



2021-2022 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, June 8, 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

Authorizing legislation:

McKinney Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A of the ESSA (42 U.S.C. 11431 et seq.)

Grant period: From **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): **N/A**

1. Applicant Information

Name of organization **Irving Independent School District**

CDN **057912** Vendor ID **1756001854** ESC **10** DUNS **076700988**

Address **PO Box 152637** City **Irving** ZIP **75015** Phone **972-600-6113**

Primary Contact **Gale Wortham** Email **gwortham@irvingisd.net** Phone **972-600-6113**

Secondary Contact **Sofia Galvan** Email **sogalvan@irvingisd.net** Phone **972-600-5027**

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 **Magda Hernandez** Title **Superintenden** Email **mhernandez@irvingisd.net**

Phone **972-600-5000** Signature *Magda Hernandez* Date **05/25/2021**

Grant Writer Name **Gale Wortham** Signature **Gale Wortham, LMSW** Date **05/18/2021**

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
Irving ISD needs to assist families experiencing homelessness with appropriate services and staff resources which allow for overall improved academic success.	Continued grant funding will allow the program to keep the current full-time grant funded Social Worker position. This position provides district wide program support including identifying students who qualify, providing ongoing resources to those students and their families along with case management services.
Irving ISD needs to assist families experiencing homelessness with appropriate educational materials and resources which allow for overall improved academic success.	The project's supplies closet provides uniforms, school supplies and back packs, through the use of grant funds. The closet also provides storage for donated items, such and winter attire, hygiene and baby care products. The on-site closet allows for items to be provided through one central location.
Irving ISD needs to provide age-appropriate reading materials to enhance educational opportunities during the summer.	Continued grant funding will allow for our summer reading enrichment program to continue. This enrichment program provides reading materials to reinforce skills and to help students learn to read independently.

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.

Improved identification of students who are experiencing homelessness, as well as improved case management services to those students and their families. The overall goal being to increase progression and attendance, while lowering our drop out rate to less than 1.8%.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

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

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

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

Third-Quarter Benchmark

The needs assessment process includes a review of all aspects of the McKinney-Vento Act. The Homeless Education Liaison utilizes an assessment tool to ensure all focus areas are reviewed and prioritized. The Homeless Education Liaison reviews data relating to the numbers of homeless students served, their living situations, attendance rates, standardized testing scores, on-time promotion and graduation rates.

7. Project Evaluation and Modification

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

The project works closely with our Planning, Evaluation and Research Department to create statistical reports to assist with the monitoring of our student achievement levels. Additional data reports are consistently pulled and reviewed to determine concerns regarding attendance and academic progress. Some examples of data reviewed by the Homeless Education Liaison include; the number of homeless students identified within the district, attendance trends of homeless students in comparison to the district rate, proficiency in state assessments in comparison to all students and the graduation rate of homeless students in comparison to the district graduation rates. Additionally, the Homeless Education Liaison has reviewed information about the overall demographics of the city of Irving, the overall effects of poverty on the city as a whole, the economic makeup of the city of Irving and services offered to the homeless.

The Homeless Education Liaison and project staff will routinely review project evaluation data and statistics pertaining to the overall effectiveness of the program and it's goals. The district liaison will consult with program staff, administrators and collaborators, to assist with determining the project's efficacy. In addition, feedback is obtained through correspondence with district Attendance Administrators, along with a withdrawal tracking plan for our students. Feedback addresses any areas of concern and identifies suggested methods for improvement. If adjustments are needed to better serve the children and youth who are experiencing homelessness, the Homeless Education Liaison explores those revisions with the overall goal of academic success for every student in mind.

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

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
4. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 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**)

The proposed grant activities include several tasks and responsibilities targeted at the overall improvement of services to homeless children, unaccompanied youth and the families we serve. In an effort to raise awareness within the community and amongst our student population, McKinney Vento posters will continue to be displayed in highly visible areas at each Irving ISD campus. Posters will also be shared within the community at locations frequently visited by highly mobile families, such as extended stay motels. Additionally, project staff will continue to train district staff to allow for a solid understanding of the McKinney Vento Act. Training materials are also shared via weekly newsletters which are provided to our leadership team. Trainings are offered throughout the year at community events, which are open to the public, at various forums. It is believed that collaboration with the community and area service providers is critical to assisting us with our responsibility of identifying students who are experiencing homelessness. The project coordinator and project staff have an excellent relationship with service providers and this greatly enhances the opportunity to provide appropriate resources and services to our families. Observable results and positive outcomes have consistently been a part of our review of the project. Activities such as the summer reading enrichment program and the operation of our clothes closet (uniforms, supplies, and donated items) ensures students are prepared and have the tools they need for academic success. Our district also has a mentoring program geared toward helping at-risk students, which provides students with additional support and a sense of belonging. Project staff work closely with struggling students by addressing concerns with attendance, grades and behavioral issues. This includes home visits and starting where the family is to provide resources and tools for overcoming adversity.

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) Project staff routinely work with local and state agencies that serve homeless children and unaccompanied youth. The project coordinator serves on the Board of the Irving Community Action Network and attends monthly meetings on a regular basis. These meetings are open to the public and provide networking opportunities with area service providers. The focus of these meetings is to bring together resources for those who need them. Part of the work of this network, includes building a website which identifies resources by category in a user friendly format for the community and our families. The coordinator serves on the City of Irving Homeless Task Force, an ad-hoc committee of the city council. Tasks include developing a plan for sheltering homeless residents during inclement weather and suggestions for how the city can better serve those experiencing homelessness. Project staff also work closely with our assigned Educational Specialist with TEHCY as questions or complicated situations arise. B) Grant funds are utilized for supplies and academic materials throughout the year, however, a significant portion of grant funds is used to fund a full time Social Worker position. This staff member assists with enrollment and identification, with a focus on improving educational outcomes for our students experiencing homelessness. Staff collaborates with our district Campus Operations department to conduct home visits with our families on a routine basis. We also offer a teamed approach to drop out prevention, implementing a district wide withdrawal process and a comprehensive process of developing a plan with each of our students who are at risk of not graduating. C) Our project promotes meaningful involvements with parents and guardians, by participating in meetings involving our students, conducting home visits to assist with student engagement, distributing project newsletters to our families as well as having a virtual office for our students and families to assist with locating helpful resources. We also conduct regular supplies drive through events, in which we contact all of our families periodically throughout the year. Parent seminars are offered through the district as well. D) Students and unaccompanied youth will be integrated into the regular education program by ensuring they have equitable access to all appropriate services. Project staff serve as advocates for all of our students and participate in parent/student meetings, to ensure any barriers are removed.

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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.

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

Irving ISD wants to ensure coverage of human capital (the Homeless Education Liaison and the part-time social worker's salaries). The budget is reviewed to determine what supplies, materials and other operating costs were covered by Title 1 funds in the past to calculate next year's planned expenses.

4. Provide a description of established LEA processes to develop, review and revise current LEA policies and procedures to ensure that its proposed grant activities, programs, and services will not isolate or stigmatize homeless children and unaccompanied youth. (**Complete the attached McKinney-Vento Policies and Procedures Chart**)

Our homeless project ensures parents, guardians and/or unaccompanied youth are provided with a copy of their rights under McKinney-Vento at the time of qualification. This document also provides an overview of the Act and how their specific living situation qualifies under McKinney-Vento. Information is also posted on the district website and at each campus. Our project works with the Campus Operations department to ensure parents, guardians and/or unaccompanied youth are aware of their rights to the dispute resolution process. Project staff provide trainings and consultations on an individual and district wide level to ensure that our students, who are identified as homeless, are offered comparable services as their non-homeless peers. The district ensures confidentiality at all times regarding student's living situations. Should there be a need to review and potentially revise LEA policies and procedures, the Homeless Education Liaison is proactive in arranging such discussions to ensure grant activities, programs, and services do not isolate or stigmatize homeless children and unaccompanied youth. LEA policies and procedures are regularly reviewed to ensure equity for students identified as homeless.

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9. Program Requirements

Note to Applicants: Refer to the TEHCY Program Implementation Levels of Service and Support when addressing the four program requirements listed below.

1. Provide a description of the process and procedures that are utilized to enroll, identify, and provide all three levels of TEHCY program services and support for homeless children and unaccompanied youth who are: A) Entering and/or returning to their schools from summer or holiday break, B) Experiencing homelessness after the school year has started, C) Are not currently enrolled or attending school, and D) Are eligible for early childhood and/or prekindergarten programs.

As part of the online registration process for all students at the beginning of each academic school year, Student Residency Questionnaires (SRQ's) are completed. In addition, the SRQ's are completed for all new enrollees and in-district transfers throughout the school year. All 36 school campuses have an assigned Attendance Administrator. SRQ's for families who indicate responses which might meet McKinney-Vento criteria are pulled daily and screened by project staff to determine eligibility. Attendance Administrators are then assigned to schedule home visits when feasible and agreeable by the family. The home visit serves as support for the family and an additional opportunity to ensure students are receiving appropriate services through the program and are connected to outside agencies through referrals. The district coordinator provides training and ongoing dialogue with administrators, counselors and office staff regarding the identification of students in homeless situations. The district coordinator disseminates McKinney Vento awareness posters throughout the community in locations such as extended stay motels, laundromats, etc. in an effort to raise awareness and assist with identifying students not currently enrolled or attending school. Community members and service providers are also provided with training opportunities and make referrals when appropriate. The program receives referrals from shelter case managers, non-profit agencies, City of Irving Police and Fire departments, and the City of Irving Housing and Humans Services Department. Memberships and participation in local committees also yield information on homeless children not currently enrolled or attending school, as well as, children who are eligible for early childhood and/or pre-kindergarten programs. Some of these committees are the Homeless Count Committee, City of Irving Emergency Response and the Irving Community Action Network. The project coordinator also visits with area motels and shelters on a regular basis to assist with the identification of students who might qualify as homeless.

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 district liaison provides training to deans of students, attendance administrators, attendance officers, attendance clerks, data processing clerks, teachers and counselors on an annual basis, as well as through ongoing dialogue and consultations. Training sessions are typically 30 minutes to an hour in duration as part of the At-Risk training opportunities for district staff. Individual consultations occur on a daily basis, as needs arise. Training materials are also included in weekly newsletters which are distributed to our leadership team, counselors and departments throughout the district. Training includes information on the definition of homelessness under McKinney-Vento, the impact of homelessness on a child's education, the identification process, efforts to remove any barriers which might exist due to homelessness and the rights of students in homeless situations and the services provided by the homeless education program. Additionally, McKinney Vento webinars are shared with staff, as they are released.

The district coordinator attends ongoing work group meetings to collaborate with community partners. She works closely with these organizations to identify the effects of homelessness on the student's education and overall well-being. Service providers work together to determine appropriate referrals needed for the family. By providing services to meet all identified needs, the likelihood of the student experiencing academic success is heightened. Trainings and presentations are provided to community organizations to raise awareness of homelessness and the McKinney-Vento Act.

Project staff attend webinars offered through the TEA and Region 10 to improve their services and best practice procedures. Project staff attend the TEHCY program summit each year, as well, as the Texas School Social Worker Conference on an annual basis.

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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.

Support, monitoring and interventions occur from enrollment and throughout the academic year. A) When concerns about attendance and engagement arise, we ensure campus staff know that project staff should be included in home visits, planning meetings and any other efforts being made to improve the situation. B) Enrollment emails are sent to the campus counselors to assist with the student's acclimation to the campus. Grades, attendance and level of engagement are monitored throughout the year. When concerns arise, the campus is encouraged to consult with project staff to develop a plan to assist with on-time promotion. C) Project staff work collaboratively and coordinate services to identified homeless students who are receiving other special program services. Reports have been created to assist staff with quickly identifying which of our students are receiving services through other programs. Staffings are attended as needed to explore best approaches and interventions. D) Throughout the year, program staff share information about McKinney-Vento. Campus leadership is able to expeditiously identify which of their students are identified as homeless and systems are put in place to ensure equity. Campus staff consistently call upon our program to help with support services. E) Project staff have access to assessment interventions and scores and are frequently involved in consultations. F) Campus staff ensure discipline interventions are consistent with LEA procedures and protocols. Tools such as On-Data Suite are also utilized for monitoring items such as assessment scores, discipline, attendance and grades. G) Tutoring services are offered as comparable to the entire student population, free of charge. H) Supplemental academic programs are available to all students. Additional assistance is provided, such as waiving any fees and transportation assistance to allow for equity and participation.

4. A description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for secondary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance, engagement, and truancy interventions, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g., Special Education, English Learners, and Gifted and Talented), D) Advanced placement and dual credit course work, E) Transcript review for appropriate full or partial credit, F) Credit recovery or credit repairs services, G) Assessment interventions and scores, H) Discipline interventions, I) Four-year cohort graduation, J) Graduation of all homeless students (e.g., current cohort, continuers and early graduates), K) College and career readiness programs and support services, L) Post-secondary transition plan, and M) Other programs or services.

A) Attendance Administrators are involved in the project's screening process for our students. Project staff and Attendance Administrators conduct home visits when attendance/engagement and truancy become an issue. B) Project staff work with counselors to identify which students might be at risk of not promoting or graduating. Additional support and services are then offered to those students in an effort to remove any barriers which might exist. C) Project staff utilize a report to help with identifying which students are receiving other special program services and attend meetings, as needed. D) Advanced placement programs and dual credit are offered at no cost to all of our students. E) Our campus operations department and counseling program review transcripts to determine credits, explore best options and develop individualized plans for students. F) Irving ISD also offers an alternative to the traditional high school setting, through Barbara Cardwell Career Prep Center, which offers credit recovery. Programs include on-line self-paced digital learning opportunities in a smaller learning environment. G) Assessments and scores are reviewed and additional support is provided as needed. H) Campus staff ensure discipline interventions are consistent with LEA procedures and protocols. I) Graduation plans are implemented at the high school level and meetings occur between counselors and each student annually and as needed. J) Project staff, along with Campus Operations develop plans with our students to promote graduation and provide support to ensure any barriers of homelessness are removed. K) Parent meetings, FAFSA/TASFA completion guidance and support services are offered throughout high school to assist with college and career readiness. L) Meetings are held with seniors on a regular basis to discuss their post-high school transition plans and goals.

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10. Equitable Access and Participation

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

The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.

Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group Barrier

Group Barrier

Group Barrier

Group Barrier

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12. Request for Grant Funds

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

Payroll Costs

1.	Full time Social Worker annual salary	\$50,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Uniforms	\$10,000
12.	Summer Reading Program	\$7,112
13.		
14.		

Other Operating Costs

15.		
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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