



# 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](mailto: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):

### 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
- 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  |
|--|---|
| It is crucial as a District we identify students who qualify under the McKinney-Vento Homeless Act to guarantee they receive individualized support services for their academic success and graduation.  | Develop a comprehensive strategy to identify students eligible under the McKinney-Vento Homeless Act. Ensure these students receive tailored support services to promote academic success and graduation.   |
| Continuous monitoring of McKinney-Vento (MKV) students academic progress and attendance is crucial for identifying and addressing educational disparities, as well as assessing the need for support services.   | Implement a system for ongoing tracking of McKinney-Vento (MKV) students' academic performance and attendance. This will enable the identification of educational disparities and the assessment of support service requirements.   |
| Provide new training opportunities for all staff, administrators, and community members to address diverse needs and explore expanded services. Inform them about the upcoming challenges posed by the growing number of McKinney-Vento students/families. | Create a comprehensive training program for all staff, administrators, and community members to address diverse needs and explore expanded services. This program will include informing participants about the challenges arising from the growing number of McKinney-Vento 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.

By the end of the academic year, our district aims to develop and execute a comprehensive strategy for identifying McKinney-Vento students and providing tailored support services to enhance academic success and graduation rates. We will also establish a tracking system to monitor their academic progress and attendance. This goal is measurable, with targets including a 90% accuracy rate in identifying these students and ensuring 80% receive support services. Achieving this is feasible through collaboration with stakeholders and appropriate resource allocation. It is relevant to our mission of promoting equity and inclusive learning environments. We aim to complete implementation within the first semester and establish the tracking system by the end of the second, with ongoing reviews for alignment with our objectives.

**6. Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

By the end of the first quarter, we aim to achieve a significant improvement in accurately identifying McKinney-Vento students, targeting an accuracy rate of at least 70%. We aim to ensure that by the end of the quarter, at least 50% of identified McKinney-Vento students receive tailored support services aligned with their needs and circumstances. By the end of the quarter, we aim to have engaged key stakeholders in at least one planning session or strategy meeting to ensure their participation in the development and execution of the comprehensive strategy. We will review the allocation of resources towards the McKinney-Vento student support initiative to ensure effective utilization and alignment with the goals of the strategy.

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

**Second-Quarter Benchmark**

By the end of the second quarter, DVISD aims to establish a tracking system to monitor the academic progress and attendance of McKinney-Vento students. Efforts will focus on assessing the effectiveness of support services, aiming for at least 70% satisfaction among recipients by quarter's end. Progress reviews with stakeholders will gather feedback for potential adjustments to the comprehensive strategy, fostering ongoing collaboration. Resource allocation will be reviewed to optimize support for McKinney-Vento students, addressing any gaps or inefficiencies. Thorough documentation of progress and outcomes related to the strategy will be maintained throughout the quarter for ongoing review and reporting. Additionally, unit assessments, report card grades, and attendance will be monitored quarterly for homeless students, aiming for an increase in attendance rates, passing grades, and credit accrual, while decreasing the number of students performing below standard.

**Third-Quarter Benchmark**

Throughout the grant cycle, Math and Reading unit assessments, report card grades, and attendance will be monitored for all homeless students. Efforts will focus on increasing homeless students' attendance rates each third quarter, while also aiming for an increase in passing grades and credit accrual compared to the previous year. The assessment will evaluate if the percentage of students performing below standard in local assessments from the prior year. If goals aren't met, attendance interventions, tutoring, and credit accrual planning will be adjusted as needed. By the third quarter, an assessment will measure the impact of the comprehensive strategy on academic success and graduation rates, with the aim that 90% of identified McKinney-Vento students receive tailored support services. Feedback from stakeholders will be integrated for ongoing strategy refinement, and resource allocation will be reviewed to ensure effectiveness.

**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 project will undergo continuous evaluation by the District McKinney-Vento Liaison and key stakeholders, with an initial assessment upon receiving the grant award. Quarterly analysis of attendance rates, grades/credit accrual, on-track promotion, and assessment data of homeless students will determine progress towards projected outcomes aligned with SMART goals, with interventions modified as needed. Surveys will gather feedback from students, parents experiencing homelessness, campus and district staff yearly to evaluate program effectiveness, interventions, grant activities, current policies/procedures, and staff development. DVISD will establish an ongoing monitoring and review system for project benchmarks and SMART goals, collecting data at regular intervals to track progress and conduct evaluation data analysis to pinpoint areas for improvement. Modifications to program strategies will be based on evaluation findings, including adjustments to intervention approaches, resource allocation, stakeholder engagement strategies, and implementation plans, prioritizing a culture of continuous improvement. Utilization of evaluation data will guide decisions about the program's sustainability, potentially reassessing goals, strategies, and resource allocation to ensure long-term viability if benchmarks or SMART goals do not show progress.

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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)

The grant activities proposed by DVISD aim to comprehensively address the needs of homeless children and unaccompanied youth while promoting equitable access to educational services. These initiatives include extensive training sessions for personnel, community members, and parents/families to enhance awareness and understanding of the rights and services available within the district. Additionally, workshops will empower parents and the community with the knowledge and resources needed to support students academically and emotionally. DVISD will closely monitor attendance and provide individualized support plans to remove barriers hindering regular school attendance. Prior to standardized testing, tutoring sessions will boost academic preparation and confidence among students. Regular monitoring of grades and credit progress will enable timely intervention and support to ensure academic success. Through collaborative partnerships, dedicated staff training, and robust data monitoring systems, DVISD will document progress and milestones, ultimately leading to improved attendance rates, academic performance, and parental involvement, thereby enhancing educational outcomes for homeless children and unaccompanied youth. Del Valle ISD will use the funds to expand enrichment and educational opportunities for both student and staff through college visits, enrichment programs, and ongoing professional development to meet the needs of students and families. Early exposure to college will help build connections for low-income and underrepresented students, while addressing social-emotional and mental well-being issues through enrichment camps and creative arts programs. Ongoing professional development in cultural competency and mental health awareness will aid in early detection and creating safe and healthy spaces for all students.

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

The application showcases extensive coordination and collaboration with various local and state agencies, community partners, and the Local Education Agency (LEA) to effectively serve homeless children and unaccompanied youth. Collaborators encompass local shelters, community outreach organizations, healthcare providers, and social service agencies, among others, offering additional resources, expertise, and support networks for homeless students and families. Proposed fund utilization will streamline enrollment, identification, and enhance educational outcomes through interventions like tutoring, attendance monitoring, and personalized support plans. The applicant prioritizes meaningful parental involvement through workshops and engagement opportunities. Homeless children and unaccompanied youth will seamlessly integrate into the regular education program, ensuring equitable access to educational opportunities. Del Valle Independent School District (DVISD) already maintains strong ties with the community, collaborating with Travis County MHMR, The University of Texas, the Junior League of Austin, halfHelen, Dell Children's Dental Van and Interfaith Ministries to provide resources such as mental health support, college readiness programs, weekend food assistance, warm clothing, and basic necessities. DVISD's Homeless Liaison and support staff ensure identification of homeless students through outreach efforts, while ongoing training and resource provision aid educational success. Homeless parents engage with teachers and support staff, utilizing platforms like Skyward Family access to monitor student progress. Homeless children and unaccompanied youth receive equal access to resources and opportunities across the district.

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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 grant activities will be tailored to address the identified needs of McKinney-Vento students and their families, focusing on attendance, retention, graduation rates, and performance on local unit assessments. At the Back to School Bash, students will receive school supplies and backpacks, access campus information, and utilize the district's Clothing Closet/Food Pantry. School supplies will be available year-round for newly identified students, with McKinney-Vento Staff Newsletters and Professional Development ensuring staff awareness of homelessness situations and resources. Attendance monitoring and follow-up visits will support regular attendance, while tutoring programs will target Math, Reading, and subject areas needing improvement. The DVHS/DVOC College and Career program will aid in study skills development, graduation plan information, and post-secondary exploration to address retention rates, particularly for Senior homeless students. Staff assisting in these programs will receive extra duty pay, with evaluations conducted quarterly to refine interventions and goals as needed. Del Valle ISD guarantees homeless students equal access to education, utilizing grant funds to bridge achievement gaps and providing services comparable to those offered to other students, including public preschool programs and other educational services. Title I Part A funding is allocated to all campuses, with a reservation/set-aside amount determined by consultation with the District's Homeless Liaison to address supplemental educational supports such as college visits, transportation, school supplies, and community engagement events.

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 LEA has established robust processes to develop, review, and revise current policies and procedures, ensuring that proposed grant activities, programs, and services do not isolate or stigmatize homeless children and unaccompanied youth. This involves regular policy review and alignment with federal and state guidelines, with input from stakeholders such as parents, community members, and advocacy groups. The LEA prioritizes creating a supportive and inclusive environment for homeless students, fostering awareness and understanding among staff and students about their unique challenges. Training programs equip staff with the necessary knowledge and skills to effectively support homeless children and unaccompanied youth, promoting empathy and respect. Through ongoing evaluation and feedback mechanisms, the LEA ensures responsiveness to the needs of this vulnerable population, striving for equitable access to educational opportunities while minimizing potential for isolation or stigma. Del Valle ISD guarantees equal access to education for homeless children and youth, striving to meet challenging academic standards. Recognizing the educational barriers homelessness poses, DVISD utilizes language that reduces stigmatization, referring to the student group as McKinney-Vento students. Grant funds are utilized to bridge the achievement gap between homeless and non-homeless students, providing educational resources not readily available to homeless youth.

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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 Student Residency Questionnaire (SRQ) is integrated into DVISD's online enrollment forms, prioritizing McKinney-Vento eligible housing situations and generating follow-up questions to determine housing stability. The McKinney-Vento Liaison receives notifications for eligible housing situations, loss of housing, or economic hardship selections. To identify students experiencing homelessness post-registration, DVISD employs various strategies such as a digital SRQ linked by QR Code, Public Service Announcements, Google Classroom presentations, and increased social media presence. Trained campus contacts assist in referrals, while community outreach partnerships aid in locating homeless children and youth. DVISD ensures prompt identification and enrollment of homeless children and unaccompanied youth after breaks through targeted outreach and staff training, providing enrollment assistance and resource access. The district swiftly identifies and enrolls students experiencing homelessness during the school year, collaborating with community agencies for immediate support. DVISD actively locates and reintegrates homeless children and unaccompanied youth into the educational system through targeted outreach and support services. Finally, DVISD prioritizes early intervention for homeless children, collaborating with providers to ensure enrollment in early childhood programs and access to specialized services, supporting families in promoting school readiness and development.

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

The annual McKinney-Vento professional development plan at DVISD is a comprehensive initiative aimed at enhancing awareness, supporting enrollment and identification, and increasing staff capacity to address the unique educational needs of homeless children and unaccompanied youth. This plan integrates both external and internal professional development activities, ensuring a holistic approach to staff training. External training sessions, conducted in collaboration with community partners and experts in homelessness and education, cover topics such as trauma-informed care, the McKinney-Vento Act, and best practices for supporting homeless students. Internal training sessions are tailored to DVISD staff, providing detailed guidance on identifying homeless students, navigating enrollment procedures, and implementing effective support strategies in the classroom. With training dates scheduled throughout the academic year to accommodate staff availability, attendees receive materials and resources for reference. Through this robust plan, DVISD aims to create a knowledgeable and responsive workforce equipped to effectively meet the needs of homeless students. The McKinney-Vento Liaison participates in ongoing training by Region 13 ESC, the Texas Education Agency, TEHCY Support Center, and the National Association for the Education of Homeless Children and Youth to keep abreast of current policies and best practices in implementing the McKinney-Vento Act. The professional development plan consists of yearly training for all staff, training to educate staff about McKinney-Vento including a referral form, and follow-up training conducted by the Liaison. Trainings are held monthly for staff on the front lines of receiving and enrolling students, where McKinney-Vento information is shared, and best practices are reviewed and revised as needed. Identification and enrollment training is presented at each training with the most up-to-date guidance and information provided. Staff development is conducted annually before the beginning of each school year, where current McKinney-Vento guidance and information are presented.

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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 proposed grant activities, programs, and services are designed to address the unique academic needs of both elementary homeless children and unaccompanied youth, ensuring equitable outcomes across elementary grade levels. For elementary homeless children and unaccompanied youth, who often face challenges such as lower attendance rates and performance below standard on local assessments, the grant will focus on implementing targeted interventions to support their academic success. This includes utilizing a Multi-Tiered System of Support approach, facilitated by Student Support Teams (SST) that include the McKinney-Vento Liaison and representatives from various special programs, to identify and address academic and behavioral needs early on. Additionally, the grant will prioritize strategies such as individualized academic plans, access to enrichment programs and extracurricular activities, and providing resources for basic needs to ensure that elementary homeless students have the support they need to thrive in school. The McKinney-Vento Liaison will play a crucial role in tracking progress, coordinating targeted services, and providing support for transitions between schools or grade levels. Moreover, the grant activities will promote collaboration with community organizations to offer specialized academic programs tailored to the needs of elementary homeless children and unaccompanied youth. By addressing these challenges and providing comprehensive support, the grant aims to ensure that elementary homeless students have the same opportunities for academic success as their housed peers, laying a strong foundation for their future educational attainment.

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 proposed grant activities, programs, and services aim to comprehensively address the unique academic needs of secondary homeless children and unaccompanied youth, while ensuring equitable outcomes. Secondary homeless students face significant challenges, including lower attendance rates, below-standard performance on local assessments, and higher retention rates in ninth grade compared to housed students. To address these challenges, the grant activities will focus on implementing a Multi-Tiered System of Support approach, facilitated by Student Support Teams (SST) that include the McKinney-Vento Liaison and representatives from various special programs. This framework will enable weekly staffings to identify students in need of academic and/or behavioral intervention, with a particular emphasis on tracking attendance, engagement, and truancy interventions. Additionally, the grant will facilitate the development of individualized academic plans, provide access to advanced coursework, and offer credit recovery services to ensure on-time promotion and graduation for all homeless students. Moreover, the McKinney-Vento Liaison will play a crucial role in tracking promotion/graduation progress, conducting student meetings to review transcripts, and providing support for post-secondary planning, including college and career readiness services. Furthermore, the grant activities will prioritize the provision of targeted supports, such as mental health services, housing assistance referrals, tutoring, and mentoring, to address the specific needs of secondary homeless students under the McKinney-Vento Act. This comprehensive approach aims to not only support academic success but also ensure that homeless students have the necessary resources and support systems to thrive in their educational journey and beyond.

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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 | students                  | Barrier | lack of parental support |
| Group | parents/families          | Barrier | lack of transportation   |
| Group | students/parents/families | Barrier | language 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. | Extra Duty Pay-McKinney Vento Identification | \$7,000 |
| 2. |  |         |
| 3. |  |         |
| 4. |  |         |
| 5. |  |         |

**Professional and Contracted Services**

|     |  |         |
|-----|--|---------|
| 6.  | Training-Family Engagement Family Outreach | \$4,000 |
| 7.  | Region 13                                  | \$1,000 |
| 8.  |  |         |
| 9.  |  |         |
| 10. |  |         |

**Supplies and Materials**

|     |   |         |
|-----|---|---------|
| 11. | Outreach/Identifying Materials                  | \$3,000 |
| 12. | Emergency Supplies and Clothing,Prepaid Cards   | \$3,000 |
| 13. | Supplies and Materials Professional Development | \$1,500 |
| 14. |   |         |

**Other Operating Costs**

|     |                               |         |
|-----|-------------------------------|---------|
| 15. | Miscellaneous Operating Costs | \$1,261 |
| 16. |                               |         |
| 17. |                               |         |

**Capital Outlay**

|     |  |  |
|-----|--|--|
| 18. |  |  |
| 19. |  |  |
| 20. |  |  |

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**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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