



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:

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

Grant period:

From 09/01/2024 to 08/31/2025

Pre-award costs:

ARE NOT permitted for this grant

Required attachments:

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

Amendment Number

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

N/A

1. Applicant Information

Name of organization

Amarillo Independent School District

CDN 188901

Vendor ID 75-6000036

ESC 16

UEI

080966666

Address

7200 West I-40

City

Amarillo

ZIP

79106

Phone

806-326-1000

Primary Contact

Kimber Thompson

Email

kimber.thompson@amaisd.org

Phone

806-326-1745

Secondary Contact

Stefan Bressler

Email

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Phone

806-326-1323

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

Debbie Chapman

Title Dir. Fed. Prog.

Email debbie.chapman@amaisd.org

Phone

806-326-1353

Signature

Debbie Chapman

Date

4/22/24

Grant Writer Name

Stefan Bressler

Signature

Stefan Bressler

Date

4/22/2024

Grant writer is an employee of the applicant organization.

Grant writer is not an employee of the applicant organization.

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RFA/SAS #

701-24-123/293-25

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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
98.73% of the district's homeless students Promoted during school year 2023, compared to 99.04% of their non-homeless peers; and the class of 2022 Graduation Rate for homeless Students was 80.6%, compared to 89.2% of their non-homeless peers.	Provide school supplies in order to assist students with their academic success. Assist counselors and administrators with necessary interventions.
Homeless children miss more days of school (attendance rate of 11.5%) compared to their non-homeless peers (attendance rate of 7.0%) do to a lack of transportation, clothing, and medical care.	Continuous monitoring of homeless student attendance and intervention at eighth absence. Assist families with attendance barriers that are related to homelessness.
Only 80% of front desk school staff members have been provided with professional development to enable them to identify students who may be eligible for McKinney-Veto services.	Provide trainings to school secretaries, registrars, clerks, and administrators in order to ensure proper identification of homeless students and awareness of their needs.

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 the end of the program period, the Amarillo ISD Homeless Student Program, formally referred to as the Families in Transition (FIT) Program, will implement several program strategies/activities that will: 1) improve the academic success of homeless students by increasing promotion and graduation rates by .1% over the baseline data for every year of the grant program; 2) increase the attendance rate of homeless students by 1% over the baseline data for every year of the grant program; and 3) increase the percentage of school secretaries, registrars, clerks, and administrators in the identification and awareness of children and youth experiencing homelessness by 5% over the baseline data for every year of the grant program.

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

Notify homeless students and their parents/guardians of services and resources available to them in the district and throughout the community. Conduct student and parent/guardian consults with all homeless students & parents; Provide transportation assistance as needed to homeless students; Provide approximately 50 units of school supplies and materials necessary for academic success; Coordinate a referral based program to provide donated and purchased clothing to homeless students, and coordinate a referral based medical care program for students in homeless situations, approximately 150 referrals; Distribute and complete the standardized Student Residency Questionnaire and track attendance for all participants; Determine baseline data for promotion, graduation rates, and attendance for homeless students. Determine baseline # of district staff trained in homeless identification.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Continue to provide program services to new and existing program participants as needed:
Provide approx. 50 units of School Supplies
Provide approx. 25 instances of Transportation Assistance
Collaborate with state and local community agencies for targeted Interventions, approximately 150 referrals
Monitor Attendance for all program participants.
Provide approx. 50 units of Emergency Clothing
Provide training in M/V requirements & standards for approximately 50 secretaries, administrators, & counselors
Complete and submit mid-year reports to fiscal agent

Third-Quarter Benchmark

Continue to provide program services to new and existing program participants as needed:
Provide 50 units of School Supplies
Provide 25 instances of Transportation Assistance
Collaborate with state and local community agencies for targeted Interventions, approximately 150 referrals
Monitor Attendance for all program participants
Provide approximately 50 units of Emergency Clothing
Provide training for approximately 50 school secretaries and clerks, administrators, and counselors
Report promotion and graduation rates, attendance rates, and percentage of school secretaries, registrars, clerks, and administrators in the identification and awareness of children and youth experiencing homelessness

7. Project Evaluation and Modification

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

All proposed program activities will be recorded and assessed utilizing qualitative and quantifiable measurements. Attendance, academic grades for courses attended, activity involvement, enrollment, and staff training data will be collected on an ongoing basis. The quantitative analysis will be directly comparable to the baseline performance indicators. Additionally, Promotion and Graduation rates will be monitored through in-district data collection to observe any direct performance changes resulting from the implementation of this project. Similarly, the number of AISD employees trained in project areas of focus will be recorded for each year. The quantifiable objectives will be measured against ongoing office referral logs and reports, attendance logs, and STAAR reports. Each of the project outcomes established is quantitative within given time frames. Because of this, each of the outcomes can be measured for success at given snapshot points.

The district's Families in Transition staff will meet on a monthly basis to review program progress and discuss any feedback received from program participants to ensure flexible program implementation. Additionally, staff will communicate regularly by individual conversation and by daily e-mail as well. Communication will include such topics as schedules, facilities, challenges and successes. The District's McKinney Vento Liaison will be responsible for ensuring that that program implementation is on schedule and that all fiscal practices are consistent with local and state requirements for the program. The Liaison will collaborate with the campus administrators as needed to ensure successful program implementation. Program staff will be responsible for conducting the day-to-day activities outlined in this document and they will hold regular meetings to share observations and quantitative data regarding student progress and periodic assessment results. Process evaluation will take place on a regular basis, thus ensuring the effectiveness of the program and providing means of adjustment if needed. If it appears that implementation of some program component is not having the intended effect the Liaison will modify the program, with TEA's consent, to ensure that program dollars are maximized for effectiveness. The Liaison will report to the District Leadership Team as appropriate regarding major program developments or policy issues.

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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)

Activity #1: The Families in Transition program will inform parents of available services and resources.
Activity #2: Provide and track transportation as needed to all homeless students
Activity #3: Provide school supplies and materials necessary for academic success
Activity #4: Update resource guide to be provided to homeless students & their families & the web based referral system
Activity #5: Coordinate a referral based program to provide donated and purchased clothing to homeless students
Activity #6: Coordinate a referral based medical care program for students in homeless situations
Activity #7: Track Promotion, Graduation Rates, and Attendance of Homeless Students
Activity #8: Student and Parent Consults
Activity #9: Provide training in M/V requirements & standards for school secretaries, administrators, and counselors
Activity #10: Distribute and complete the standardized Student Residency Questionnaire
Activities #1, 3, 5, 6, 8, and 10 are directly related to need No. 1, and address the need by providing assistance to students in an effort to increase academic success. Activity #2, 4, 6, 7, 8, & 10 are directly related to need No. 2, and address the need by providing continuous monitoring of homeless student attendance, intervention at eighth absence, and assisting with attendance barriers. Activity #9 is directly related to need No. 3, and addresses the need by ensuring identification of homeless students. All activities will be conducted at either the campus sites and/or the Program office. Documentary evidence of all activities will be captured via sign-in sheets, tracking systems, an internal district database, etc. All activities will be under the direct supervision of the District's McKinney Vento Liaison, who will also be responsible for reporting.

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) Many local/state agencies collaborate with this program, providing services (i.e., shelter, coats/clothing, referral services, etc.) to homeless families: United Way 211, Catholic Family Services, City of Amarillo Transitional Housing Program, Domestic Violence Shelter of Amarillo, the Downtown Women's Center, Family Support Services, Martha's House, the Salvation Army, Polk St. United Methodist, Eveline Rivers, St. Thomas Church, Mission Amarillo, and Colorful Closets. B) During registration, each child is required to fill out a Student Residency Questionnaire (SRQ). The SRQ asks about the family's current living arrangement, such as loss of housing due to financial hardship, (such as losing a job, etc.). The form also asks if the student is living in a motel, shelter, with more than one family in a house or apartment, moving from place to place, or in a place not designed for ordinary sleeping accommodations such as a car, park, or campsite. If any of these are answered "Yes", the form is immediately faxed to the Homeless Liaison's office. Trainings will be provided for campus secretaries, counselors, principals, etc. to notify program staff of any living changes with students when they come across students that may be in a homeless situation. Trainings will be provided for local shelters and referral agencies so that these entities will notify the McKinney Vento Liaison's office of new families that are entering the shelter. Service providers will be able to contact the Liaison through directly or by utilizing the web-based referral system made available through this program and administered by the district's McKinney Vento Liaison. Information about the program will be posted in the schools and at various locations throughout the community. C) Program staff facilitate informative seminars to provide information detailing TEHCY program activities, services, and resources, as well as community resources available to homeless students and their families. These seminars will be made available to Homeless parents/guardians at campus sites throughout the course of the program. Program staff conduct individual student and parent consultations to ensure that the parents/guardians of these students have the information necessary to access available program and community resources. D) All students are part of the regular education program upon enrollment. District staff members are trained to identify homeless students and unaccompanied youth, and to ensure that they are receiving comparable services.

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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.

A) The McKinney Vento Liaison met with the district's Title I Director during the planning process for this grant application. The Liaison and Title I Director reviewed the district's needs assessment and Homeless demographics to develop the LEA's plan to coordinate services provided under the grant with Title I, Part A, Homeless Reservations. This plan will ensure that the two programs work effectively and efficiently together to support eligible homeless children and unaccompanied youth. The Homeless Reservation for 2022-2023 was \$5,000, and the Homeless Reservation for 2023-2024 was \$5,000. The reservation was utilized to fund school supplies, backpacks, clothing, and emergency household items for homeless youth. For the 2024-2025 grant cycle, the reservation will be utilized to fund 100% of the District's McKinney Vento Liaison's salary and benefits, school supplies, backpacks, clothing, and emergency household items). The planned reservation for 2024-2025 is approximately \$68,000.

B) The McKinney Vento Liaison worked in tandem with the Title I Director to determine district's Title I, Part A Homeless Reservation. The Liaison will meet regularly with the LEA's Title I staff to ensure that the two programs work effectively and efficiently together for the good of the students who qualify for their services. The Liaison and Title I Director will conduct staff trainings at schools within the district to outline the LEA's policies and/or procedures to support homeless children and unaccompanied youth, and the services available to homeless children attending those schools. The Liaison will communicate with campus administrators at least twice a year about the requirement to address the homeless students' needs in the Campus Improvement Plans. The Liaison will e-mail all campus administrators in June and again in August to remind them to include a strategy/strategies in the CIP to meet the needs of their homeless students. The Title I Director and McKinney Vento Liaison will collaborate with administrators to develop appropriate strategies.

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 following processes are in place to develop, review and revise current district policies and/or procedures:

The Amarillo ISD Administrative Team regularly reviews district procedures and processes and revises and/or develops new administrative regulations as needed to carry out local board policy. Administrative regulations and exhibits/forms are approved by the administrative team, disseminated to principals and staff, and housed on the District's internal server.

Additionally, Amarillo ISD subscribes to the Texas Association of School Boards policy service. TASB sends out regular numbered policy updates to incorporate policy changes resulting from new legislation, and changes in administrative code and the legal framework for Texas public schools. We use a two-step process to adopt the TASB-recommended changes in local Board policies. The policy update receives administrative and legal review, and is placed on a regular Board meeting agenda for review on first reading. The local policies in the update are then reviewed by the Board and adopted, with or without additional changes, usually at the next regularly scheduled Board meeting. Board policies are accessible to staff and the public on the District website at the BOARD pages.

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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.

Amarillo ISD staff provide all three levels of TEHCY program services and support for homeless children and unaccompanied youth during enrollment, identification, and program service implementation. During enrollment, all students complete the Student Residency Questionnaire (SRQ). Once campus staff members identify a student as homeless or unaccompanied, a Families in Transition staff member is notified. The student is coded into PEIMS, and free/reduced meal eligibility is established. FIT staff meet with the student/guardian (if applicable) to determine needs and identify any support services required such as transportation, school supplies, Special Program Support (i.e., 504 determination, etc.), medical/dental, social/emotional, etc. Once the student's individual needs have been determined, FIT staff contacts relevant ISD departments and Community Services Partners in an effort to provide complete wrap-around services/support. Student progress, attendance, grades, etc. are regularly monitored.

A) All students have to complete an SRQ at the beginning of the school year and upon enrollment at any time during the school year. They also complete the SRQ if they change schools during the year. The Families in Transition staff then contacts the families and/or students to verify identification and assess their needs. B) School counselors and administrators contact the Families in Transition staff upon learning that a child is homeless. We contact the family to verify their status and offer services. If we identify an unaccompanied youth, we go to the school to meet with the student and discuss available services. C) School counselors and administrators often notify the Families in Transition staff of students that are not enrolled. We are also notified by our community partners quite often. We go visit with the families or youth and assist them with the enrollment process. D) Community partners often notify staff of a Pre-K age child. Parents also tell us about younger siblings when we contact them regarding their older children. We assist them with the Pre-K enrollment process.

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.

(a) The McKinney-Vento Liaison has created a video that is part of the required trainings for all district personnel at the beginning of every school year. It will also be required training for all new hires entering the district throughout the school year. The video training includes the legal definitions of homeless students required for McKinney-Vento services, the process of identifying students in Amarillo ISD, the enrollment requirements for said students, the process of qualifying those students for services, the services offered by the Families in Transition office, and other policies and procedures in regards to homeless students. The training goes over the different needs of homeless students and gives all contact information for the Families in Transition team. The video is approximately 15-20 minutes long. There will be a mandatory evaluation at the end of the training.

(b) The McKinney-Vento Liaison also provides training throughout the community to many different non-profit organizations as well as other local service providers throughout the year. Training is also provided to local shelters throughout the area.

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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.

Families in Transition (FIT) staff are regularly contacted by secondary school staff when a homeless youth is struggling with their academic success. FIT staff collaborates with counselors and administrators in order to find affective ways to assist students. Students are offered tutoring as well as the option for credit recovery through the alternative high school and computer programs. The credit recovery programs are utilized to ensure grade level promotion and on time graduation. Homeless students are also given adequate opportunity to explore Career and Technical Education options to expose them to career options. The McKinney Vento Liaison tracks student attendance on a weekly basis and provides intervention at absence #8. Communication with the parents and school is established in order to ensure that the attendance problems are addressed. Any attendance problems related to the student's homeless status are remedied by the Liaison and the other office staff. The Liaison continues to work with the student, family, and school to provide adequate assistance regarding ongoing attendance problems. Student attendance directly correlates to student performance, grade advancement, and on time graduation; therefore, early intervention is key in eliminating all barriers. Homeless students that are receiving other services; such as Special Education, Bilingual Education, etc.; are closely monitored to ensure they are receiving adequate services to address all needs, including their homelessness. The Liaison provides support and assistance to any school programs being implemented with a student and also to the families in order to make certain they are understanding the services provided and receiving the most benefit. Counselors work closely with students to assist them with college applications and financial aid choices. FIT staff provided letters for high school seniors to assist with their financial aid.

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 Families in Transition staff will monitor the academic needs of homeless students by evaluating their needs and notification from school counselors when a homeless student is struggling academically. Parents will be contacted regarding academics and for their opinions on what would help their children. The FIT staff will collaborate with the schools to ensure homeless students are given adequate interventions and assistance in order for them to be successful. The District's McKinney Vento Liaison will track attendance and intervene at absence #8 to ensure that attendance problems are not having a continuous impact on a student's academic performance. Early intervention regarding attendance is key in order to avoid severe academic problems and possibly delaying grade advancement and/or graduation. All barriers related to homelessness that are effecting the student's attendance will be addressed by the Families in Transition staff. Behavioral problems will be addressed if assistance is requested by the school counselor or administration. FIT staff will work to communicate with families in order to provide support and assistance that is needed to attempt to deal with any behavior problems that are reoccurring and causing academic struggles for a student. Families in Transition staff will work to monitor the testing scores of homeless children and collaborate with schools in order to provide adequate assistance. Tutoring is available for students in regards to general academics as well as the STAAR exam. FIT staff will work with the schools to ensure homeless students are receiving adequate tutoring if needed and to make sure students are receiving transportation assistance in regards to tutoring.

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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	

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

12. Request for Grant Funds

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

Payroll Costs

1.	Secretary/administrative assistant (i.e., Counselor Clerk)	\$21,451
2.	Social Worker	\$45,662
3.	Social Worker	\$47,293
4.	Employee Benefits	\$35,430
5.		

Professional and Contracted Services

6.	Remaining 6200—Professional and contracted services that do not require specific approval	\$4,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Remaining 6300 - Supplies and materials that do not require specific approval	\$6,480
12.		
13.		
14.		

Other Operating Costs

15.	6411 - Out-of-state travel for employees	\$2,000
16.	Remaining 6400—Other operating costs that do not require specific approval	\$2,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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 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

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