



2024-2025 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, April 23, 2024

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

CDN Vendor ID ESC UEI

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. 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
Improve the process for identification of homeless students to ensure all eligible students are offered services through the McKinney-Vento Act. Alief has an under-reported homeless student population relative to area demographic and socioeconomic data.	Provide continuous training for campus registrars and other key campus staff to help them identify and properly code homeless students; improve parent and family outreach strategies to increase the return rate of student residency questionnaires; strengthen marketing and promotion of homeless services at the district and campus level.
Increase the attendance rate of homeless students and close achievement gaps between homeless students and non-homeless students.	Provide consistent and reliable transportation services to mitigate the transportation issue that directly impacts homeless student absenteeism; expand academic resources and supports and collaborate with campuses and departments to support learning for homeless students.
Homeless students need increased opportunities for social-emotional learning, counseling, and mental health services.	Increase community collaborations that target social-emotional learning and mental health services; expand resources for homeless students and families; collaborate with the district counseling department to incorporate social-emotional learning in the classroom; provide increased counseling sessions for homeless students.

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 May 2025, Alief ISD will identify a homeless student population that is at least 6% of total district enrollment. Furthermore, the identified homeless student population will have an attendance rate that is within 6% of the district's non-homeless attendance rate.

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

30% of Student Residency Questionnaires should be received and submitted for identification. Processing all of our SRQs will help us ensure we are identifying all qualifying students and providing services.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

60% of Student Residency Questionnaires should be received and submitted for identification. Processing all of our SRQs will help us ensure we are identifying all qualifying students and providing services.

Third-Quarter Benchmark

80% of Student Residency Questionnaires should be received and submitted for identification. Processing all of our SRQs will help us ensure we are identifying all qualifying students and providing services.

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.

Alief ISD follows a continuous improvement planning model to ensure that decisions are based on data, and that strategies are research-based and evaluated for effectiveness. The district's continuous improvement cycle consists of an ongoing process of building readiness, collecting and analyzing data, setting goals based on data, investigating research-based practices, making action plans, implementing and monitoring plans, and evaluating effectiveness and sustaining efforts. The continuous improvement cycle is a fluid process and modifications are made, as needed, throughout the year.

Benchmark & SMART Goal Data: The Homeless Department meets regularly throughout the year to analyze progress toward goals and objectives, and completes regular formative reviews and an annual summative evaluation. The identification of homeless and unaccompanied students is an ongoing process. At the beginning of the school year, each student is required to complete a Student Residency Questionnaire (SRQ), which includes information about the student's current living situation. The district social workers work closely with campus registrars to ensure proper completion of SRQs, and analyze the SRQs to look for information that may suggest the student is homeless or unaccompanied. Furthermore, district counselors are trained to look for common indicators of homelessness, and many homeless students are identified through referrals from counselors, teachers, or other district staff. These referrals are especially helpful to the Homeless Department for situations where a student's living situation changes during the year, and may qualify for homeless services even though they were in a stable environment at the time of their intake or enrollment. The Homeless Department coordinates with the district Accountability Department to closely monitor the attendance of homeless students. If a student is frequently absent and/or tardy, no truancy charges are filed if its due to the student's homelessness or lack of transportation and the social workers immediately engage in interventions with the student/family. All data is reported to the social workers and to the Director of Counseling. These staff members have the experience and authority to identify and correct any problems with project delivery and work collaboratively throughout the year to do so using data-driven methods.

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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 2024-2025 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 2024-2025 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.
- 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.

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8. Statutory/Program Assurances (Cont.)

- 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.
- 19. The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
- 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 2024-2025 Texas Education for Homeless Children and Youth (TEHCY) grant.
- 24. The applicant provides assurance that if services are provided on school grounds, the schools can use funds to provide the same services to other children and youth who are determined by the LEA to be at risk of failing in or dropping out of school. If programming does not occur on school grounds, the applicant cannot use McKinney Vento grant funds to pay for services to at-risk housed students 42 U.S.C. Section 11433(a)(2)(B)(i).
- 25. Utilize TEA Other Special Populations Self-Assessment to review and analyze McKinney-Vento program implementation. This self-assessment activity must be completed by November 1, 2024, and used to inform program implementation and enhancements throughout the grant period.
- 26. Ensure program has a data informed plan and strategy in place to support program implementation across all campuses. Including the following data indicators: a. Review district level data to provide intensive support and targeted training and technical assistance to campuses who historically have had low or zero identification of students experiencing homelessness. b. Provide intensive support and targeted training and technical assistance to campuses who utilize the same identifier code for all students experiencing homelessness (e.g., 100% doubled-up, 100% unaccompanied homeless youth, etc.). c. Provide intensive support and targeted training and technical assistance to campuses who historically have had low or zero identification of students experiencing homelessness with a focus on campuses that have a poverty level of 30% or higher.

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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)**

Our proposed grant activities aim to identify the needs of homeless children and youth and promote equitable access. Social workers monitor student attendance and monthly attendance reports to help identify students that miss excessive days. Social workers communicate with students and families to provide them resource guides and referrals, and to monitor their attendance. Social workers also work with the accountability department to flag students at risk of truancy and to avoid future truant students. To help monitor our students' academic progress, the social workers communicate and partner with the Counseling Department of Alief ISD in order to monitor the students' state assessment scores and to provide the department with resources for the homeless students. Our students have access to optional tutoring and targeted intervention plans for students that need the additional support. Social workers also implement the TEHCY summer program to provide our students with another opportunity to receive tutorials that target passing the state assessment free of cost. We ensure that our staff is properly trained by providing annual trainings, informational resources, and collaborating to provide our students the best experience possible. We collaborate with other districts, counselors, social workers, and school staff to get our students to and from school so that they can learn and attain more opportunities. Social workers work with students one-on-one to identify all needs and provide referrals to appropriate services. Social workers make partnerships with organizations to provide basic need items, such as food, water, clothes, and toiletries. All students are given the same curriculum to ensure that they receive an educational experience commensurate to their peers. There is no distinction made between the academic career of our homeless students and those who are not homeless. All homeless students are treated fairly to provide them with the best education.

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

A) Alief collaborates with the following organizations to serve homeless students: Agape Bible Church- holiday foods and Christmas gifts; Communities in Schools- school and housing resources, foods, uniforms, counseling; AISD Counseling Dept.- identification and referrals; Memorial Hermann Alief- medical assistance; Busy Bee Wellness Center- medical needs for uninsured students; AISD Transportation Dept.- buses and connections to alternative operations; AISD Accountability Dept- truancy assistance; Balfour- caps & gowns for graduation; Operation ID- assistance with IDs and birth certificates; Fort Bend Family Promise- transitional housing for women & children; Harris Center- mental health resources; County Youth Services- shelter & case management; Fort Bend Families Helping Families & Houston Food Bank- food services.

B) The proposed use of funds establishes Alief's Homeless Department which ensures that homeless students are never denied enrollment and aids the comprehensive process of educating homeless students. The staff trains the registrars every semester at every campus, and all staff that are part of the enrollment, attendance, and counseling process for the students. The department processes all SRQs, identifies eligible students, and codes them to ensure correct identification. Grant funds also allow for social workers to meet with all unaccompanied youth on a weekly basis to ensure their success.

C) The staff communicates with those parents who need resources such as transportation, food, and uniforms, in order for the families to be aware of the services that exist to help their child be successful. At the beginning of the school year the staff hosts a back to school event in which school supplies and backpacks are provided for the elementary school aged children who are unable to buy their own supplies. The homeless liaison assistant has daily meetings with parents of children to provide resources and services and to discuss and assist with attendance and grade issues.

D) All of Alief ISD's homeless children and unaccompanied youth are placed in regular education programs, unless they are already accommodated through special education or other special services programs. All students are given the same curriculum to ensure that they receive an educational experience commensurate to their peers. There is no distinction made between the academic career of our homeless students and those who are not homeless.

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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 2022 -2023 and the planned reservation for 2023 -2024 (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 Title I, Part A Homeless Reservation helps fund the district's McKinney-Vento social workers' coordination of efforts with our homeless and unaccompanied youth student population.
a) The comprehensive needs assessment process, as part of the annual district improvement plan, is leveraged to review and develop a plan for coordinating services for eligible homeless and unaccompanied youth. The homeless social workers, in collaboration with the Director of Counseling, conducts a thorough annual review of data in relation to prior year goals and objectives. Strategies for achieving goals and objectives are developed and submitted for publication in the district improvement plan. The Title I, Part A reservation funds are attached to strategies in the formal plan, and quarterly progress monitoring checks are conducted to assess progress toward goals and appropriate use of funds. The Title I, Part A reservation amount for 2022-2023 was \$21,600.
b) During the annual review process and associated meetings to develop a comprehensive needs assessment for the district improvement plan, the social workers and Director of Counseling use data-driven decision-making processes to determine the needs of eligible students. The set aside amount for 2023-2024 is \$21,600. This amount, while relatively low for a district of our size, is determined in consideration of all campuses being Title I school-wide with direct services provided to all students, including homeless and unaccompanied youth, at each campus. The annual Title I, Part A reservation is specifically for central, district-wide initiatives. In addition to the identified objectives and strategies for homeless services in the district improvement plan, each campus develops their own annual improvement plan with targeted strategies for their homeless population. The social workers work closely with each campus throughout the year to provide information sessions and materials, professional development, and support in identifying and serving homeless students. The social workers are the nucleus of our services to our homeless population and they support these students continually, regardless of set aside funds.

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 Alief ISD McKinney-Vento social workers oversee several processes to ensure that homeless and unaccompanied youth are not stigmatized and receive equitable educational opportunities. The social workers design and conduct annual trainings for registrars, counselors, and other campus staff to help them identify, properly refer, and assist homeless and unaccompanied youth and this training features a confidentiality component. Alief ISD made an attempt to implement exclusive Online registration for the 2023-2024 academic year. However, the limited technology access posed challenges for families in completing and submitting the Student Residency questionnaire form, which is crucial for identification purposes. Consequently, we have made the decision to revert to paper forms, providing our families with additional options to complete the McKinney-Vento paperwork. This will help us ensure all of our qualifying students are given access to equal quality education and needed resources. Informational posters and compliance trainings that guide staff in identifying and not stigmatizing homeless and unaccompanied youth are provided to all campuses annually. Special transportation services are offered for homeless students to provide equitable opportunities comparable to transportation services available to non-homeless students. The social workers and other central Counseling Department staff hold an annual end-of-year review meeting to assess the program. During this review, staff analyze data and reflect of student interactions and other anecdotal evidence and pitch ideas for improvements to services to homeless and unaccompanied youth. Plausible new ideas are brought to central leaders for consideration of adoption and/or implementation to continually better serve these vulnerable subpopulations.

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10. 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.

(a) Each year all students complete a registration packet that includes a Student Residency Questionnaire (SRQ). All SRQs are submitted to the homeless liaison assistant. Each SRQ is reviewed to determine if the student qualifies for services under McKinney-Vento. Once the student is identified as McKinney-Vento eligible, the homeless staff becomes a part of their enrollment process to ensure full enrollment of the student. The student is also coded as homeless in order for the registrar and pertinent staff to be aware of the rights of the student. The students are then protected under our program to be able to enroll without any difficulties. (b) The district provides training to administrators, nurses, and counselors in recognizing changes in students' living situations. New registrars receive an individual training at the beginning of the year or when they are hired. When changes in addresses are made, the registrar will ask about the living situation to determine if they have become homeless and will advise them of their right to remain in the school of origin. When registrars or attendance clerks notice excessive tardies from a student, they are trained to inquire about their transportation and if anything has changed in their living situation. (c) Alief provides posters and outreach materials in motels, laundromats, libraries, food banks, apartments, social service agencies, and in every school. The homeless liaison attends community meetings and contacts churches and the continuum of care agencies to seek collaboration in identifying families and youth. Those students who were previously Alief students are contacted to ensure that they were able to enroll at a school or if they need help returning to Alief ISD. (d) All students, including those in prekindergarten and early childhood programs in Alief, are provided with a registration packet from their school that includes the SRQ. The SRQs are then reviewed to determine if the student qualifies for the McKinney-Vento Program. The registrars at each campus are also trained to offer services to these students and make them aware of available transportation services.

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.

Alief uses educational materials provided by TEHCY and NAEHCY in addition to the actual McKinney-Vento law and Fact Sheets. New registrars receive individual training using the materials listed above. General awareness reminders are provided to experienced staff - including counselors, nurses, and administrators - who have been appropriately implementing the McKinney-Vento program. When concerns arise, individual contact is made to retrain staff regarding McKinney-Vento requirements. Staff is always updated of any policy changes and any services that are available to our homeless students. All staff is retrained annually to reinforce the importance of identifying our homeless students and their needs. Federal Funds Department staff attend the Association for Compensatory Educators of Texas (ACET) Conference each year and share updates and/or changes regarding law, policy, and practice with the Homeless Department. All Alief staff members who make identification and enrollment decisions have been trained in the requirements of the law and on district policies and procedures regarding homeless students. New staff members are trained individually as they are hired. All homeless staff attend the annual Texas Homeless Network conference to ensure that they are up to date with new policies, new information, and new resources. Confidential information regarding the homeless status of a student is not shared with community service providers who are not employees of the district. We provide the family with the name of outside providers and encourage and assist in making the connection if they choose to do so. Alief staff also collaborates with the Alief Coalition for the Homeless to ensure that they are trained on the rights of the students and ensure that all decisions are made ethically. A beginning of the school year training will be provided to all staff to ensure everyone is aware and informed of homeless student rights and internal practices for identifying and referring potentially eligible students. This will be done via a training video that for all employees through the district's video training portal of required beginning-of-year training videos for all staff.

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10. 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 grant-funded social workers are at the core of services for our homeless students. They collaborate with campuses and departments throughout the year to ensure activities, programs, and services span all three levels of TEHCY Program Implementation are carried out with fidelity and help foster equitable outcomes for homeless students. For elementary level homeless students: a) The Accountability Department runs monthly attendance reports and social workers directly engage with students with excess absences; b) the Response to Intervention (RtI) team runs separate reports for students coded as homeless every grading period, and the social workers work with central and campus RtI staff to provide supports specific to student academic needs, or refer students to the appropriate department for help; c) the social workers review student records, identify students in special populations, provide face-to-face mentoring and counseling, and make referrals to the appropriate departments to support each students' unique needs; d) the social workers collaborate with campus counselors on development and implementation of social-emotional supports and activities, mental health services and referrals, pregnancy and parenting support, and case management for any identified need; e) the Accountability Department runs assessment reports for students coded as homeless and social workers review this data, work with campuses and students to arrange re-test opportunities, and enroll eligible students in the free McKinney-Vento summer program; f) per district policy, homeless students cannot be suspended and the social workers counsel students throughout the year, work with campus staff to ensure targeted interventions are in place, and fair discipline and alternative punishment options are leveraged; g) the social workers arrange campus-based tutoring services for homeless students and ensure special transportation is in place for participating students; h) virtual and in-person programs are offered campus-to-campus based on need; i) family engagement opportunities are offered at every campus.

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 social workers support the unique needs of secondary homeless students continually throughout the school year. a) In addition to review of monthly attendance, social workers ensure truancy charges are not filed and offer transportation options, counseling, and/or materials that will mitigate absence issues; b) in addition to RtI supports, the social workers conduct individual case management regarding academic supports, tutoring services, credit recovery, etc.; c) the social workers review student records, identify students in special populations, provide face-to-face mentoring and counseling, and make referrals to the appropriate departments to support each students' unique needs; d) social workers collaborate with the Advanced Academics and CTE Departments to enroll eligible students in appropriate programs including AVID, Pre-AP/AP courses, and dual credit; e) the social workers review student transcripts to ensure accuracy of credits; f) the district's SOAR program offers accelerated learning in credit-based core courses; the program reserves spots for homeless students; g) social workers review assessment reports, work with campuses and students to arrange re-test opportunities, and enroll eligible students in the summer program; h) targeted interventions, alternative punishment options; i) the SOAR program is in place to allow for on-time graduation; j) social workers track graduation progress, arrange free caps/gowns, connect homeless students with counselors; k) social workers connect homeless students with their campus College & Career Readiness Counselor to explore postsecondary options and financial planning, and basic personal economic lessons are embedded into coursework; l) social worker case management includes FAFSA assistance and help finding colleges, trade schools, and other viable options; m) family engagement opportunities are offered at every campus.

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11. 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.	MKV Paraprofessional (Salary + Benefits)	\$30,000
2.	MKV Route Coordinator (Salary + Benefits)	\$45,000
3.		
4.		
5.		

Professional and Contracted Services

6.	School Supplies, Uniforms, Hygiene Packs	\$18,732
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Required Training/Mileage	\$5,000
12.	Student Snacks	\$5,000
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

For TEA Use Only:

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