



2021-2022 Texas Education for Homeless Children and Youth

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

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

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

Grant period: From 09/01/2021 to 08/31/2022

Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): N/A

1. Applicant Information

Name of organization

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.

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 |
|--|---|
| Homeless students and unaccompanied youth need to be provided school stability by removing barriers to succeed in school. | Providing educational services, intervention services, transportation to school of origin, and intervention services will minimize barriers to student enrollment, attendance, and success. Students whose basic needs are met have a greater opportunity to succeed in school. Professional Development needs to be provided McKinney Vento training to heighten awareness of rights and specific needs. |
| Homeless students and unaccompanied youth need to be provided educational supports to assure identification and enrollment is facilitated. | Revise regulations and practices to improve systematic process to maintain an effective system to identify and track students experiencing homelessness, ensuring barriers to enrollment, attendance, and school stability are removed. |
| Homeless students and unaccompanied youth need to be provided interventions to improve student attendance and academic outcomes. | Summer Learning Program and Homeless Shelter Tutoring Program will provide tutoring, supplemental instruction, and enrichment activities to homeless students in order to improve scoring and comprehension of content. Maintain effective system to monitor academic performance ensuring students are on track for promotion. |

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.

The SMART goal identified for this program is to provide equitable opportunities and outcomes for homeless students by providing support goals addressing increased awareness of McKinney Vento, identification, enrollment, family engagement, school stability, and full participation in school.

Second SMART goal identified is providing academic goals to assist in growth or proficiency on assessments, course completion, successful credit recovery, graduation rates, college and career readiness and referral to appropriate academic services, and other measurable academic interventions.

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

Providing educational services, intervention services, school supplies, school uniforms, transportation to school of origin, and intervention services will minimize barriers to student enrollment, attendance, and success. Ensure compliance on enrollment, identification, attendance, and stability services. Monitor academic performance ensuring students are successful. Provide students technology as a tool to bolster learning as an incentive to enroll in school. Provide students technology such as Chromebooks, laptops, Hot Spots, scientific graphing calculators, and headphones for students learning needs.

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**

Monitor discipline interventions, attendance and truancy intervention support services to homeless students. Provide homeless rights awareness through training and collaboration efforts. Provide students multiple pathways to graduation to aid in lowering the dropout rate by providing dual enrollment, GED, academy learning, educational online courses, and accelerated education opportunities. This will help with students who have personal commitments that make attending a traditional high school a challenge. Assistance is provided to graduating students with day care, head start, or Prekindergarten. Summer Learning Program staff and shelter tutors will provide tutoring, supplemental instruction, and enrichment activities to homeless students in order to improve scoring and comprehension of content. Instruction and tutoring will increase comprehension of content improving STARR scores.

Third-Quarter Benchmark

Provide tutoring supplemental instruction, and enrichment activities. Truancy officers and principals will collaborate with Homeless Services to track students not currently enrolled or attending school at the beginning of the school year. Collaborate with Career Education Advisory Team to identify students who are highly mobile in order to ensure career and technical education courses to students identified as highly mobile. Will collaborate with the Career Technical Education Advisory Team to make school more interesting, engaging and relevant for students. Providing students a solid academic foundation regardless of their plans after high school. Collaborate with Office of Student Information Systems for State and Federal Reporting (PEIMS) in order to providing a systematic process to maintain compliance with an effective system identify and track students who are experiencing homelessness.

7. Project Evaluation and Modification

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

Data is collected for grant reporting purposes. Student Residency Questionnaires (SRQs) are collected daily and approved if the McKinney-Vento guidelines are met. The SRQs in question are called for additional confirmation. Homeless students identified are entered daily in eSchoolPlus data base. A daily report of all students eligible for Free Lunch Program is sent via email to Food Services, a copy is kept on file. Each contact made via email, phone, or in-person is documented in a Homeless Contact Form. Twice a year the Office of Research, Testing and Evaluation (ROTA) POEMS sends a Verification Report to the Homeless Office, the Homeless data base data is compared to eSchoolPlus data base for any inconsistencies. The students tutored at the homeless shelters are documented in the Homeless Tutor Contact Form. A transportation log is kept containing information on students needing transportation to school of origin and/or RTA bus tokens granted. A monthly calendar log is kept with outreach information on presentations, trainings, information booths, meetings, and the event-sign in sheets for Homeless Program. Reports are prepared quarterly, mid-year, and annually. The program is evaluated monthly to view if goal is in progress. A three year calendar with scheduled goals was created as a basis to meet grant report goals. Bi-weekly meetings are held with Director to discuss program progress. A program evaluation with timelines is reviewed by the Director. Established fiscal timelines and expenditures will be reviewed periodically (at least quarterly) to insure project compliance with all requirements. Student reports containing the attendance, grades, withdraw and enrollment records will be reviewed biweekly and information will be shared with schools. At risk, students will be referred to school programs and Title 1 services. The program provides two progress report to Central Office with the services provided, accomplished goals, and improvements needed. The report is analyzed and recommendations to program are made. An additional method for identifying problems with project delivery is the Homeless Program Needs Assessment Tool. Problem areas will be identified and corrected the project.

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.

9. Statutory Requirements

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

The purpose of the Corpus Christi Independent School District's Homeless Education Program is to identify and remove barriers for children and youth experiencing homelessness and ensure that students in these circumstances have equitable access to all available supports and resources and meet the same challenging state academic standards established for all students. The Homeless Services will facilitate the identification, enrollment, attendance and academic success of homeless children and youth by removing barriers and promote school stability for students experiencing homelessness. Through parent and student advocacy, staff development, coordination of services, and community referrals, the District Homeless Liaison, provides students in homeless situations with the tools they need to achieve in school. The program will review and take steps to revise regulations, practices, or policies that may act as barriers to the identification enrollment, attendance or success in school of homeless children and youth. Because homeless children face many obstacles to an appropriate education, such as lack of transportation and resources, frequent school changes, loss of school records, and emotional stress, special programs are necessary. Homeless students will be provided tutoring, supplemental instruction, and enrichment activities. Parental education and involvement opportunities will be provided for the families of students who are experiencing homelessness. Social services and educational intervention will be provided to minimize barriers to student enrollment, attendance, and success. Training will be provided to district personnel and community agencies working closely with homeless students. The project will maintain an effective system to identify and monitor academic performance of all homeless students ensuring students are on track for promotion and post-secondary education.

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

A. Collaboration with the United Way of the Coastal Bend will provide information for services available to families experiencing homelessness. The Nueces County Community Action Agency will provide information for parents regarding the Head Start Program as well as transitional activities for students entering the district. Coastal Bend Food Bank has partnered to facilitate a district wide Food Pantry Program. District is a member of the Homeless Issues Partnership Coalition and the City of Corpus Christi Homeless Coalition. B. The process for identification of homeless children and youth has been established at district level. Homeless students and unaccompanied youth will be identified. SRQs are provided with on-line enrollment and are mailed to all campuses for families to complete at enrollment each year. The SRQs will be faxed to the Liaison's office for appropriate follow up. The Report Specialist will maintain a database which captures information on all district homeless students. Training and assistance will be provided to District target groups on McKinney-Vento, identification, attendance and enrollment. Documentation of identification procedures and support services provided are provide to campuses. Training is provided to registrars, attendance, and campus personnel working with homeless students. Training on school stability, immediate enrollment, and dispute resolution is provided to campus staff. C. The district proposes to offer education and training to the parents of homeless children and youths about the rights of, and resources available to, such children and youths. Training sessions will be coordinated and scheduled at the schools, community centers, and shelters as needed. A program advisor for Curriculum and Instruction will assist in the coordinated instructional services. District wide events, such as parent meetings, parent conferences, health fairs, educational symposiums, etc., will be held throughout the school year to offer resources and involvement opportunities to parents. D. Homeless children and unaccompanied youth will be integrated into regular education programs. Homeless youth will have equal access to appropriate education and support services, including by identifying and removing barriers that prevent youth from receiving appropriate credit for full or partial coursework satisfactorily completed while attending prior school. Staff will be trained on removing barriers to accessing academic and extracurricular activities.

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.

A. Title 1 is designed to meet the educational needs of low achieving children in schools with the highest levels of poverty ensuring all students have a fair and equal opportunity to obtain a high quality education and to reach proficiency on state standards and assessments. The Title 1 Campus Improvement Plan addresses homelessness by ensuring a basic right to an education, identifying needs and supplementing educational services for our homeless population. The goal is to improve the academic outcomes of students experiencing homelessness. The Homeless Liaison is included with the school support teams meetings. Title 1 and the Homeless Education services are in close proximity and facilitate cross-program communication. Both program personnel collaborate for cross program trainings. Parental education and involvement training opportunities are provided to families of students who are experiencing homelessness. District-wide events, parent meetings, College Night, health fairs, School Leadership Services Events, and educational symposiums are held to offer education on homeless rights, community resources, and involvement opportunities to families of homeless students. Title I, Part A involvement plays a significant role in the academic achievement of homeless students in both personnel and funding. B. Title I set aside amount for 2019-2020 and 2020-2021 reservation funding was \$109,180 to support the Summer Learning Program by helping cover energy costs, regular transportation, field trip admission fees, transportation for homeless students who participate in after school activities, paying the salary and benefits for the District Homeless Liaison position, paying for the Communities In Schools case manager position housed in the Homeless Education Services. . A Summer Learning Program and Homeless Shelter Tutorial Program were created for homeless students to meet challenging state academic standards. Title 1 funds Communities in Schools (CIS) Case Managers assigned to middle schools, high schools and special campuses in order to support at risk students and provide services to improve student's attendance; reduce the truancy and dropout rates for 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**)

The Assistant Superintendent for Instruction with the assistance of district staff develops and revises procedures and policies. District staff, such as the District Homeless Liaison, the Director Special Programs and the Coordinator for Every Students Succeeds Act/Title I, initiate revisions and changes in policy in order to eliminate barriers in addressing the needs of students experiencing homelessness and ensuring program compliance. The revisions are presented to the Instructional Leadership Cabinet for review and approval. Upon the approval of the Instructional Leadership Cabinet, the recommendations are then presented to the Superintendent's Management Team. Members of this team include the following: Assistant Superintendent of Instruction, Chief Financial Officer, and Executive Director for Organizational and Student Support, Executive Director for Curriculum and Instruction, Executive Director for Technology, Executive Director for Human Resources, Administrative Director for Support Services, Representative from the Principals and Supervisory Association. The approved recommendations for policies or policy revisions are presented to the Board of Trustees for their approval. Once new policies are approved by the Board of Trustees, staff training is conducted to inform staff of new requirements. The implementation of policies related to homeless students is the responsibility of the school principal at each campus. The District Homeless Liaison ensures that the policies are carried out by advocating for students and families as needed and informing the families of the rights and responsibilities. An annual review of the data and activities for homeless children and youth to determine the adequacy of the current services offered, changes needed to improve outcomes and identify where to focus efforts to meet the most critical needs of these students. The needs assessment evaluation will focus on McKinney Vento data standards and indicators.

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.

Supervisors from Student Support Services (Enrollment, Truancy, Transfers), PEIMS, Title 1, Bilingual, Homeless, Special Ed, and Migrant meet to discuss the following school years pre-enrollment issues. Pre-enrollment packet forms for the following year are approved and entered into the District Website. In August, before the school year begins, the Homeless Liaison provides mandatory staff development training to registrars, attendance clerks, pre-kindergarten staff from elementary, middle school, high school, and special campuses. Training on McKinney Vento regulations, identification procedures, enrollment protocol, unaccompanied youth regulations is provided. A. If the student becomes homeless over the summer or during some other inter-session break, the homeless student has a choice for enrollment when the new school year begins. B. If student becomes homeless after the school year has started, homeless child be allowed to maintain enrollment in the school the child attended before becoming homeless or where the student was last enrolled (school of origin), or to enroll in the school where the child is now located while experiencing homelessness, whichever is in the best interest of the child. Students are provided an SRQ, assisted with enrollment, and are called to provided social and educational services. Students are coded and monitored bi-weekly. C. A report is populated containing information on attendance, credits, special programs, and grades are monitored. Homeless students who are not currently enrolled or attending school, are tracked in the beginning of the school year by Operation K.E.Y.S. a community-wide dropout recovery effort aimed at keeping students in school. Truancy officers and principles will collaborate with Homeless Services to track students. Homeless Services is fully operational during the summer months. Homeless families and students are served with food, clothing, school supplies, and school uniform. D. If a homeless students are invited to enroll in Prekindergarten and Head-start 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.

Professional development and supports are provided to staff who work with homeless children and youth, with emphasis on heightening the awareness of the specific needs of homeless children and youth including McKinney Vento requirements. Training on McKinney Vento is provided in four phases. First phase is in August, before the school year begins, the Homeless Office provides one-on-one McKinney Vento Training on removing enrollment barriers to registrars, attendance clerks, prekindergarten staff, from elementary, middle school, high school, and special campuses. Second phase is during the first six weeks of school, Student Support Services coordinates a mandatory all-day professional development training. District staff is provided information on McKinney Vento regulations, identification procedures, and unaccompanied youth rights. The all-day training is a collaborative effort from the following offices: Office of Student Information Systems for State and Federal Reporting (PEIMS), Technology, Homeless, Special Education, Bilingual, Health Services, and Food Services. The third phase is training provided to District target groups on McKinney Vento rights and available services. Target group is composed of Parent Facilitators, Counselors, Nurses, Special Ed, Bilingual, Migrant, Cafeteria Managers, Principals, and Summer Program Staff. One-on-one training provided to community agencies working closely with homeless students. The forth phase is training on collaborate efforts to track homeless students, not currently enrolled or attending school. Collaborative efforts are in place with Truancy/Attendance Officers, Communities in Schools, dropout prevention staff, and staff working with parents to increase attendance and retention. The District implements Operation K.E.Y.S. on a yearly basis, a community-wide dropout recovery effort aimed at keeping students in school. Truancy officers and principles collaborate with Homeless Services to track students to return to school. During school enrollment, campus staff rely on Homeless Services to verify latest information on contact phones and address for homeless students. Homeless Services are provided year round.

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.

Homeless students are assisted with immediate enrollment, eliminating barriers to the enrollment and attendance. Ensuring homeless students receive educational services including Head Start, preschool programs and referrals to health, mental health, dental, and other appropriate services. Assist homeless students obtain necessary immunizations or medical records. Homeless students in severe need are provided school uniform, school supplies, shoes, toiletries, winter coats, and a food pantry program. Homeless students are not only identified but are provided support for successful completion of school. A working relationship and referral system was developed with key school personnel to actively assist in identifying and facilitating enrollment of students who become homeless during the summer or school year; key staff include principals, secretaries, counselors, parent facilitators, food services, nurses, registrars, migrant staff, special education, and teachers. Management consist of identifying the homeless students, removing barriers associated with homelessness by providing educational services, bridging program supports, assessment and interventions, enrollment into special programs(Special Education, Gifted and Talented, English Learners program. Contact is made with truancy/attendance officers, motels, clinics, youth centers, and public housing, shelters. Information on identification, enrollment, attendance and school services available to homeless student were provided in addition to outreach posters and materials. Homeless students are also recovered by Operation K.E.Y.S. a community-wide dropout recovery effort aimed at keeping students in school. The five homeless shelters provide referrals to the District Homeless Liaison of children entering the facilities in need of services and transportation to school of origin. Collaborative relationships have developed with agencies working closely with homeless population; providers meet monthly as members of the Homeless Issues Partnership.

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.

Homeless Office assists students who took courses at another district, campus or in summer school, student's transcript or credit report are reviewed to evaluate student's graduation plan, if student needs to repair or recover courses. Student will be assisted with credit repair once student has failed a six weeks. Student will be provided credit recovery options. Failing homeless students will be prioritize for credit lab availability. If student is denied credit due to attendance, work with campus administrators to determine a plan to make up hours and to facilitate credit reinstatement. Administrators will be asked to meet with student to create an attendance contract to increase attendance. Homeless Liaison will mediate on behalf of homeless student who is penalized or disciplined due to issues related directly to his or her homelessness. Education will be provided to staff on trauma experienced as a result of homelessness and impact made to the behavior of unaccompanied youth. Collaborations have been made with Special Education, 504, Bilingual/ESL, Counselors, high school completion specialists to assist in monitoring and providing support for homeless students ensuring student is on track for promotion and graduation. Homeless Liaison will implement procedures to assist homeless students receive appropriate credit for full or partial coursework completed at a prior school. Consult with prior school about partial coursework completed. Provide priority enrollment in classes the student has partially completed, to allow for completion. Evaluate students' partly completed courses and offer accelerated credit recovery. Homeless Liaison will work closely with Career and High School Counselors to coordinate College Round-Up. Schools are provided a list of all graduating homeless and unaccompanied homeless students. Branch and Collegiate high schools offer duel credit courses to students.

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 | N/A | Barrier | N/A |
| Group | N/A | Barrier | N/A |
| Group | N/A | Barrier | N/A |
| Group | N/A | Barrier | N/A |

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. | Tutors: Homeless Shelter Tutorial Program: 6 Certified Teachers x 2 hrs x 3 days x 6 sites | \$6,000 |
| 2. | Secretary/Administrative Assistant & Data Entry Clerk: District Homeless Office | \$47,115 |
| 3. | Temp/Sub Data Clerks | \$31,465 |
| 4. | Extra Duty Pay for Summer Program Staff: Teachers, Paras, Data Clerks | \$28,432 |
| 5. | Benefits | \$13,561 |

Professional and Contracted Services

| | | |
|-----|--|---------|
| 6. | Utilities (cost for Summer Learning Program and Parent Involvement Activities) | \$3,000 |
| 7. | Labor Employer Services: Service Contract Labor for Kids Table Pantry Program | \$3,360 |
| 8. | Publication and Printing Costs | \$500 |
| 9. | | |
| 10. | | |

Supplies and Materials

| | | |
|-----|--|---------|
| 11. | Cap and Gowns | \$5,500 |
| 12. | General Program Supplies and Materials | \$2,000 |
| 13. | Total Supplies and Materials that do not require specific approval | \$2,311 |
| 14. | | |

Other Operating Costs

| | | |
|-----|--|---------|
| 15. | Employee Travel Costs Conferences | \$2,539 |
| 16. | School of Origin Transportation and Summer School Transportation | \$4,100 |
| 17. | Membership Dues | \$200 |

Capital Outlay

| | | |
|-----|-----|---|
| 18. | N/A | 0 |
| 19. | | |
| 20. | | |

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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 |
|-------------------------------------|--------------------------------|
| | |
| | |
| | |
| | |
| | |

For TEA Use Only:

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