



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

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

Authorizing legislation:

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

Pre-award costs: ARE NOT permitted for this grant

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

Amendment Number

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

1. Applicant Information

Name of organization: United Independent School District

CDN: 240903 Vendor ID: 1746028859 ESC: 01 DUNS: 048709299

Address: 201 Lindenwood Drive City: Laredo ZIP: 78045 Phone: 9564736456

Primary Contact: Rebecca C. Morales Email: rmorales@uisd.net Phone: 9564736456

Secondary Contact: Dr. Edith Landeck Email: elandeck@uisd.net Phone: 9564736311

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: Roberto J. Santos Title: Supt. Email: rsantos@uisd.net

Phone: 9564736219 Signature: *Roberto J. Santos* Date: 04/30/2021

Grant Writer Name: Dr. Edith Landeck Signature: *Edith Landeck* Date: 04/30/2021

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

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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
Decrease absenteeism among McKinney Vento (McV) Students by 5% at the elementary, middle, and high schools	Host Acceleration Academies three times per semester to address absenteeism through extra student meetings with McV program staff and counselors. This will serve as a checkpoint for student attendance, success, and identification of additional needs or addressing new situations; McV students will also receive counseling, mentoring, outreach, and communication with program staff.
Increase McV students achievement/proficiency in academic subjects by 5% as measured by the areas of Math and ELAR compared to non-McV students at the district level	Host Acceleration Academies three times per semester to provide academic support, identifying any unique student needs that may be addressed at the regular campus. Review grades, and pending/upcoming projects or assignments and provide guidance/direction.
Increase the number of identified McV doubled-up or homeless families by 6% and provide community outreach/parent networking opportunities	Doubled up families not self-identifying as homeless to be addressed through a coordinated public outreach campaign aimed at conducting a Family-Find activity and spreading the message that there is "No shame in being homeless." This will include bus advertisements, electronic digital banners city wide, and campus banners. Provide 2 Parent Networking Summit for McV parents.

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 June 2022, McV students with a minimum of 60% (4 out of the 6 meetings) attendance in the Acceleration Academies "H.O.P.E." (Homeless Outreach in Public Education) will increase their attendance by 5%, and their academic proficiency by 5% as measured by individual projected RIT growth for elementary students and on a pre- and post-diagnostic assessment for middle and high school students. The students will develop academically through the enrichment and intervention activities as demonstrated by their growth on their post-test assessments. Students will learn accountability and improve their outlook/attitudes as part of the United ISD H.O.P.E. program. They will develop their leadership abilities through mentoring, service learning, and community outreach programs.

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

Quarter 1 9/1/2021 to 12/31/2021

Three Acceleration Academies and one Parent Networking Summit (PNS) will be held. Student absenteeism will be compared to previous school year, on a student by student and campus level (Elementary, Middle, and High School) on a monthly basis; student camp attendance will be tracked; and achievement/progress/mastery will be compared to their prior year via the student academic profile and review of student progress. Outreach campaign will be initiated.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Quarter 2 1/1/2022 to 3/31/2022

Two Acceleration Academies and one Parent Networking Summit (PNS) will be held. Student absenteeism will be compared to previous school year, on a student by student and campus level (Elementary, Middle, and High School) on a monthly basis; student camp attendance will be tracked; and achievement/progress/mastery will be compared to their prior year via the student academic profile and review of student progress.

Third-Quarter Benchmark

Quarter 3 4/1/2022 to 6/30/2022

Final Acceleration Academy will be held. Student absenteeism will be compared to previous school year, on a student by student and campus level (Elementary, Middle, and High School) on a monthly basis; student camp attendance will be tracked; and achievement/progress/mastery will be compared to their prior year via the student academic profile and review of student progress.

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 key element will be student/parent attendance at Acceleration Academies and Parent Networking Summits (PNS) as well as student achievement/progress/mastery monitoring. Parents and students will be advised and reminded of Academies and PNS dates/activities through telephone calls, electronic Remind notices (app), and campus reminders. In the event that attendance declines from one Academy to the next, we will seek to identify underlying root cause(s) and revisit/modify our camp content/schedule accordingly. Monthly student academic profiles including achievement/grades/attendance/interventions/discipline issues/benchmark data/other pertinent issues affecting student academic success will be compiled and reviewed. This review will inform adjustments to the students McV services. District data evaluators will assist in the program data disaggregation and evaluation. The number of new families identified as McV will be tracked. Parent attendance at Parent Networking Summits will be tracked and compiled, along with anecdotal evidence of how the Summits were of benefit to parents. Stakeholder input from McV students and parents will be used to gather feedback and evaluate program effectiveness. These processes will evaluate the program's progress to include planning, implementation, instructional delivery, student outcomes, overall project effectiveness, and attainment of SMART goals. Necessary modifications will be identified/implemented in order to help guide program directors and district leaders in making critical decisions that support and ensure academic progress and achievement for McKinney-Vento students. Sustainability will be maintained through coordination of existing program and funding sources. Also, additional local, state, and federal grant and funding sources will be sought to enable continued program functioning.

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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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RFA/SAS # 701-21-114/293-22 2021-2022 Texas Education for Homeless Children and Youth

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 proposed grant program/activities are for Acceleration Academies for McV students, three to be held in Fall and three in Spring as well as outreach for identifying additional families and providing support through two Parent Networking Summits. The grant program is intentionally designed to address the identified needs of McV students to improve academic performance and achievement through additional proactive monitoring and intervention; providing an opportunity for these students to receive additional academic attention and guidance; and providing outreach to identify additional students for program participation. This program will promote equitable access to program services needed to improve academic outcomes for homeless children and unaccompanied youth by exclusively serving these high needs students. Academies will be staffed with teachers and counselors to serve students by providing academic assistance, attendance interventions/recovery, mentoring, and/or individual small group lessons/remediations; transportation and snacks will be provided. Outreach activities are planned to identify all families in transition to include those in shelters, substandard housing, and doubled-up. These activities will promote a message that there is "no shame in being homeless or doubled up." The resources, strategies and/or systems that will be implemented to support target goals and outcomes include existing district programs coordinated through the Federal Programs Office and supporting the intentionally designed program activities. Progress and milestones, and observable results of the proposed grant activities, programs, and services will be documented, including attendance records; documentation of contact with students and families; existing program supports and forms, and achievement data documentation.

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) United ISD has ongoing, strong coordination and collaboration partnerships with: City of Laredo Housing Development and Community Agency; South Texas Food Bank; Bethany House (shelter); Casa Misericordia (domestic violence shelter); SCAN (unaccompanied youth shelter); Webb County Community Action Agency; Webb County Community Centers; City of Rio Bravo's Mayor and Commissioners; Holding Institute (temporary housing, utility assistance, immigration assistance); Workforce Solutions (work/skills assistance). These agencies will participate in the Parent Networking Summits.

B) The proposed use of funds will facilitate the enrollment, identification, and educational outcomes of homeless children and unaccompanied youth by directly addressing the identification of additional students through outreach efforts and improving educational outcomes for McV students through participation in Acceleration Academies to help academic achievement/attendance and provide a sense of connectedness and caring, as well as early intervention in current or upcoming academic/attendance issues or learning gaps due to pandemic-related extended remote learning.

C) Meaningful, ongoing engagement of parents/guardians of McV children and youth will occur not only through our regular Federal Programs activities but also through our spring and fall Parent Networking Summit. The PNSs will provide opportunities for parents to learn about program/community resources available, provide feedback to program staff regarding needs/issues, and most especially to foster communication between parents who can share direct experiences of how to navigate the challenges they and their children face; and

D) Homeless children and unaccompanied youth will be fully integrated into the regular education program with supports provided by the Federal Programs Department's McKinney-Vento program and staff. United ISD strives to provide (in accordance with its McKinney-Vento plan) a seamless integration and remove barriers to access education services, special populations services, extracurricular activities, and transportation to schools of origin. This occurs through following existing guidelines and practices, with feedback from the students, families, and campuses provided to improve this integration.

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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.

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. The actual reservation for 2019-2020 was \$168,956 and the planned reservation for 2020 -2021 was \$166,974. Based on the needs assessment for McV children the Federal Programs Executive Director along with the McV Liaison reviewed the goals, objectives, and strategies used to coordinate services that are needed to address the equal educational opportunities, address attendance issues, close learning gaps and recommend for services. Areas for possible service improvement were identified and service delivery plans updated.

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.

United ISD sets aside the required 1% of the total Title I, Part A allocation. UISD trains all staff at the Beginning of Year (BOY) as part of the required district professional development efforts, to help staff understand the special needs of homeless children and unaccompanied youth. UISD supports homeless children by providing the school of origin provision, transportation, uniforms, undergarments, shoes, sweaters, and school supplies. The District Improvement Plan includes, goals and objectives of the McV Act and required strategies. This includes a plan to implement effective instructional strategies to help students be successful in STAAR and EOC, assure students graduate on time and provide access to college and/or university.

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 McV Liaison will train staff annually at BOY and as Professional Development opportunities to administrators, front office staff, nurses, counselors during the year. In addition, grant funds would be used to create an awareness campaign to our community "There is NO Shame in Being Homeless" and "Doubled-Up IS Homeless." District staff and community will be able to recognize the signs of being homeless so they can better identify students in need. Staff will be able to assess the student's situation, review the program services needed and document any referrals and services that the families may need. Each campus has a counselor as the "point of contact" in order to support identification and facilitate enrollment. UISD will review it's policies and procedures with all staff. The UISD McV plan is also posted on the District's website which includes information on the McV Act, identification and eligibility, school options, enrollment, student records, services and the educational support that each district staff plays in helping a homeless student or unaccompanied youth feel supported. Staff are trained to be supportive and empathetic to the student's situation. A Student Academic Profile form is sent out every six weeks to elementary and middle schools, and every nine weeks for high school students. Teachers and counselors provide the McV Liaison feedback on grades and attendance and any additional support needed for each student such as tutorials, counseling, or other basic needs. In addition, a Wellness Check is sent out every two weeks via email to all McV students and families, so that they may advise staff privately on any need they may have. Using the information provided, we will tailor the Acceleration Academies to meet the specific needs of students and families. Teachers and counselors will provide instruction as well as social emotional sessions also tailored to their individual needs.

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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.

United ISD has processes/procedures used to enroll, identify, and provide all three levels of TEHCY program to support homeless children and unaccompanied youth. These are the same for all McV students, regardless of when they are identified or enrolled. Upon identification, an assessment of services will be determined and the McV Liaison will inform campus staff if student is receiving any special services. The Federal Programs staff will ensure proper PEIMS coding for McV students, and campuses are notified regarding McV students status and enrollment. Students receive uniforms, sweaters, shoes, school supplies and a hygiene kit. All McV students receive free breakfast and lunch, and the McV liaison coordinates transportation to their school of origin or school of proximal zone. Families in transition are referred to community agencies for rental and utilities assistance, housing, food banks, and shelters. A student academic profile is sent out every six weeks for elem. and middle school students, and every nine weeks for high school students. Reports on attendance, grades and credits earned are printed out on every marking period to determine interventions. A. Entering/returning from summer or holiday break: During online registration, a McV screening is provided within the registration packet to identify any potential families in need of assistance. Families who have been part of the program the previous school year will be called and an intake for each family will take place. The McV Liaison will qualify families who meet the McV criteria as set by statute. B. Campuses will refer students (identified after the school year has started) to the McV Liaison who completes a Student Residency Questionnaire (SRQ) to determine McV program eligibility following same process and procedures. C. Students not currently enrolled or attending school, or D. students eligible for early childhood and/or prekindergarten programs are identified through a family interview process or referral. After this takes place the SRQ is completed to determine McV program eligibility following same process with the same procedures.

2. Provide a description of the annual McKinney-Vento professional development plan that is currently in place to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth. Include training dates, duration of training, who was trained/will be trained, and a summary of the training content and evaluation process. Include both external and internal professional development activities.

The McV Liaison along with the Federal Programs (FP) staff trained all campus and department staff during the 2020-2021 professional development activities on required information regarding McKinney-Vento Act and services to students. The training is intended to increase awareness of McV students and their needs, enrollment, immunization, and any residency challenges. Staff is trained to be sympathetic to families in transition and to contact the Federal Programs office for any questions or concerns. Throughout the year, the McV Liaison provides TEA and TEHCY notice of trainings for administrators and counselors to create awareness and build capacity. Counselors are also asked to participate in the School House Connect series in order to network and gather ideas and best practices from states, cities, and school districts. During the monthly District Leadership meetings, the FP Executive Director informs administrators and directors about updates and important information regarding McV students. The Student Academic Profiles are discussed and upcoming event reminders are provided. In a usual school year, the February professional development trainings include the counselors, registrars, transportation, attendance officers who are provided a "McKinney-Vento 101" training. Additional trainings are as follows:

May 22, 2021 (4 hours) - McKinney-Vento Summer Enrichment Program MV 101 (Summer Teachers only)
 July 20-21, 2021 (3.5 hours) - Summer Learning Opportunity for Elem., MS., High School Teachers, Counselors
 July 26, 2021 (1 hour) - Leadership Summit - Provide important McV information to District Leaders Admin MV 101 including closing the gap, interventions, homework and parent engagement
 August 5, 2021 (1) - New Teacher Orientation MV 101 - Elem., MS., High School new Teachers
 August 9 - October 31, 2021 - BOY Matrix MV 101 and MV 102

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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.

Key findings from research of Ray, Gallo, et al (2017) show that students who experience homelessness face additional hurdles to academic success, including higher rates of absenteeism and a lower likelihood of proficiency in academic subjects. Homeless students missed 15 school days on average in 2015–16, compared with 11 days for housed students receiving free and reduced-price lunches. McV students were less likely to demonstrate proficiency - passing rates for core subjects were lower than for their housed counterparts. Additionally in our district there is a cultural bias that living with relatives in a doubled-up situation does not "count" towards being homeless, since that is "what family is for..." The grant activities directly address these critical issues. Timeline is for 3 Acceleration Academies and 1 Parent Networking Summit to be held each semester, beginning with grant inception on 9/1/2021. Milestones are met through the attendance rosters reviewed immediately after each Academy/PNS. Strategies are to provide academic and social assistance in a proactive manner. Monitoring/Intervention will be:

A. Attendance/engagement in Academies and regular classes will be tracked with interventions provided, along with regular class attendance and grades. Parents attendance at the Parent Networking Summits will be tracked as well. B. Improved academic achievement through this program will aid in meeting on-time promotion. C. Coordination of Services for McV students receiving other special program services will be maintained and overseen by the McV program staff. D. Bridging program support services will also be addressed by staff through the additional contact time provided at the Acceleration Academies. E. Assessment interventions and scores will be monitored and addressed as they occur, as will F. Discipline interventions. G. Tutoring services are to be provided both in regular campus settings and at Acceleration Academies. H. Supplemental academic programs and I. Other programs and services will be coordinated on an as needed basis.

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

The grant activities directly address academic success/achievement, absenteeism, and additional family identification with parent networking opportunities provided (just as for elementary students). The timeline is for 3 Acceleration Academies and 1 Parent Networking Summit to be held each semester, beginning with grant inception on 9/1/2021. Milestones are met through the attendance rosters reviewed immediately after each Academy/PNS. Strategies are to provide academic and social assistance in a proactive manner. Monitoring/Intervention will be:

A. Attendance/engagement/truancy in Academies and regular classes will be tracked with interventions provided, along with regular class attendance and grades. Parents attendance at the Parent Networking Summits will be tracked as well. B. Improved academic achievement through this program will aid in meeting on-time promotion. C. Coordination of Services for McV students receiving other special program services will be maintained and overseen by the McV program staff. D. Advanced placement/dual credit course work to be addressed by staff through the additional contact time provided at the Acceleration Academies. E. Assessment interventions and scores will be monitored and addressed as they occur, as will F. Credit recovery or credit repair services and G. Assessment interventions and scores monitoring are to be provided both in regular campus settings and at Acceleration Academies, as will H. Discipline Interventions and J. Graduation of all homeless students. K. College/ career readiness and support as well as the L. Post-secondary transition plan will continue to be monitored during the program, and Other programs and services will be coordinated on an as needed basis.

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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	<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"/>

12. Request for Grant Funds

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

Payroll Costs

1.	Extra Duty Pay 11 teachers, 3 counselors @ \$30/hr x 3 hrs x 6 Acceleration Academies	\$7,560
2.	Extra Duty Pay, 10 teachers/counselors @ \$30/hr x 2 hrs x 2 Parent Networking Summits	\$1,200
3.		
4.		
5.		

Professional and Contracted Services

6.	Publicity/Advertisement for outreach "no shame in doubled up/homelessness" bus ads	\$1,750
7.	Publicity/Advertisement for outreach Electronic Digital Banners districtwide	\$1,000
8.		
9.		
10.		

Supplies and Materials

11.	Materials for campus banners	\$3,648
12.	Supplies for Acceleration Academies, \$60/Teacher/Camp	\$3,960
13.	Summer reading slingpacks with books/activities for all students	\$6,241
14.		

Other Operating Costs

15.	Transportation for Academies, 4 trips each x 6 academies	\$6,798
16.	Transportation for Parent Networking Summits, 3 trips x 2 summits	\$1,452
17.	Snacks for Academies and Summits	\$8,932

Capital Outlay

18.	Printer, Ink	\$600
19.		
20.		

Direct and indirect administrative costs:
TOTAL GRANT AWARD REQUESTED:

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 _____.