



# 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](mailto:competitivegrants@tea.texas.gov)

Authorizing legislation:

Grant period:  Pre-award costs:

Required attachments:

## Amendment Number

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

## 1. Applicant Information

Name of organization

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.

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent. See Program Guidelines for SSA limitations for this grant.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. Complete the attached TEHCY ESC SSA Member Chart, see the Program Guidelines for further guidance on completing the attachment.

**4. Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Student Learning (At-Risk Homeless Students) * State assessment scores are lower in comparison to all students. Currently, homeless students in Elementary are 6%, Middle School are 9%, and High School are 11% lower than all SBCISD Students.	The grant activities will prepare homeless students for state assessments, a pathway to graduation, and become post-secondary college and career ready. Year 1 - 20% of homeless students will increase their state assessment scores. Year 2 - 40% of homeless students will increase their state assessment scores. Year 3 - 60% of homeless students will increase their state assessment scores.
Social and Emotional Homeless Student Support * Homeless students experience social issues including disengagement and exclusion from school sponsored activities and events, bullying, and negative stigmas.	The grant activities will support homeless students with developing a positive self-esteem, encourage inclusion in all district activities and events, and provide community outreach services that promote social and emotional wellness. Of the 175-200 homeless students, 50% will participate in these activities annually.
Family Engagement * Families experiencing homelessness have unique barriers that include finance management, job readiness and training, literacy, and health (wellness) issues.	The grant activities will support homeless families by providing comprehensive services that assist with family finance, career planning, adult continued education, and health/wellness awareness. These activities will also create bonding experiences and establish short and long term family goals. These activities will be attended by 50% of SBCISD homeless students and families.

**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.

During the implementation of this grant San Benito CISD homeless students will: (Specific) Improve Student Learning by increasing state assessment scores incrementally; while addressing their social/emotional needs, and creating a strong family engagement. (Measurable) Over the three years, students will increase their scores by increments of 20% Year 1 20%, Year 2 40%, and Year 3 60%. Activity attendance rosters will be used to document the 50% targeted goal for the social and family sessions. (Achievable) Closing the gap on state assessment scores, between homeless students and all students, is within a 6-11% range. Addressing the student learning, social and family needs will reduce that gap. (Relevant) All activities are focused on improving student learning and social/emotional needs. (Timely) Following the grant quarterly benchmarks ensures implementation of all grant activities.

**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**

The first-quarter benchmark will be designated August 11th - October 8th (the 1st quarter grading period). During this quarter, grant implementation will begin with student referrals, assessments, identification of educational barriers, PEIMS coding, and a service delivery plan for instructional needs, transportation, and other social and emotional support. At the conclusion of the first-quarter, a district level committee comprised of the district homeless liaison and representatives from the academic services, finance and operations, and administrative services divisions will review the student rosters, school attendance data, grades, grading period assessments, budget, and the services provided to each McKinney Vento/TEHCY student. A final report with recommendations will be provided to the Superintendent and the District Leadership Team before the October PEIMS submission date.

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

**Second-Quarter Benchmark**

The second-quarter benchmark will be designated October 12th - December 17th (the 2nd quarter grading period). Recommendations from the first quarter will be implemented into the student's service delivery plan. Ongoing monitoring of the students' daily attendance, grades, and support services will be conducted by the district homeless liaison and the Family and Community Engagement department staff at each campus. The district level committee continued to review the attendance, grades, grading period assessments, budget, and services of TEHCY students. Additionally, semester credits and academic progression will be included. High school students will be monitored for earned credits and their graduation plans; middle school and elementary students will be monitored for semester completion rates. Recommended tutorials, instructional interventions, and credit recovery will also be monitored. A Superintendent Leadership Team report will be provided before the January PEIMS submission date.

**Third-Quarter Benchmark**

The third-quarter benchmark will be designated January 5th - March 11th (the 3rd quarter grading period). Both first and second quarter committee recommendations will be implemented into the student's service delivery plan. Ongoing monitoring of the students' daily attendance, grades, and support services will be conducted by the the Family and Community Engagement department director and staff at each campus. During this quarter, students that lack academic progress before Spring STAAR testing will be identified. This will include credit recovery, academic interventions specific for homeless students, and continued family engagement and awareness of the student's academic progress. At this time, graduating seniors will also have support services provided to them such as financial aid, college admissions, technical programs, and military orientations. The district GO Center will be an active partner in supporting the post-secondary and career transitions for all homeless students.

**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 data obtained from the monthly district homeless liaison reports, the three quarter benchmarks, along with an annual program evaluation, will be used for grant modifications for McKinney Vento and TEHCY grant students. The evaluation will be based on the established goals noted on #4 of this application.

Goal 1 - Student Learning - Each quarter review will include all student attendance, grades, and academic assessment data to measure grade-level academic progression, in comparison to all students.

Goal 2 - Social and Emotional Student Support - Each quarter the student's social and emotional needs will be addressed with school administrators and counselors, campus support services such Title I Family and Community Engagement and Communities in Schools (if offered at the respective student campus), and other outreach services the community may have.

Goal 3 - Family Engagement - A review of referrals and services offered to the family to address family finance and career planning, adult continued education, and health/wellness awareness. Activity rosters that include topics, sign-in sheets, and dates attended will be reviewed for participation.

\* Monthly District Homeless Liaison Reports - On a monthly basis, the San Benito CISD Family and Community Engagement (FACE) department staff will submit monthly report to the FACE director, who is designated as the district homeless liaison. At each campus level, a parent specialist serves as the primary campus liaison for McKinney Vento services. At the beginning of each month, a campus McKinney Vento TEHCY grant student report will be reviewed by the district homeless liaison. The report will include attendance, grades, and the progression of the student's service delivery plan. Those reports will serve as evidence for immediate modifications to comply and align with SMART goals established within the grant.

\* Quarterly District TEHCY Committee Reviews will measure the progression of the grant goals and objectives.

\* Annual Grant Evaluation will include all yearly student data (attendance, grades, credits, academic assessments, and service delivery plans). Student and Family surveys will also be made available for feedback of grant services.

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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 grant activities will support the original three grant goals: 1) Student Learning, 2) Social and Emotional Student Support, and 3) Family Support Services. The three activities will create opportunities for equity in educational services for homeless students by addressing their unique needs and offering a service delivery plan to support those goals. Pathway to Masters (Academic Interventions) The focus will be on each homeless student's individual academic standing utilizing the state assessment scores. Throughout the year, a campus academic team will review all grade level benchmarks, grading period tests, and other evaluation data to determine targeted interventions prior to the STAAR tests for students in 3rd - 12th grade. Students PreK - 2nd will have interventions created using campus and district evaluation platforms to determine grade-level target goals and progression. Success Within Me Sessions (Social and Emotional Sessions) These sessions will focus on self-esteem, self-reliance, and creating a goal-setting plan for students and families. The sessions will be held quarterly - one session for elementary and one session for secondary students. The Family Center (Family Support Sessions) The district Family and Community Engagement (FACE) Department staff will offer monthly family sessions that will provide current and attainable services for the entire family. Community outreach services will provide sessions on: Finance Management, Job Readiness, College and Career Planning, Adult Literacy, Health and Wellness Services, and Long-term Family Planning. Through the quarterly reviews conducted by the FACE and Academic Services committee, student grades, assessments, ADA attendance, grant activity attendance and behavior will be monitored and tracked for grant compliance.

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.

The San Benito CISD Family and Community Engagement Departments has established partnerships within the district and with community agencies and organizations that provide support services to homeless students and unaccompanied youth they include:  
District Departments:  
Child Nutrition Program, Transportations Services, Academic Services, ACE After-School Program, Special Education Services, Migrant Education, Bilingual, Career and Technology,  
Community Agencies and Organizations:  
San Benito Housing Authority, Family Crisis Center, UT Mobile Health Clinic, Su Clinica Familiar, UTRGV Community Clinic, Texas Department of Health and Human Services, San Benito Public Health Clinic, Harlingen Multi-Service Center, San Benito Food Pantry, Food Bank of the Rio Grande Valley, Loaves and Fishes Homeless Center, Salvation Army of Harlingen/ San Benito, American Red Cross, United Way of Northern Cameron County, Ozanam Center, Catholic Charities, Texas Workforce Solutions, Bucker Children and Family Services, BCFS Health and Human Services, Texas Rural Legal Aid, Communities in Schools of Cameron County, Boys and Girls Club of San Benito, San Benito Rotary Club, City of San Benito, Cameron County, and NINOS, Inc. Head Start.  
Funds for Activities:  
All grant funds will provide enhanced educational opportunities for homeless students to engage in extended learning opportunities that focus on self-esteem, personal goal setting, and social inclusion. These activities will increase enrollment, identification, academic progression, grade-level promotions, and graduation.  
FACE Department Sessions  
These sessions will focus on the family holistically with financial planning, career awareness, and health/wellness topics. Integration of all homeless students, in all SBCISD offerings will be encouraged by the FACE Department.

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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.

The San Benito CISD Federal Programs and Family and Community Engagement (FACE) Department have had a long-standing partnership and cooperation to support all district McKinney Vento homeless students. Through the Title I Part A set-aside allotment, the Federal Programs Department has provided the FACE Department with the funds needed to assist students with school clothing, supplies, personal hygiene on an annual basis. The director of the FACE Department serves as the district homeless liaison, the FACE Department also has (17) campus-based parent specialist that service as the campus level contact for all McKinney Vento services. All FACE staff members are trained annually and periodically, as needed, on the current McKinney Vento policies and updates. District-wide training and awareness is provided by the district homeless liaison at district-level administrative meetings, staff development training, and as requested by the campus administration during staff meetings. Parent and Community sessions are also offered as part of the district improvement plan to address homelessness. The District Improvement Plan includes both the Title I Part A reservation amount and the activities that will address homelessness; they are listed in the DIP Goal 5 - Family and Community Engagement. The Title I Part reservation is determined by the Federal Programs Department using the previous year data of homeless students identified and coded on the PEIMS system. Traditionally, the number of homeless students is between 150-200 students depending contributing economic factors, natural disasters, and other situations. During 2019- 2020, the district Title I Part A reservation for homeless services was \$25,000. In 2020-2021, the same reservation was provided for homeless services with \$25,000. All schools within San Benito CISD are Title I schools; all students coded as homeless receive support services with the reservation allotment. Child Nutrition services are free to all SBCISD students. Transportation and other support services are coordinated by the district homeless liaison with all district departments with no barriers.

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 San Benito CISD Family and Community Engagement (FACE) Department Director serves as the district homeless liaison. The FACE Department staff is responsible for identifying, assessing, and servicing all district homeless students. With its established protocols for processing referrals and maintaining an ongoing caseload, the department staff adheres to all SBCISD board policies for servicing homeless students, unaccompanied youth, and their families. The FACE Department also has a McKinney Vento Homeless Handbook that provides an overview of all procedures and resources for implementing this federal law. Each campus has a FACE parent specialist that is the immediate contact for students, staff, and families at the respective campus. The parent specialist works with the campus administration to ensure homeless and unaccompanied youth are included in all school activities and events, are the student and family advocates for support services, and coordinate community outreach for students and families. The following are the SBCISD Board Policies that relate to homeless and unaccompanied youth: FDC (Legal and Lol) - Admissions Homeless Students - defines the policies for school of origin, enrollment, records, coordination of equitable education services, and dispute resolutions. Students are immediately enrolled at the school of origin until the dispute has been resolved. FNG (Local) - Student Grievances is followed at Level 2. FFC (Legal) - Student Welfare Student Support Services - Liaison role, court-related students, transitioning to higher education opportunities, and assistance for highly mobile students. FOB (Legal) - Student Discipline Out of School Suspension - Modifications for homeless student discipline. EI (Legal) - Award of Credit - Homeless and Substitute Care - graduations plans, credit recovery, FD (Legal) - Admissions - Students Who Are Homeless - Immediate Enrollment. CNA (Legal) Transportation for homeless students - Coordinated by homeless liaison.

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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.

The San Benito CISD Family and Community Engagement (FACE) Department is responsible for providing all McKinney Vento services for qualifying homeless students and unaccompanied youth. The department is comprised of a director, who serves as the district homeless liaison, (17) campus parent specialists, (5) attendance officers, and one department secretary.

Level One - The FACE campus parent specialists staff assists potential homeless students and families with the initial school enrollment, processing referrals, completes the initial assessment of services, and submits all documentation to the FACE director (district liaison).

Level Two - The FACE director (district liaison) is responsible for reviewing each assessment, determining the appropriate PEIMS coding, identifying all homeless students with an at-risk indicator, and maintaining a district-wide caseload for compliance and monitoring.

Level Three - The FACE director (district liaison) provides the McKinney Vento student caseload monitoring that includes attendance, grades and credits, transportation and child nutrition services, purchase requests for school clothing, supplies, hygiene items, and provides coordination of academic services with bilingual, migrant, career and technology, special education, and other departments and instructional support services. Additional, community outreach services are also included for all homeless students and unaccompanied youth.

The FACE department staff provides these service for students 1) entering and returning from summer and holiday breaks, 2) when circumstances arise, during the school year, that result in homelessness (house fires, natural disasters, economic hardships, domestic violence, etc., and 3) during recruitment of non-enrolled students. The staff also screens the family for children that may be eligible for early childhood programs, daycare, and Head Start.

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.

District Trainings (internal)

The San Benito CISD Family and Community Engagement Department partners with the Professional Development Department to provide staff training on McKinney Vento Homeless program awareness, identification and enrollment procedures, that support homeless students and unaccompanied youth. These staff trainings assist with building a strong capacity with all staff that includes teachers, administrators, and campus and district support staff. These trainings are offered during the district staff development sessions at the beginning of the academic school year. They are also scheduled during campus staff meetings and district-level administrators meetings. The community is also provided family sessions that bring awareness of homeless services at SBCISD.

Department Trainings (internal)

As part of our District Improvement Plan, McKinney Vento homeless training is provided annually to its parent specialists, attendance officers, and support staff. During these trainings, updates and compliance requirements are shared. These trainings are conducted by the FACE director (district liaison) utilizing the federal and TEA TEHCY guidelines, Region One ESC resources, and other agencies that promote and support homeless student education awareness. These trainings are generally half day and full day, as needed.

Regional ESC Trainings (external)

Both FACE and district staff are encouraged to attend McKinney Vento trainings provided by the Region One ESC. These trainings are offered periodically throughout the year and have been available either face-to-face or virtually.

TEA TEHCY Trainings (external)

Statewide trainings on compliance updates and awareness are utilized when available either at conferences, webinars, live virtual sessions, or linked to social media platforms such as YouTube, Facebook, etc.

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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.

The Family and Community Engagement Department will ensure that all homeless students are supported through grant activities and services that produce a progression towards high academic achievement in all levels of a Pre-K 12 model.

Elementary Homeless Students - Equitable Outcomes

Each district elementary has a parent specialist that serves as the campus homeless liaison. With monthly and quarterly monitoring with campus administration, counselors, and support staff, each identified homeless student will have a review of their academic progress using their grades, assessments results, interventions methods, and their service delivery plan. Along with the academic progress, a review of their attendance, behavior, and participation in social and extra-curricular activities will be a part of the service plan. All assigned special program services will be included in the service delivery plan such as English language learning, migrant education, gifted and talented, special education services, and Response to Intervention (RTI). Elementary campuses may also provide after-school programs, clubs, social organizations, and mentorships that will include homeless students or unaccompanied youth. Positive Behavior Interventions and Support (PBIS), Restorative Discipline, and other behavioral support will help with discipline interventions of students experience homelessness.

The district homeless liaison will coordinate with the district director of elementary education implementation and assistant superintendent of academic services to 1) advocate for providing homeless elementary students with inclusive academic supplemental program offerings, 2) help identify learning gaps of homeless elementary students, and 3) propose the use of additional resources such as technology devices, hands-on materials, etc.

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 Family and Community Engagement Department will ensure that all homeless students are supported through grant activities and services that produce a progression towards high academic achievement in all levels of a Pre-K 12 model. Secondary Homeless Students - Equitable Outcomes

Each district secondary cam has a parent specialists that serves as the campus homeless liaison. With monthly and quarterly monitoring with campus administration, counselors, and support staff, each identified homeless student will have a review of their academic progress using their grades, assessments results, interventions methods, and their service delivery plan. Along with the academic progress, a review of their attendance, behavior, and participation in social opportunities will be a part of the service plan. All assigned special program services will be included in the service delivery plan such as English language learning, migrant education, gifted and talented, special education services, and Response to Intervention (RTI). Secondary campuses also provides after-school programs, UIL activities, and youth mentorships that include homeless students or unaccompanied youth with no barriers.

Positive Behavior Interventions and Support (PBIS), Restorative Discipline, and other behavioral systems will help with discipline interventions of homeless students . The district's Career and Technology Department and College GO Center will be a partners in creating pathways for college readiness, career planning and training.

The district homeless liaison will coordinate with the district director of secondary education implementation and assistant superintendent of academic services to 1) advocate for providing homeless secondary students with inclusive academic supplemental program offerings, 2) help identify learning gaps of homeless secondary students.

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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.	District Teachers (Professionals) - Ten (10) with an annual stipend of \$800	\$8,000
2.	Para-Professional Staff (Hourly) - Ten (10) with an annual stipend of \$4000	\$4,000
3.	Benefits, Federal Tax, Etc.	\$1,800
4.		
5.		

**Professional and Contracted Services**

6.	Non-District Professionals for Social and Family Support Sessions (\$1,000 per quarter)	\$4,000
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Supplies for activities with students, families, and staff	\$2,000
12.		
13.		
14.		

**Other Operating Costs**

15.	None	0
16.		
17.		

**Capital Outlay**

18.	None	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](mailto:competitivegrants@tea.texas.gov) Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page.*

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

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

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