



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:

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 DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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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 |
|--|---|
| Improve academic outcomes for homeless students. 60 homeless students failed at least one course in the first semester of the 20-21 school. | Develop and implement Mentorship through a McKinney Vento Campus Contact that will address individual student needs in a timely manner, serve as a liaison to academic staff, and support and connect students with needed academic and community resources. Enhance staff training and improve processes based on ongoing needs of students. |
| More than 20% of homeless students had 10 or more absences in the first semester of the 20-21 school year. | Implement early warning system. Assign MV Campus Contact to each homeless student who is absent at least 3 days in the first cycle. |
| Increase access to and awareness of post secondary options. Post secondary readiness data for 2020-21 school year shows only 2 homeless students performing adequately in TSI reading and 0 in TSI math. | Provide focused recruitment efforts at middle schools to enroll students in Early College High School. MV campus liaisons will work individually with students to increase awareness and plan visits to colleges and post secondary training and internship sights that are specific to students interests and career paths. |

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.

EISD will recruit and provide McKinney Vento Campus Contacts at 6 campuses who will meet with identified students biweekly to provide support, formative evaluation of individual student and family needs, and make connections to needed resources. The MV Campus Contacts will also assist in the development and implementation of staff and community training. The goal of the project will be to reduce the number of homeless students failing one or more class by 20%, reduce the percent of homeless students with 10 or more absences by 20% and provide timely training to 100% staff working with homeless students during the 2021-22 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

EISD will develop a program that provides MV Campus Contacts to address student attendance and academic performance and determines progress toward the target growth measures. Individual meetings with 100% of targeted students will begin and continue on a biweekly basis. Systematic review of participant needs, gaps and available resources will be ongoing. Progress and outcomes of homeless students in the program will be tracked and compared to whole student group to ensure gaps are being addressed. New students once they are identified as homeless will be connected with campus contacts and will begin meeting on a biweekly basis. Planning and scheduling for staff training will begin. Data will be reviewed to determine individual growth of participants, program timelines and to inform continued improvement and implementation at all campuses and on a district-wide basis.

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8. Measurable Progress (Cont.)**Second-Quarter Benchmark**

EISD will assess student attendance and academic performance to determine progress toward the target growth measures. Individual meetings with 100% of targeted students will continue on a biweekly basis. Systematic review of participant needs, gaps and available resources will be ongoing. Progress and outcomes of homeless students in the program will be tracked and compared to whole student group to ensure gaps are being addressed. New students once they are identified as homeless will be connected with campus contacts and will begin meeting on a biweekly basis. Staff training will begin. 50% of campus staff identified will participate in one or more training sessions. MV Campus Contacts will follow up with trained staff to support implementation of training skills and strategies. Data including feedback from staff training and engagement will be reviewed to inform continued improvement and implementation at all campuses and on a district-wide basis.

Third-Quarter Benchmark

EISD will review student attendance and academic performance to determine progress toward the target growth measures. Individual meetings with 100% of targeted students will continue on a biweekly basis. Systematic review of participant needs and available resources will be ongoing. Progress and outcomes of 100% of homeless students in the program will be tracked and compared to whole student group to ensure gaps are being addressed. New students identified as homeless will continue to be connected with campus contacts and will meet on a biweekly basis. Targeted staff training will continue. 100% of campus staff identified will participate in one or more training sessions. MV Campus Contacts will follow up after all staff training to support implementation and strategies and will be available to campus staff upon request to assist with student needs. Data from the program including training results will be incorporated into community training to increase awareness and identification of homeless students.

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.

Quarterly-Benchmarks include data to measure the progress of the Project and are specifically linked to the Smart Goals. EISD will utilize a formative evaluation plan for continuous improvement of the program as well as to address the unique needs and barriers of targeted homeless students and their families. Quarterly, EISD will put together a report that compares baseline data for targeted students and staff with program outcomes. As indicated the First-Quarter will focus on the progress of participants compared to their personal baseline in academic performance and attendance. The results will be used to review and identify areas for individual growth, and develop Action Plans for staff and community training to ensure short and long term improvement for homeless students. MV Campus Contacts will consult with regular school staff and campus leadership to provide support and determine additional strategies for improvement of outcomes for homeless students. At the end of the Second-Quarter, review of data and comparative analysis will be completed. It is the intent of the Project to support recruitment, enrollment and the progress of identified students so they show adequate progress towards improved academic outcomes and regular attendance. Review of program SMART goal targets on Attendance and Academic Achievement will continue quarterly to monitor progress and make program adjustments.

Overall progress of students who receive support from MV Campus Contacts will be tracked at least quarterly to determine program effectiveness and inform the design of training and additional student supports.

Data from community referrals and engagement in community resources including career exploration and participation in post secondary planning will be included by the end of the third quarter to inform continued services and program sustainability.

All data will be incorporated quarterly and cumulatively to continue to assess and improve EISD's early warning system in order to provide timely and effective intervention that responds to the unique needs of each identified student and family.

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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)

Grant Program activities and services will include:

Assessing and identifying unique needs of each student to improve academic outcomes.

MV Campus Contacts working with parents, unaccompanied youth, and school staff to address specific attendance barriers including social-emotional needs with each student individually.

Providing stipends for key school staff that will work as MV Campus Contacts. This will ensure one on one mentoring for homeless students who are identified early in their enrollment as having poor attendance or poor academic achievement. MV Campus Contacts will meet one on one with identified students to cultivate a relationship and mentor students. MV Campus Contacts will also assist in campus wide training and assist with new homeless student enrollment.

Providing critical data for the Homeless Liaison so targeted training can be provided to all school district staff regarding homelessness and its impact on school and community. Training and consultation will also be administered to outside agencies and community stakeholders to increase homelessness awareness.

Providing timely resources such as needed supplies to students based on recommendation of their MV Campus Contact.

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.

EISD provides tutoring to identified students with Title, ESSER and State Compensatory funds. Provision of extended learning opportunities based on student needs are available to district students through ESSER and the Elgin ACE program. A family engagement specialist works with identified students and families to ensure opportunities for families to engage in their students education. Elgin ISD has a longstanding partnership with the Elgin Family Health Center to provide medical and behavioral health services. Library programs that provide extended hours and literacy activities for students and families are in place at each campus. The Career and Technology Programs strive to provide a comprehensive program that begins at the elementary level to ensure that students have early opportunities to engage in exploration that leads to goal setting and pursuit of a career pathway best suited to their unique needs and talents. At the secondary level, students can access opportunities to complete industry-based certifications and actively explore post secondary programs in college and technical areas. Partners include: Community In Schools who works with Elgin students including homeless students to provide basic needs, college and career support, counseling, parental and family connections and academic support. Advocacy Outreach is a community partner that provides homelessness prevention services, early childhood education and adult literacy classes. In addition, In the Streets-Hands up High Ministry provides short term emergency shelter and daily soup kitchen. The Family Crisis Center provide shelter and transitional housing to women and children fleeing domestic violence.

The EISD Homeless Liaison works closely with district and special program staff as well as all available community partners to assist with identification, recruiting and intervention for students identified as homeless. MV Campus Contacts will provide critical and timely information to the Homeless Liaison and other program staff so that barriers to participation in the regular education program as well as any necessary special program supports can be addressed as early as possible.

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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 district Title I Part A-homeless reservation is determined in collaboration with the transportation department to ensure funding is available in any given school year when transportation to school of origin is needed. The actual reservation for 2019-2020 and the reservation for 2020-2021 has been \$10,000. This reservation amount is determined based on the anticipated additional cost associated with providing transportation to a homeless student's school of origin. Included in this planned reservation is the consideration of sharing the cost with the receiving school district.

During the annual Title I staff training the EISD Federal Programs Director will explain EISD's policy and procedures to support homeless students on all campuses regardless of their Title I status. The District and Campus Improvement Plans include the strategies and funding sources to address the needs of homeless students.

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**)

In Elgin ISD a Comprehensive Needs Assessment (CNA) drives campus and district goals and spending. This process is on-going with multiple opportunities in place to communicate needs. EISD Superintendent, Dr. Jodi Duron, regularly hosts "Community Coffee for all ISD stakeholders", "Power Lunches" with district leadership and "Listening Tours" with each individual campus site. These forums provide for dialog regarding education issues, community and family needs. Input from all stakeholders is solicited and welcome.

Policy development, review and revision are accomplished by the Executive Cabinet and based on stakeholder input, district data, student outcomes, legislative mandates and current policy guidance. Specific policies to ensure the inclusion and support of students experiencing homelessness include:

Board Policy FFC – Student Welfare Student Support Services – Homeless Liaison duties, transition to higher education and additional transition assistance for highly mobile students, systems and procedures for enrollment and transfer of records, educational placement, and extracurricular programs.

Board Policy FDC – Admissions Homeless Students – School stability and placement, immediate enrollment, student records, transportation, and district review of barriers to enrollment.

Board Policy CNA – Transportation for homeless students.

The MV Campus Contacts will provide an important source of input that will better inform this process and enable Elgin ISD to better respond to needed changes or additions to policy and/or procedure.

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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.

Students who are entering or returning from summer break complete the Elgin ISD Student Residency Questionnaire (SRQ) as a part of their enrollment packet. The Homeless Liaison follows up via phone call, email, or home visit with SRQ's that indicate possible homelessness in order to conduct a family intake to assess student/family needs. Referral forms and procedures will be provided to district staff to indicate possible homelessness with current students who experience homelessness after the school year begins.

The Homeless Liaison will develop and provide awareness and referral procedure training to community partners to increase awareness and referrals of families that may be experiencing homelessness. Homeless "Know your Rights" posters will be posted in the community with district Homeless Liaison contact information to inform general public of the EISD homeless program. Similar information will also be posted on the EISD special programs website.

During the family intake, the Homeless Liaison will provide appropriate referrals to Headstart or EISD prekindergarten program to families who indicate there is a household member that is under school age.

Upon verification of homelessness, the Homeless Liaison will submit PEIMS coding and the data entry form to campus registrars to ensure implementation of services is immediate including free breakfast and lunch at school. The student(s) will be assigned a MV Campus Contact who will meet with the student on a regular schedule and will monitor weekly attendance, grades and determine if additional services are needed. The Homeless Liaison along with the MV Campus Contacts will monitor student progress ensuring any required special programs and services are provided and that any barriers to inclusion in general curriculum activities are addressed.

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 homeless liaison has done district wide training by utilizing the 'McKinney-Vento 101' training created by the TEHCY office into presentations to EISD staff. In August of years past, during staff development and preparation days, the homeless liaison attends and presents to the entire food nutrition, transportation and maintenance department. In the spring semesters the homeless liaison presents to each individual campus to conduct homeless awareness training at a campus staff meeting. Participants sign in to note presence at the training. Homeless liaison reserves the end portion of the presentations for Q & A and leaves contact information for staff that have further questions.

Moving forward EISD would like to create and implement virtual trainings that staff can take at their own pace. Electronic sign in would be used to track participation and a brief quiz would be included to test understanding. Information from the MV Campus Contacts on needs for the homeless program will be utilized to create more targeted in-person "just in time" trainings for campus staff to supplement the required yearly training and build staff capacity.

EISD would expand to include more community training utilizing both virtual and in-person training on homelessness awareness.

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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.

The MV Campus Contacts will address the unique academic needs and support equitable outcomes for homeless students by implementing and monitoring an early warning system. The early warning system will monitor attendance, engagement, on time promotion, discipline interventions and assessment scores. When student data indicates a homeless student is in need of additional support, the MV Campus Contacts will coordinate with other special programs services as applicable to coordinate target services, bridge program support services, arrange for tutoring and or other supplemental academic programs or services.

EISD will focus on family engagement and parental involvement for elementary aged students who are struggling with attendance and academic achievement. Elementary aged students who are identified as needing extra support will be referred to their campus's ACE program and to the Communities in Schools program manager for their respective campus.

Elementary MV Campus Contacts will meet regularly with targeted students to address attendance, contacts will also contact parents to ensure they are aware of school attendance strategies and any school engagement opportunities. MV Campus Contacts will reach out to Sped, EL, and GT staff to inform them one of their students is on their roster and to collaborate within departments for better student outcomes.

MV Campus Contacts will regularly monitor assessment interventions and scores and implement intervention measures as needed. Homeless students who are at risk academically will be referred to the ACE after school program for tutoring. MV Campus Contacts will work with assistant principals and counselors to ensure best practices and PBIS interventions are being used with students who need discipline interventions.

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 MV Campus Contacts will address the unique academic needs and support equitable outcomes for homeless students by implementing and monitoring an early warning system. The early warning system will monitor attendance, engagement, on time promotion, discipline interventions and assessment scores. When student data indicates a homeless student is in need of additional support, the MV Campus Contacts will coordinate with other special programs services as applicable to coordinate target services, bridge program support services, arrange for tutoring and or other supplemental academic programs or services.

EISD will focus on family engagement and parental involvement for elementary aged students who are struggling with attendance and academic achievement. Secondary aged students who are identified as needing extra support will be referred to their campus's ACE program and to the Communities in Schools program manager for their respective campus.

Homeless high school seniors will be encouraged to attend the EISD's college FAFSA night. Students will be referred to the EISD's CCMR counselor for assistance with FAFSA applications. MV Campus Contacts will meet with homeless and unaccompanied seniors to explain special FAFSA guidelines as it pertains to them and to discuss transition plans after high school.

MV Campus Contacts will work with counselors regularly review transcripts for credit progress beginning in the 10th grade.

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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. | Stipend for McKinney Vento Campus Contacts | \$16,991 |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

Professional and Contracted Services

| | | |
|-----|--|--|
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

Supplies and Materials

| | | |
|-----|--|---------|
| 11. | Supplies for identified homeless student needs | \$4,000 |
| 12. | | |
| 13. | | |
| 14. | | |

Other Operating Costs

| | | |
|-----|--------------------------------|-------|
| 15. | Travel for college field trips | \$899 |
| 16. | | |
| 17. | | |

Capital Outlay

| | | |
|-----|--|--|
| 18. | | |
| 19. | | |
| 20. | | |

Direct and indirect administrative costs: 0

TOTAL GRANT AWARD REQUESTED: \$21,890

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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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