed use of funds will facilitate the enrollment, identification, and educational outcomes of homeless children and unaccompanied youth; C) the extent to which the applicant will promote the meaningful involvements of parents or guardians of homeless children and youth in the education of their children; and D) The extent to which homeless children and unaccompanied youth will be integrated into the regular education program.

A) Sherman ISD has recently led the way in bringing together community agencies who serve homeless youth. Our homeless partnership will meet several times a year to collaborate and coordinate services. These agencies include: North Texas Youth Connections, Grayson Crisis Center, Family Promise of Grayson County, and Communities in Schools. Child Protective Services and Texoma Community Center are additional agencies who we collaborate with to serve these students. Specific coactivities include the funding of the Child Advocate position at Grayson Crisis Center and funding the enrichment activities for students living in the North Texas Youth Connections shelter.

B) Sherman ISD will use funds to facilitate enrollment and identification of homeless youth by training staff and community members, educating the community with posters, fliers, and social media messages. Educational outcomes of youth experiencing homelessness will be supported by regular monitoring, increased support services by Communities in Schools staff, school counselors, and education interventions by teachers and RTI teams.

C) Parent involvement is extremely important to Sherman ISD and is also paramount in ensuring success of students experiencing homelessness. Parent involvement will be supported by training of teachers and school staff as to the needs of families experiencing homelessness. It will also be supported by Communities in Schools and their outreach to families via home visits and parent involvement events.

D) Homeless children and unaccompanied youth are always fully integrated into the regular education program and have access to all programs that SISD offers.

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9. Statutory Requirements (Cont.)

3. Identify the types, intensity, and coordination of services to be provided in coordination with Title I, Part A, Homeless Reservations including: A) The process to review and develop the LEA's plan for coordinating services to support eligible homeless children and unaccompanied youth using Title I, Part A Homeless Reservations. Include the actual reservation for 2019 -2020 and the planned reservation for 2020 -2021 (**Complete the attached Title I, Part A and McKinney-Vento Program Coordination Chart**), and B) How the LEA determine its reservation amount for services to support homeless children and unaccompanied youth. Include how the LEA assists staff in understanding the LEA's policy or procedure to support homeless children and unaccompanied youth on all campuses regardless of the Title I status, use of these funds, and how the LEA addresses the needs of homeless children and youth in their district or campus improvement plan.

Services that will be provided in coordination with Title 1, Part A, Homeless Reservations include books, supplies, and transportation services.

A) Sherman ISD brings stakeholders together yearly to review the district's plan for coordinating services to support homeless children and unaccompanied youth using Title 1, Part A Homeless Reservation. This team will look at data and services and plan for future years. For 2019-2020 the actual reservation was \$18,075. The planned reservation for 202-21 is \$17,300.

B). Sherman ISD determines it's reservation amount for services by the formula of atleast 1% of Title 1 funds. We assist staff in understanding our policies and procedure to support homeless children and unaccompanied youth on all campuses by training all staff regarding the McKinney Vento law at the beginning of the school year. We have specific trainings for counselors, principals, registrars, and attendance secretaries related to their job duties in relation to McKinney Vento students. We also train nutrition staff and transportation staff about these requirements.

The needs of homeless children and youth are included in our district and campus improvement plans. These improvement plans included processes to serve these children and families, resources available, and community collaborations.

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**)

Sherman ISD reviews policies and procedures yearly to ensure that our grant activities, programs, and services will meet the needs of our homeless and unaccompanied students. The team specifically examines the quality of the programs and policies to ensure that homeless and/or unaccompanied students are not isolated or stigmatized by their services or the programs. This review is conducted by ISD staff including social workers, counselors, administrators, and teachers. We also include our community partners in this review so to be able to gather a more complete picture of our services.

This year we reviewed services through a meeting with community stakeholders, a survey of SISD staff, and review of the current board policies. SISD will continue a yearly review and plans to incorporate a survey of students and parents also.

To further ensure that students are not isolated or stigmatized, staff is trained yearly on FERPA, the effects of trauma, positive behavior interventions, and confidentiality.

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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.

Sherman ISD has a strong, established process for identifying and enrolling students who qualify for McKinney Vento assistance. Our Student Residency Questionnaire (SRQ) helps to identify students, as do staff members who are knowledgeable about McKinney Vento. Students are identified in the PEIMS system by school counselors and signed up automatically for free breakfast and lunch. An intake process helps us to identify the needs of students and families so that we can refer to appropriate services. Services are provided through the school and in collaboration with community agencies. At this time we are expanding our Level 3 services with increased monitoring and the expansion of our district's student support services.

A) When students are entering and/or returning to school after summer or holiday break, we are able to identify students through our SRQ, so that we can reach out to families and offer support. In 2021 we will also be using an improved intake assessment that will help us to identify the needs of students and families so that we can make appropriate referrals for help.

B) Some students experience homelessness after the school year has started. We are able to identify and help those students due to counselor and teacher training regarding McKinney Vento services. Support staff such as Communities in Schools and mental health staff are available to help students and families going through crises.

C) Our outreach to students who are not currently enrolled in school is an important part of our program. Relationships with community agencies such as Family Promise, Grayson Crisis Center, North Texas Youth Connections, and Child Protective Services help us to reach students who are not enrolled. We also reach these students and families by community outreach via posters, social media campaigns, brochures, etc.

D) Sherman ISD has a strong partnership with our local Early Childhood program and is currently expanding our Pre-K program to a second campus. These programs, in partnership with SISD, reach out to parents of eligible children via community agencies, posters, social media campaigns.

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.

August 2020 All Staff Training for McKinney Vento--eligibility, services 30 minutes

August 2020 Specific training for counselors, registrars, attendance clerks, child nutrition staff, and transportation staff 1 hour

Fall of 2020 all SISD staff participated in the Project Restore Trauma Training. This training describes the effects of trauma on the brain and how that impacts behavior and learning. This is relevant to our homeless youth because so many of them have experienced trauma.

District Homeless Liaison attended several TEHCY trainings throughout the year. These included: TEHCY fall conference 9/15/20 and 9/17/20; 11/5/2020 Highly Mobile and At-Risk webinar;

Monthly Counselor meetings: McKinney Vento students, identification, services to students are discussed. 15-60 minutes.

Summary of training content includes: use of the SRQ tool, criteria for identifying homeless and unaccompanied youth, services available, importance of confidentiality and FERPA, effect of trauma on students.

In the 2021-22 school year, we will expand training to include more emphasis on intake process and referral to services.

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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.

Identification of homeless students and increased support for these students will help to address their unique academic needs and support equitable outcomes.

August-September 2021—

Staff will be trained in understanding the unique needs of McKinney Vento students. Outreach within the community to identify and enroll students will continue. Registrars and counselors will identify students through enrollment and SRQs. Intake/needs assessments will be conducted so that any needed services can be provided.

September 2021-May 2022—

Attendance will be monitored by campus homeless liaisons, attendance clerks, counselors, and teachers. If attendance lags, home visits, parent outreach, and a plan for improvement will be implemented. Coordination of targeted services will happen through the campus RTI process. The RTI process and teachers will monitor assessments, scores, learning, and any need for additional support through campus academic intervention programs. Campus Positive Behavior Intervention and Support programs and Multi-Tiered System of Support will be the vehicles through which discipline interventions are conducted. Tutoring services and supplemental academic programs will be offered to homeless and unaccompanied students to ensure equitable outcomes.

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.

Identification of homeless and unaccompanied student and increased support for these students will help to address their unique academic needs and support equitable outcomes. The goal for our secondary students is on time graduation with their cohort. It is also our goal that our McKinney Vento students are ready for college and/or career of their choice.

August-September 2021—Staff will be trained in understanding the unique needs of McKinney Vento students. Outreach within the community to identify and enroll students will continue. Registrars and counselors will identify students through enrollment and SRQs. Counselors will review homeless and unaccompanied students' transcripts and intake/needs assessments will be conducted so that any needed services can be provided.

September 2021-May 2022—

Attendance will be monitored by attendance clerks and counselors. If attendance lags, home visits, parent outreach, and a plan for improvement will be implemented. Coordination of targeted services will happen through the campus Student Assistance Team. Counselors and teachers will monitor assessments, scores, learning, and any need for additional support through campus academic intervention programs, including credit repair and credit recovery. Campus Positive Behavior Intervention and Support programs and Multi-Tiered System of Support will be the vehicles through which discipline interventions are conducted. Tutoring services and supplemental academic programs will be offered to homeless and unaccompanied students to ensure equitable outcomes. Students will have access to AP, dual credit, English Language Learning and any other programs that they qualify for.

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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" value="Some homeless students"/>	Barrier	<input type="text" value="Poor school attendance can be a barrier. This is why we are targeting it."/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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.	Cost of SISD portion of Grayson Crisis Center's Child Advocate	16720
2.	Sherman ISD clerical staff	5000
3.	North Texas Youth Connection Child Advocate position	10000
4.		
5.		

Professional and Contracted Services

6.	North Texas Youth Connection enrichment services for students	5000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	School supplies, clothing, toiletries, technology for students and families	5000
12.	Materials for outreach and training	1000
13.		
14.		

Other Operating Costs

15.	Field trips for college visits	1000
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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