



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: 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):

1. Applicant Information

Name of organization

Campus name 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
- 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.

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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.

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
Out of school life can be unstable for homeless students. Many lack access to basic needs. This severely affects their ability/desire to attend school. In PISD homeless student attendance rates are 89.01% compared to 94.52% of their non-homeless peers.	Improve attendance rates by continuing and expanding the network of collaboration between PISD's Special Programs Department, other in-district departments, and multiple local support agencies. This collaboration will help ensure that students' basic needs, including food, safe shelter, transportation, clothing, and hygiene can continue to be provided.
A lack of stability out of school contributes to social/emotional issues that lead to low school engagement and grade-level promotion. PISD homeless students lag behind in promotion rates (94% vs. 98% district).	Improve student engagement and grade-level promotion via expanded social and emotional support provided through the continued enhancement of the district's campus case management system and staff training (student identification, intervention strategies, services to parents, etc.) opportunities.
Homeless students may lack safe out of school study environments or adult assistance, which can lead to academic instability. PISD homeless students' scores are 14 points less on the Math and Reading STAAR. Homeless graduation rates are 86.7% vs 94.5% district.	Improve overall academics by providing easily accessible and targeted supplemental academic intervention services, including campus and virtual tutoring, mentoring, homework assistance, and academic enrichment opportunities provided in safe environments during school and non-school hours.

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.

For a student to be promoted to the next grade level they must regularly attend school, be engaged and active while in school, complete a majority of their in-school and out -of - school assignments, and perform adequately on academic assessments.

As such, the SMART goal for this program is as follows: By the end of May 2022, with the implementation of strategies and activities described in the application and strategic support plan, the homeless student promotion rate in PISD will increase from 94% (Baseline 18-19 School Year) to 97%.

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

By the end of the first quarter, at least 75% of targeted homeless students will be "on target" to achieve grade-level promotion at the end of the 2021-2022 school year.

In order to gauge if students are "on target" to achieve grade-level promotion, the following tools/activities will be utilized and reviewed: Student Transcripts; Academic Plans; Report Cards; Classroom Assessments; Attendance Reports; and Student Level Reports (reviewed by the Homeless Campus Case Manager to analyze the student's Active status at their enrolled campus).

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

By the end of the second quarter, at least 85% of targeted homeless students will be "on target" to achieve grade-level promotion at the end of the 2021-2022 school year.

In order to gauge if students are "on target" to achieve grade-level promotion, the following tools/activities will be utilized and reviewed: Student Transcripts; Academic Plans; Report Cards; Classroom Assessments; Attendance Reports; and Student Level Reports (reviewed by the Homeless Campus Case Manager to analyze the student's Active status at their enrolled campus).

Third-Quarter Benchmark

By the end of the third quarter, at least 90% of targeted homeless students will be "on target" to achieve grade level promotion at the end of the 2021-2022 school year.

In order to gauge if students are "on target" to achieve grade-level promotion, the following tools/activities will be utilized and reviewed: Student Transcripts; Academic Plans; Report Cards; Classroom Assessments; Attendance Reports; and Student Level Reports and Questionnaires (reviewed by the Homeless Campus Case Manager to analyze student's Active status at their enrolled campus).

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 district-level McKinney-Vento (MV) Team will meet every six to nine weeks and hold campus-level Data Talks and Program Implementation meetings, to determine program effectiveness and to make any necessary modifications.

Start of Grading Period: the district-level MV Team (MV Coordinator; MV Counselor; and Associate Superintendent of Special Programs) will meet to review and aggregate data from, but not limited to, the following: 1) Student Residency Questionnaires (SRQs); 2) Attendance Data; 3) Campus-Level Academic Reports; 4) Campus-Level Testing Reports; and 5) Campus Student-Level Reports, which include a variety of data on individual student performance and need. Analysis from MV Team meetings will inform Data Talks and Program Implementation Meetings with campus administrators and Campus Case Managers (CCMs). Data shared during these meetings will allow each campus to review and discuss identification procedures for homeless students as well as coordinate strategies with central office administrators to provide services for all homeless students at risk of falling behind. Based on this information as well as progress towards program benchmarks and the summative SMART goals, CCMs will work with teachers and staff to ensure appropriate and targeted interventions and activities are used to help current and future MV students progress to the next grade level/graduation.

End of Grading Period: the MV Team will review and evaluate data from the start of the grading period to the end of the grading period to determine progress toward programmatic goals as well as compare any changes or unexpected outcomes from grading period to grading period. The results of this evaluation will be shared with the campus teams and appropriate changes, updates, and other alterations will be made to programming in order to achieve programmatic goals and ensure student success. All information collected during these evaluations will be used to inform the MV staff and campus administrators about program strengths and sustainability.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
4. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 Texas Education for Homeless Children and Youth Program Guidelines.
5. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Texas Education for Homeless Children and Youth Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
7. The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
8. The applicant provides assurance that performance evaluation reports are submitted for each year grant funds are received.
9. The applicant provides assurance that fiscal monitoring reports are submitted for each year grant funds are received.
10. The applicant provides assurance that the use of subgrant funds will comply with section 11432(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
11. The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
12. The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment, and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.

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8. Statutory/Program Assurances (Cont.)

13. The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
14. The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical Education, Gifted and Talented, and English Learner.
15. The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
16. The applicant provides assurance that collaboration will occur with the McKinney-Vento Liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
17. The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
18. The applicant provides assurance that all identified and enrolled are accurately reported in Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) in a timely manner.
20. The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
21. The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.
22. The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings
23. The applicant provides assurance to submit a detailed report that includes all grant activities and usage of funds for the 2021-2022 Texas Education for Homeless Children and Youth (TEHCY) grant.

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9. Statutory Requirements

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

The program will implement activities to address the identified needs of PISD homeless students. The activities described will fall into at least one of the following categories, with some overlap as certain activities target multiple student needs.

Identification and Enrollment Activities (Improve Attendance): Training and professional development to improve student identification and enrollment will be provided to Campus Case Managers (CCMs) and district-level staff. Using this training, CCMs will provide attendance tracking and related intervention services, serve as a communication liaison between parents/guardians and district staff, and conduct comprehensive student needs assessments.

Social/Emotional Support Activities (Improve Students Engagement and Grade-Level Promotion): CCMs will work with students to develop and implement intervention plans, which may include referrals for no-cost counseling or other mental health services. McKinney-Vento staff will work to enhance partnerships with community service providers, businesses, and transportation departments in nearby districts as well as build partnerships and collaborate with in-district departments.

Academic Support Activities (Improve Grades, Graduation Rate): Based on each students' intervention plans, CCMs will provide students equitable access to the appropriate resources including academic tutors to help homeless students with homework, test preparation, and other class-related assignments. Progress and milestones will be documented.

Systems are in place to ensure that homeless students' academic needs are addressed. Once students are identified, McKinney-Vento staff will work with the district's Compliance department to analyze homeless student data. This data will be shared with the CCMs who will then guide the tutors to focus on students with the highest needs. These tutors will also participate in district-wide trainings to ensure they are equipped to effectively tutor and mentor their assigned students.

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) **Coordination/Collaboration:** PISD works with a variety of local/state agencies to provide comprehensive services to homeless students. Collaborations include: Communities in Schools - connects students to community resources via supportive, 1:1 guidance; Bridge Over Troubled Waters- Emergency Shelter, Support Group, Child Advocates and Casework for Residential/Non-Residential families; South Main Baptist Church – Rooftop Ministries Breakfast with Santa Holiday Event, food baskets and furniture assistance; At His Feet Ministries -holiday and basic needs assistance to families referred by Homeless Program Staff; and American Legion - extracurricular, basic needs and holiday assistance for homeless students. In addition, PISD Social Workers will provide access to community resources, social services, and basic need services.

B) **Enrollment, Identification, and Educational Outcomes:** Campus Case Managers (CCMs) will provide identification, enrollment, and basic needs assistance services. CCMs and other staff will be trained to properly analyze related student data (attendance, dropout, behavior, etc.) and provide services and/or connect students to appropriate services. Well-trained tutors will also provide academic assistance.

C) **Parent/Guardian Involvement:** The academic success of homeless students is dependent on the involvement of their parents in their educational process. Campus Case Managers maintain contact with not only the students, but also their parents in order to regularly communicate regarding their student's progress and to provide assistance with identifying and accessing needed community services.

D) **Regular Education Program Integration:** Students experiencing homelessness need the normalcy that a school setting can provide. To assist with ensuring homeless students and unaccompanied youth are integrated into the regular education program, PISD removes barriers by providing transportation to their school of origin and removing any fees associated with technology, testing, or extra-curricular activities. Also, students are free to participate in regular education program activities such as sports, fine arts, and after-school programming, including 21st Century Community Learning Centers (ACE).

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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.

A) Review and Development of Plan: Pasadena ISD's Title I and TEHCY programs work collaboratively to ensure that all students experiencing homelessness receive comparable services and resources. The Associate Superintendent for Special Programs who oversees both Title I and McKinney-Vento funding, serves as the district's homeless liaison, and facilitates ongoing communication and collaboration regarding both funding streams and the targeted assistance programs they make possible. In PISD, TEHCY and Title I work in tandem to ensure that the district has the resources necessary to identify and meet the needs of at-risk student populations. Both operate with the goals of identifying and implementing effective, research-based best practices that will assist struggling students, including those identified as homeless, in meeting academic standards.

B) Reservation Amounts and Services (19-20 Reservation -\$15,000; 20-21 Reservation- \$15,000): Title I funds provide PISD homeless students with school supplies and clothing vouchers, as well as initial credit and credit recovery class tuition and summer school tuition. On PISD high school campuses, utilizing both Title I set-aside funds and TEHCY funds, staff work closely with the district's Homeless Coordinator, parents of homeless students, and other campus and district staff to identify appropriate resources and implement instructional programs that best meet the needs of the homeless student population. In addition, Title I Parent Coordinators and Peer Facilitators provide counseling and other social services for the district's elementary, middle, and intermediate campuses, including services for students identified as homeless.

MV funds provide Campus Case Managers extra-duty pay for training and provides services to homeless students and parents, including: attendance tracking/related intervention services; serving as communication liaison between parents/guardians and district staff; conducting comprehensive student needs assessments and developing intervention plans; and making referrals for no-cost counseling or other mental health services.

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**)

As detailed in Attachment 3 (Required Policies and Procedures Chart), PISD has current policies and procedures in place for all thirteen of the requirements. These policies were developed by a cross-disciplinary district team, including, but not limited to: the Associate Superintendent of Special Programs and the Special Programs team (McKinney-Vento, Title I, etc.); members of the Behavioral Health Response Team; the PISD Legal Department; PISD Nutrition Department, PISD Transportation Department, and other district- and campus-level teams.

Together these teams work to ensure programming and services do not isolate or stigmatize homeless children and provide much needed normalcy that a school setting can provide. For example, to help homeless students and unaccompanied youth integrate into the regular education program, PISD removes barriers by providing transportation to their school of origin and removing any fees associated with technology, testing, or extra-curricular activities. Also, students are free to participate in regular education program activities such as sports, fine arts, and the after-school program.

These policies and procedures are reviewed on an annual basis and revisions are made as appropriate.

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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.

Procedures are in place to provide all levels of service (L1 - Enroll/Identify; L2 - Assign/Implement Services; and L3 -Services/Monitoring) to Entering/ Returning Students (A), Students Experiencing Homeless during the School Year (B), Students Not Enrolled (C), and Pre-K/Early Childhood Students (D). See Attachment 1 for more details.

A) L1 Services –Students complete a Student Residency Questionnaire (SRQ) that is available in English, Spanish, and Vietnamese. SRQs are evaluated by PISD’s Homeless staff, and identification of students living in homeless situations is made. MV staff then code students in PEIMS when SRQs are processed. L2 Services – Homeless CCMs are assigned to each campus. CCMs meet with students to provide MV Handbook (MV Rights and supplemental social and academic services). L3 Services – MV staff collaborate with CCMs to provide updated student-level report data.

B) L1 Services – CCMs use student observations/interactions and information from teachers/campus staff to identify students who have become homeless during the school year. CCMs make family calls, conduct one-on-one discussions with students displaying possible indicators of homelessness. Supplemental academic tutors are assigned to students at risk of non promotion. Basic needs and services are provided via community partners.

C) L1 Services - Efforts to locate homeless children not currently enrolled/attending school are led by our Truancy program. Automated attendance data alerts notify MV staff of students at risk of dropping out. MV staff also work with CCMs on dropout recovery programming.

D) L1 Services - Early childhood applications containing a section regarding temporary housing/homelessness are distributed in the spring /summer. If this section is checked, an SRQ form is requested. PISD’s Pre-K Coordinator and Homeless Coordinator work together to connect students with appropriate programming.

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.

Training for administrative, instructional and support staff: Before the end of the first grading period, district staff (principals, assistant principals, peer facilitators, and student services personnel) receive training regarding the identification and enrollment of students experiencing homelessness. Training sessions are approximately four hours and are conducted by the district’s Homeless Coordinator. Trainings include: a PowerPoint presentation explaining the McKinney-Vento law; information about the district’s homeless statistics; an overview of student behaviors and other indicators that show students may be experiencing homelessness or be at risk for becoming homeless; a review of the district’s homeless student identification, referral, and enrollment processes; and a comprehensive overview of district and community resources available to assist the homeless population. Each training session includes time for questions and answers to ensure that any topics not covered in the formal presentation are addressed. In addition to the face-to-face training sessions provided, a two-hour e-course was developed in 2012-2013 and is available throughout each school year for new staff and/or for any trained staff in need of a refresher regarding homeless students. All district staff mentioned above also attend the annual Community Partners Forum including the district's Attendance and Registration staff who attend supplemental training on the processes for identifying and referring students and families experiencing homelessness.

Training for service providers and community collaborators: Community partners attend network training sessions conducted by the district’s Homeless Coordinator throughout the year. Training sessions include: a presentation explaining the McKinney-Vento law; information about the district’s homeless statistics; an overview of behaviors and other indicators demonstrating individuals they see may be experiencing homelessness or be at risk for becoming homeless; a review of the district’s homeless student identification, referral, and enrollment process; and a comprehensive overview of district and community resources available to assist the homeless population.

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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.

Early intervention and ongoing progress monitoring can only occur when the proper personnel is hired and trained. McKinney-Vento (MV) funding has made it possible for the district to support the designation of a Campus Case Manager (CCM) for each school. Collaboratively, MV staff and CCMs serve as a critical part of identifying and monitoring progress of homeless students by reviewing the following data and strategy implementation:

A) Attendance and Engagement: Student-Level Reports are used to monitor attendance and address truancy issues quickly. Issues are shared with the CCMs and the campus attendance staff to address truancy issues.

B) On-Time Promotion: When students arrive from a different state (or district), their transcripts are reviewed and interventions are made to get students “on track” for promotion or graduation.

C) Coordination of Targeted Services: The Homeless Department works with the other special programs including Special Education, Bilingual/ESL Education, Career and Technical and Gifted and Talented to ensure students receive the services needed to address their issues.

D) Bridging Program Support Services: The MV team collaborates with CCMs to help bridge program support services for all MV students, including transitions from one campus to another.

E) Assessment Intervention/Scores: Every grading/progress report cycle, the CCMs review homeless students' performance to determine where students need assistance. Via this info, tutors focus on specific student needs.

G) Tutoring: Students have access to 1:1, group, and other academic supports via Title I, MV, and TEHCY funds.

H) Supplemental Academic Programs: Homeless students have equal access to supplemental academic programs including: the Community School program, technology devices, tutors, and tuition vouchers for use towards credit accrual, summer school, and extracurricular fees.

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

A) - C): same as above Program Requirement 3.

D) AP/Dual Credit: the Homeless Department helps ensure homeless students have access to the AP/Dual Credit coursework/exams through course enrollment, tutoring, and tuition/test vouchers via Title I set-aside funds.

E) Transcript Review: the Homeless Department reviews out-of-state/district student transcripts and makes interventions as needed to get them “on track” for promotion or graduation.

F) Credit Recovery/Repair: the Homeless Department provides tuition vouchers from the Title I set-aside funds. to cover the cost of students attending online credit recovery classes, summer school, and/or Community School where students who have dropped out of school return to earn their diploma.

G-H) Assessment Intervention and Scores: same as above Program Requirement 3.

I-J) Four-Year Cohort Graduation and Graduation of Homeless Students: CCMs at each high school work with the campus Lead counselor to ensure students are “on track” to graduate. The Homeless Counselor, CCMs and Lead counselor focus on encouraging students to use dual credit/credit recovery to earn graduation credits.

K) College and Career Readiness: the CCMs at each high school work with the campus College NOW Coordinator to ensure students have post-grad plans. They work with the students on topics including career explorations, college scholarships, and the college application process.

L) Post-Secondary Transition: the Homeless Senior Project Graduation Coach will assist every senior with a post-secondary transition plan.

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10. Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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12. Request for Grant Funds

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

Payroll Costs

1.	Professional Staff Extra Duty Pay	\$15,790
2.	Professional Academic Tutors	\$90,003
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	RIDES Harris County Taxi Service	\$1,184
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	Supplies and Materials	\$4,342
12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	Travel -TEHCY Conference (in state)	\$1,579
16.	Travel - NAECY Conference (out of state)	\$1,579
17.	<input type="text"/>	<input type="text"/>

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

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

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