



2021-2022 Texas Education for Homeless Children and Youth

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

NOGA ID

Application stamp-in date and time

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

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

For TEA Use Only:
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
The drop out rates for homeless students has surged at the high point of 8.1%, that exceeds the Manor ISD drop out rate.	1.) Design a coordinated wrap around support model to address the academic/ social emotional needs of students; and 2.) Connect students and parents with appropriate community resources that address the whole child.
23.2 % of students experiencing homelessness lag behind in meeting graduation requirements, further presenting a barrier to post secondary success	1.) Create high learning experiences and opportunities for personalized learning through digital curriculum supports; 2.) Design an academic intervention responsive to their unique needs.
Mobility rates of homeless students continue to rise preventing the ability to establish sustainable relationships.	1.) Create a mentoring system to support quality and connected relationships; and 2.) Design a professional development training series focused for students on academic resilience and mindfulness; and 3.) Create a community of support for students within the District

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 2025 we will implement a wraparound support system that leverages community partners and agencies to personalize the academic learning experience for homeless scholars. This model will link families to social services. Our goal is to ensure homeless scholars: attend school regularly, meet academic standards, have basic needs met & provide support to eliminate barriers keeping scholars from receiving a quality education. Attendance and grades will be monitored on a 6-week basis to ensure all services are received and effective. The Homeless Liaison will meet with District personnel to develop plans of action & trainings to meet the social, emotional and academic needs of the student along with providing education supplies and technology for education enhancement.

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

- 1-Design yearly academic calendar & ongoing staff training schedules to be provided at the start of each academic semester. The calendar will contain various training opportunities throughout the month, a minimum of twice a month and as needed.
- 2-Map out options for a wraparound support models personalized to student needs
- 3-Asset mapping to ascertain potential community partners, agencies and resources
- 4-Develop links and collaborations with area social service agencies to meet social-emotional needs.
- 5-Develop a tracking and early warning systems items to determine appropriate interventions.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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

- 1-Setup evaluation criteria for the effectiveness of the community partnerships and resources aligned to SMART goal
- 2-Establish school campus check-in system to establish communication systems and determine methods for wraparound supports for homeless-scholars and their families
- 3-Develop quarterly student engagement reports to determine academic progress toward graduation and postsecondary success
4. Creating tracking tools and early warning systems to plan for academic intervention 6-week cycles
- 5-Determine if any changes are needed to the overall program based on these outcomes from the 1st semester.

Third-Quarter Benchmark

- 1.)Plan for needs assessment for homeless-scholars in need of additional summer programs to assure promotion/graduation along with establishing general system to support the families over the summer months.
- 2.)Meet with campus/district leaders to determine changes and realign staff training to assure the overall needs of homeless-scholars & families are better met.
- 3.)Create an impact survey for homeless-scholars & families on designing a better program for next school year.
- 4.) Plan mindfulness and academic resilience sessions for scholars to support engagement.
- 5.) Align data and adjust supports along with CIP & DIP committees to determine academic gaps and goal setting
- 6.) Develop PD to support development of personalized plans for the next school year.

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.

MISD will integrate the data from this program into their current formative and summative evaluation system based on the SMART-IE goals. Inclusion 'I' & Equability 'E' for all populations of students will be a part of this evaluation. This will include special education populations so that all homeless-scholars have access to the program in manners that promote academic & SEL (social emotional learning) growth. This data will be used in manners that support the sustainability aspect of the program that are effective for all MISD campuses. MISD will further use the linking to the CIPs/DIP which are the driving force to its budgeting local funding for sustainability. We are working to seek other grants that can be jointly done which will increase non-traditional funding. All of these items are designed to use the grant to improve the capacity of all members to increase their abilities to better meet the academic / SEL needs of all student (Frye, 2005).

The formative measure will be done quarterly and will be used to determine the activities/services that are not having the desired outcomes so that changes can be made. Initially we will have weekly meetings of MISD homeless-staff to provide antidotal measures of the effectiveness of the items done and any local changes that are needed. MISD homeless-staff will meet every 6-weeks, after report-cards are done, to determine if there are changes needed to reach SMART-IE goals. This will allow program improvements to be made in a timely manner. Initially the meeting-times may be shorter (every 2-weeks) to assure that the start of the program has the desired effects on the homeless-scholars & families. The summative stated measures will be use in the updating of CIPs/DIP during the summer to assure that we can objectively show academic improvements, attendance levels, obtaining promotion/graduate credits, and linkage to other social service providers. SEL and other selected items (e.g. providing school supplies, uniforms, clothes, access to social services, etc.) will be done using similar methods.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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)**

MISD has moved to SMART-IE goal-concept where Inclusion & Equitably are integrated into the overall design of all programs. Not revealing the housing arrangements of our scholars is one of the steps that we can take to 'normalize' the experience of these stakeholders. These items frame the overall desire to provide supports in manners that allow the homeless scholars to have educational outcomes that are not related to their housing. We will have regular campus trainings so that all staff understand the resources that are available, remembering that Covid19 can effect anyone's living situation. We will integrate all other sub-populations (GT, SpEd, EL, etc.) into this program so that housing does not affect these scholars' inclusion in any of the other programs. Homeless staff will work closely with other departments within the district to ensure student needs are met.

The use of 6-week reporting on discipline, attendance, grades, & antidotal reports will provide the formative data to assure that these stakeholders' needs are being met. The summative evaluation & integration into the CIPs/DIP will support sustainability along with increasing overall support to these homeless-scholars & their families with links to other social services. SEL program items will provide ways to support the emotional needs of homeless scholars. The chart provides overall services but the general framework is to provide: access to lunch program, additional tutoring & academic support, uniforms or other unique clothing needs, access to health and counseling services, tracking of short-term scholar-outcomes to provide timely resources to ensure promotion/graduation credits are obtained.

The overall system is to support the families/homeless-scholar in ways that make school a safe place where they can have needs met while making academic progress. We will use the various health programs and link to general social services to allow the overall program to meet the full range of needs of these stakeholders.

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.

Community resources that are available are: Families with Voices, Integral Care, Manor Mustang Health Center, Gear Up, Hindu Charities for America, Assistance League of Austin, Safe Alliance, Communities in Schools, Breakthrough Central Texas, MISD Food Department, MISD Counseling Department, MISD Dropout Prevention Department, MISD Parent Engagement Department and MISD Transportation Department. Families with Voices uses a strengths-based wraparound approach and case management to create goals with families. Together they work towards stability and independence. Families with Voices assists families in the areas of housing, behavioral health, child development, work force development, food and transportation assistance. Integral Care provides school-based mental health services across the district. The Manor Mustang Health Center is equipped with doctors, licensed therapists and nurses who work together to provide convenient, quality care at an affordable cost. Gear Up focuses on assisting and increasing college and career readiness in underrepresented low-income students. Hindu Charities has provided scholarship opportunities and school supplies for multiple students across the district. The Assistance League of Austin has a program called Operation School Bell where elementary students can sign up to receive school uniform clothing and shoes. The grant funds will be used to train all campus staff to understand homeless needs and how to refer scholars' who living situation may have changed while being aware of any of unaccompanied youth. These trainings provided ways to identify students, they will also include the McKinney-Vento law, liaison duties, the right to immediate enrollment, school selection process, the dispute resolution process, instructional support and community resources. The families of these homeless-scholars will be integrated into the overall program by providing them with access to other social services along with providing a welcoming environment. The goal is to provide all services in manners that do not single-out any scholar so that their housing status is not readily aware to others. This will allow the full integration of the homeless-scholars & families into the culture of each campuses. The goal is for other scholars & families to just see another student(s) who are attending their campus.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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 Manor ISD Federal Programs Executive Director and the Project Hope team (Homeless Staff) meet each year to determine its Title I, Part A reservations set-asides based on the needs of the current year. This includes the educational, social and emotional needs and barriers of children and youth experiencing homelessness. The team then develops a plan to implement for the following school year. This system is used to determine the Title I, Part A, Homeless Reservations. For 2019/20 & 2020/21 the amount was \$5,000 and we have increased the amount for 2021/22 school year.

The amount is based on the needs of the previous school year, the anticipated number of homeless for the upcoming year, the type of services needed and the costs involved to address the needs. The liaison trains the staff at the beginning of the school year regarding the use of funds and will include the amount and purpose of it in the CIPs/DIP. This guides district and campus staff in the improvements planned for homeless children and youth. Services that have been considered: school supplies, clothing and uniforms, mental health services, medical supplies, tutoring, academic supplies, and other items related to specific MISD programs to allow the homeless-scholars to have a full educational and extra-curriculum program experiences.

During the summer the homeless program evaluation data is provided to the CIPs/DIP committees so that the information from the year can be used to improve services for the upcoming school year. The Federal Programs' resources are integrated into the CIPs/DIP development along with all other campus/district programs so that funding decisions are linked to these plans. This assures that the successful programs can be sustained and improved along with being a part of the overall culture of our campuses and district.

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**)

The CIP/DIP yearly update with the 5-year strategic plan are both used to guide the overall development of policies & procedures for MISD. The homeless program has specific items designed to assure that homeless-scholars/families are not isolated or stigmatized with the overall design to assure that a scholar's housing status is not revealed or apparent to classmates. This grant and Title 1 funds allow for the extra resources to go to these families/scholars in ways that do not set them apart from any of their classmates.

The CIP/DIP are updated each year with a range of programs integrated into the overall plans for the upcoming year during the summer update. The homeless staff provides summary of the effects of the program for each of the campus's with scholars in the program. The overall staff training related to McKinney-Vento program provides general information on how the specific campus outcomes will be used in the yearly update of these policies and procedures to assure current data is driving the services for the upcoming year.

The grant staff are provided with general overview of changes and improvements done in the CIP/DIP for the projected campuses who should have homeless-scholars for the upcoming year. This allows these staff to have a more complete understanding of new-needs that these scholars/families may have as it related to campus-specific additional programs. This provides another method to assure that homeless-scholars will not experience isolated or be stigmatized because of their housing situation.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

The district identifies homeless and unaccompanied youth through the utilization of a Student Residency Questionnaire (SRQ) along with real-time information such as a student's demographics, attendance, schedule, grades, discipline, health or any information a parent or guardian may find useful to monitor and participate in their child's education. Front office personnel and/or registrars are trained to identify homeless families. If they believe a family meets the McKinney-Vento definition of homeless, campus registrars assist the student with immediate enrollment and will notify the Project Hope/Homeless (PH) team. Administrators and registrars understand homeless students have the right to immediate enrollment. PH staff review, collect and verify SRQs. PH schedule a time for a phone, home or office intake. If a family is eligible, the PH staff will assist the families with their immediate needs and refer them to social workers assigned to designated campuses for additional support. PH staff notifies MISD Food Services to verify and ensure students receive free lunch services. PH staff will also ensure that School of Origin students are enrolled in their attendance zoned campuses and remain at the campus the remaining of the school year, even if they become permanently housed. PH staff will code students into the Skyward Data System and create student files that will include intake information, SRQs and other necessary documents. Staff will conduct home visits for students not attending academic instruction and will provide guidance for families whose children may qualify for early childhood programs.

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.

McKinney-Vento professional development training is provided as professional development at the beginning of the academic year. The Homeless Liaison will create a McKinney-Vento training calendar with designated training dates and times to be shared with District/Campus staff and community partners. Trainings are to be held twice a month, as requested and to any new staff member hired during the year. Training will be tailored to the roles of each individual. McKinney-Vento trainings are to include the McKinney-Vento definition of homelessness, ways to identify families experiencing homelessness, questions to ask, school of origin, transportation, the right to immediate enrollment, school selection, free lunch services, community resources and student rights protected under the McKinney-Vento law.

The formative & summative evaluation data is used in the development of CIPs/DIP which drive the culture and funding. The grant staff work with campus leadership teams to assure that homeless needs are integrated into these plans. Grant staff will attend yearly McKinney-Vento TEA conferences. They will ensure any changes in laws, academic focus, state needs/procedures/policies are known and integrated into MISD's local policies/procedures. Project Hope staff will make campus leadership aware of these changes in a timely manner. Project Hope staff will update District administrators on the program through utilization of the District Friday Folder which is Manor ISD's information folder that is shared and updated on a weekly basis with campus administrators.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

Our homeless program is designed to provide systems to support scholars from early childhood to 12th grade. All elementary campuses have family engagement staff who can provide families with additional program information. The 6-week system provides academic and other monitoring for homeless-scholars which will also allow staff to reevaluate interventions. These systems are designed to integrate families into their children's education and make each campus a welcoming place. The 2nd semester evaluation provides early data to determine if homeless-scholars are on-track for promotion/graduation in a timely manner and with age-peers. All programs of MISD are integrated so that any additional program (e.g. SpEd, EL, GT, etc.) are linked to additional service related to scholars in these programs. The 6-week report allows for discipline, tutoring, supplemental academic programs, SEL services, and overall linkage of the families to additional social services to be determined in an on-going manner. The formative evaluation systems done throughout the year allows the homeless-scholars specific needs to be determined and their placement into additional programs to support promotion/graduation. The CIP/DIP system takes all of the data and determines the items that are successful, items needing improvement, etc. so that in timely manner services can be modified to assure that individual homeless scholar's needs are met.

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.

Monitoring 6-weeks data on the homeless-scholars provides data to determine if they are meeting attendance, engagement, promotion/graduation standards, discipline issues, etc. This along with the integration of special programs services allow homeless-scholars to be provided the support to be promoted/graduate with their age-peers. The CCMR (College Career Military Readiness) meet with students to create post secondary plans. We use the Excel Academy system with remote learning to engage older homeless-scholars in ways to complete partial credits and have credit recovery / credit repair services. The Personal Graduation Plan (PGP) developed at the end of 8th grade is used to assure CCMR is met. For scholars w/o PGP one is developed based on current graduation credits and their CCMR-goals w/parent input. The homeless-scholar's record of performance, state-testing results, and any additional testing (e.g. SpEd, EL, GT) is used in the development of PGP; or at the lower grades, the needed academic supplemental services needed to assure promotion/graduation with age-peers. Each scholar's records are reviewed to determine any partial credits and/or unique needs for academic services to assure the age-peer results are obtainable. During the senior year additional focus is placed on seeking scholarships, fee waivers for homeless students, and their PGP goals so that we can make the transition to post-secondary education (for degree or industrial certification) a reality for these students. This system is designed to allow each student to meet their CCMR personal goals. Last, the linkage to other social service providers allows the overall needs of the families to be met while they have scholars at MISD.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

10. Equitable Access and Participation

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

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

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

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.	Homeless Liaison Staff	\$29,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	ESC13 Homeless services	\$1,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Academic supplies, clothing, medical/other related items, materials to assure integration, etc.	\$10,000
12.		
13.		
14.		

Other Operating Costs

15.	Homeless TEA yearly conference for 3 staff members	\$3,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$1,330

TOTAL GRANT AWARD REQUESTED: \$44,330

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.