



# 2021-2022 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, June 8, 2021

NOGA ID [redacted]

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](mailto: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): N/A

## 1. Applicant Information

Name of organization East Central ISD

CDN 015-911 Vendor ID 741562392 ESC 20 DUNS 078488327

Address 6634 New Sulphur Springs City San Antonio ZIP 78263 Phone 210-634-6100

Primary Contact Meredith Rokas Email meredith.rokas@ecisd.net Phone 210-634-6143

Secondary Contact Raquel Hernandez Email raquel.hernandez@ecisd.net Phone 210-649-4216

## 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 Roland Toscano Title Superintendent Email roland.toscano@ecisd.net

Phone 210-634-6100 Signature [Signature] Date 6/8/2021

Grant Writer Name Meredith Rokas Signature [Signature] Date 6/7/2021

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
ECISD MV students counts have continually decrease by 15-20% over the past three years.	Train specified staff in high-yielding methods related to identifying, registering, engaging and servicing highly-mobile, at-risk families.
ECISD MV Attendance % is consistently lower by 5% or more in each grade level than ECISD's overall student populations.	Orchestrate the acquisition and quarterly distribution of high yielding information to MV families/students that focuses on spreading awareness related to attendance, district services, systems, community partners, educational opportunities, extended day/year programs, etc.
Less than 1/3 of ECISD's school attendance boundaries have access to public transportation and an estimated 25% of its population does not have access to any home internet services.	Acquire high yielding and enriching learning materials and resources for quarterly distributions that focuses on increasing academic vocabulary, accelerating learning, building school to home connections, CCMR skillsets, family engagement, etc.

**5. SMART Goal**

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

By August 2022, 80% of ECISD's TEHCY grant associated staff, MV students and their families have benefitted from at least two specified grant activities, services and/or intentions.

**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**

All of TEHCY grant associated staff are trained and highly knowledgeable of grant program and expectations; Plus, 100% of McKinney-Vento identified student and/or families at this time in the grant have benefitted from one grant activity, services and/or intention.

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

ECISD's TEHCY associated staff ensure that at least 50% of McKinney-Vento students and families have participated and/or received resources and materials at least one time through the district's EC Cares Quarterly Distribution program.

**Third-Quarter Benchmark**

ECISD's TEHCY associated staff ensure that at least 75% of McKinney-Vento students and families have participated and/or received resources and materials at least two times through the district's EC Cares Quarterly Distribution program.

**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 Director of Federal Programs, District Homeless Liaison, and EC Cares Program Leads have equitable access to pull and extract data on an as needed basis for whatever level of the program for which they are associated with; District level teams leaders basically are the only ones with full access to all district level and specific campus reports. The key to success though in any program evaluation is being purposeful with time and opportunities to collect, review and collaborate over the data at and for all levels and programming within the system. This is most vital as the additional filtered layer of attention to the grant and program brings a richer perspective and the ability to make strategic, systemic changes. In addition, this practice will allow the shareholders more opportunity to timely engage with the program's processes and respond accordingly to students and family needs. And if needed, make necessary adjustments and expand the evaluative process for the purpose of proactively offsetting the efficiency and effectiveness of the program and the optimal services/communication for which it desires to provide. Collection of data to include but not limited to: Service Logs, Attendance Records, EC Team Rosters, Professional Development Certificates/Transcripts, Academic Growth Levels, Agency/Service Referrals, Family Needs Inventories, MV Transportation Databases, Enrollment/Withdrawal Data, Quarterly Distribution Rosters, etc.

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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)

TEHCY grant's role will be to actively exist within the District's EC CARES program as an efficient and effective system to timely address needs that arise from the daily duties and responsibilities related to enrollment, identification, monitoring and orchestrating of services directly for MV/UY students and families across the district and over a twelve month period. These supports will mostly align to providing quarterly resources, materials and information that build capacity in MV/UY students and caregivers as well as the staff that are designed to support them. In addition, compensation for time spent beyond the traditional workday for specified EC CARES staff, student bus/shuttle services, professional development and covering tuition or like fees associated with expanded educational opportunities such as SUMMER@ECISD feebased programs, excursions, and CCMR experiences.

Quarterly distribution supports and services will be designed around:

- 1) Expanding MV student/family awareness on the importance of attendance, communication, and school to home connections.
- 2) Building academic vocabulary, community partnerships, CCMR skillsets and family efficacy.
- 3) Bringing further clarity and organization to current systemic processes, informational platforms and school services, especially as they relate to registration, child nutrition, state assessment, and standards based grading.

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.

EC CARES program has established protocols and systems in place with Northside ISD, Northeast ISD, Harlandale ISD, Education Service Center Region 20, Schertz Cibolo Universal City ISD, Judson ISD, Edgewood ISD, all ECISD campuses, HEB Grocery Store, East Central ISD -SUMMER@ECISD and East Central ISD Foundation to support its efforts in minimizing transition delays, timely transportation, removing enrollment barriers, and enhancing the educational experiences of its MV students and caregivers. In addition, ECISD's professional development plan, supported with TEHCY and Title I Homeless Reservation, consist of basic to a depth of complex training for its diverse, committed group of district and campus shareholders, including those offered by the state and national organizations. Training will therefore be a vital component of the program as it perceived as the main mechanisms to embed a transparent, systemic common vision of supports and expand levels of competency of the district to effectively and efficiently identify, enroll and services McKinney-Vento, Unaccompanied Youth and others like students/families experiencing hardships.

The other intentions of the coordinated funds will be focused around the education success of the district's identified and enrolled homeless children and unaccompanied youth. These efforts will include allocating a reasonable amount of compensation for time spent by specified, highly trained staff in the successful delivery of direct support or outreach, acquisitioning for high-yielding, enriching educational respirces for the targeted populations and ensuring any potential fiscal or accessibility barriers are removed in an expedited manner to ensure each and every applicable student, caregiver and family can fully access any reasonably desired capacity building, extended learning opportunity provide by the program and district. All services are deem supplemental to district and campus foundational programs for which MV/UY students traditionally receive with their like peer groups and will be always respectfully marketed as that of expanded offering and services of the EC CARES program.

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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.

Homeless/UY students and caregivers are entitled to be served from both the Campus Title I funds and district's Title I Part A set-aside as well as TEHCY grant. ECISD sets aside annually a minimum of 1.0% of its Title I allocation. The design and official determination around the 1% reservation is contingent upon the Priority of Needs defined through the comprehensive needs process and under the collaborative discussions from the Director of Federal Programs, District's Homeless Liaison and Campus Instructional Leadership Teams.

ECISD's Title I program will complement and complete the additional fiscal support needed to commit the district to its comprehensive vision of a multi-faceted EC CARES Program for MV/UY students and caregivers. The Title I program activities will include but are not limited to ensuring each campus has:

- 1) The ability to compensate additional highly trained staff to directly provide a predetermined, targeted group of MV/UY students prior to state testing.
- 2) Expanded, personalized menu of supplemental academic offerings, partnerships, interventions and assistance.
- 3) Further opportunity to deepen one's awareness and depth of knowledge regarding how to provide equitable and inclusive services, including those strategies directly related to mental wellness and supporting individuals experiencing homelessness, poverty, or other like traumatic events.
- 4) Access to activate fiscal resources towards supplemental transportation services for MV/UY caregivers and families to fully engage in the social, emotional, and academic health of their child(ren).

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**)

East Central ISD policies and procedures adhere to all state and federal guidelines, including the methodology on distribution of Title I, Part A and use of other supplemental funding resources. ECISD's Superintendent, Administrative Council, TEHCY Grant Managers, EC CARES program and other associated staff recognize the importance and relevance related to all the McKinney-Vento Policies and Procedures as listed on the provided chart. In addition, each individual will ensure that all specified grant activities, related programming and services will not isolate or stigmatize any homeless children and unaccompanied youth. Furthermore, ECISD will attest to ensure its website and all other applicable posted information, resources, and guidance will remain updated, in compliance and in a manner to successfully adhere to all specificity as outlined in the grant application and supporting documents. This includes those related to school selection, transportation, services, disputes, free meals, Title I, training, coordination, pre-school programming, and transition to higher education.

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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.

Evidence of homelessness and/or unaccompanied youth (MV/UY) factors may be discreetly obtained anytime of the year, including during online and in person pre-registration times as well as SUMMER@ECISD programming. Collection of such MV/UY identifiable evidence may also be respectfully obtained and transferred to the District Homeless Liaison through a variety of platforms, including interactive dialogues between the suspected student/family, EC CARES members, and/or applicable ECISD staff members assigned to any campus and grade level within the district. Examples of such auditable can also include but are not limited to complete Student Enrollment Forms, Address Change Form, Family Needs Inventory Surveys and written email/notes from a family/student interview acquired by any trained district/campus level staff member. Thus, ECISD has embedded layers of trained EC CARES staff and methods in place to identify, review, and implement services in a timely manner for its most highly at-risk, mobile students. EC CARE staff, again, are those consistently and highly trained in program statues, laws, and MV/UY by the support of the district's Title I set-aside, and remain constantly entwined as well as abreast of their campus level role and responsibilities related to MV identification and enrollment process as well as program offerings. They are pretty much the "in the trenches expert" and a valued extension of the District's Homeless Liaison's office that area ble to fully filter the story and engage in the discussion around what services would optimally meet the need of a MV/UY student, caregiver and family.

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.

EC CARES staff and campus based registration teams are the pivotal factors behind the district's abilities to expedite identification, enrollment, and services as well as possess the systemic capacity to respond accordingly to any specified educational needs of homeless children and unaccompanied youth. It is the goal and purpose of the program and grant shareholders to ensure academic achievement is not sacrificed due to bureaucracy, lack of knowledge regarding options/services for such families or even ignorance to the McKinney-Vento Laws. Therefore, training and professional development for all EC CARE staff and any extension from them is based on the role the staff member provides within the system and adheres to the expectation of being acquired timely and annually through either direct attendance, video/modules, electronic correspondence, or virtual offerings. The hosts of these offerings may be either the Director of Student Services, District Homeless Liaison, Region 20, Texas Education Agency, or other state and national associations or organizations. Length of time and commitment may vary from a scheduled thirty minute meeting to a three full-days of attendance.

For 20221-2022, ECISD ensure the following professional development is arranged for EC CARE Leaders [Director of Student Services, District Homeless Liaison, and/or Director of Federal Programs]:  
 ACET Fall/Spring Conference, At-Risk/Dropout Conference, NEHCY 2021 Conference, Region 20 MV Sessions, TEHCY Summer Summit, and TEHCY Sub-Grant Trainings

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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.

Major challenges of educating MV/UY students and those living in poverty situations are that they are traditionally plagued with truancy, behavioral issues, and significant academic deficits in comparison to peers. Contributing factors to such delinquency and academic gaps revolve around habits associated with generational poverty, transportation barriers, family mobility, poor health/hygiene, lack of parent education, embarrassment to story, dependencies and temptations (legally and criminally). ECISD grant is therefore designed to look past and maneuver around all in order to timely provide relevant, enriching resources and information, as well as arrange key staff to initiate contact and support building efficacy and relational capacity in MV/UY students, caregivers, and families. Furthermore, ECISD takes a deliberate approach of ensuring students are timely assessed at the onset of their enrollment and periodically assessed throughout the year in reading and math as well as obtain behavioral patterns and tendencies. Campuses then develop TIER and level-up times to address these needs during the instructional school day. The scheduled times provide intensive plans of instruction for each and every one of their students, which includes MV/UY. Those who demonstrate academically and behaviorally sound skills are provided extended, enriching learning opportunities; Unfortunately, MV/UY students are those who usually demonstrate need, nor have the fiscal or associated resources to acquire support beyond the school day, which supports why it essential the grant assists to expand access before, during, and after the traditional school calendar.

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.

ECISD provides Advance Academic Pathways, all High School Endorsement Plans, and CCMR Assessment Assistance, as well as during the school day MTSS/TIER/SSI interventions, alternative educational placements, specialize support service (ESL/Sp.Ed/Dyslexia/504), credit recovery and accelerated opportunities for any student whose academic skills or plans are not either in an optimal state, on grade level or aligned for a timely graduation. In addition, ECISD annually offers summer K-8, no-cost, full-day academic camps and a vast menu of other enrichment and sports camps through it SUMMER@ECISD fee based program to engage students and attempt at countering it traditional BOY "summer slide" data; The SUMMER@ECISD programs are even open to those within and around the community to register and participate. Plus to ensure an optimal experience, the district cooregraphs district-wide transportation and Child Nutrition services around all its offered summer programing.

ECISD therefore desire that it TEHCY grant and Title I Reservation wrap around and expand upon these options and do so in a manner that can either expand awareness related to each of the services, remove any fiscal obligations, and provide a counter offering to when current services or circumstances are not aligned to all needs.

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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	Students	Barrier	Absenteeism, learning loss and achievement gaps.
Group	Other	Barrier	Public infrastructure is not consistently available, nor affordable.
Group	Other	Barrier	Access to health, wellness and academic resources/services.
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.	Extra Duty Pay - MV Outreach and Services	\$3,900
2.	Bus Driver	\$300
3.	Benefits	\$620
4.		
5.		

**Professional and Contracted Services**

6.	Tuition	\$1,800
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Welcome/Transition Informational Flyers, Packets & Literature	\$3,000
12.	Fall, Spring, & Summer Extended Learning Kits, Resources & Applicable Supplies	\$9,000
13.		
14.		

**Other Operating Costs**

15.	Student Access Fees	\$200
16.	TEHCY/NAEHCY Conferences (Registration Fee, Ground/Air Travel, Hotel, Meals)	\$2,300
17.	Mileage Reimbursement (District-Bus/Van or Staff Vehicle)	\$300

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: \$0  
**TOTAL GRANT AWARD REQUESTED: \$21,420**

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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](mailto: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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