



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

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

Authorizing legislation:

Grant period: From 09/01/2024 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 Education Service Center Region15

CDN 226905

Vendor ID 75-1254237

ESC 15

UEI

H3JFJA74LXD1

Address 612 S. Irene St

City San Angelo

ZIP 76903

Phone 325-658-6571

Primary Contact Robin Graves

Email robin.graves@esc15.net

Phone 325-658-6571

Secondary Contact Carol Stevens

Email carol.stevens@esc15.net

Phone 325-658-6571

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 Casey Callahan

Title Exec. Director

Email casey.callahan@esc15.net

Phone 325-658-6571

Signature 

Date

Grant Writer Name Carol Stevens

Signature Carol Stevens

Digitally signed by Carol Stevens
Date: 2024.04.22 11:01:09 -05'00'

Date

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
Identification/Enrollment	Provide targeted education to participating LEAs on maintaining a commitment to inclusivity and equality for students experiencing housing insecurity thus increasing identification and enrollment.
Attendance Rate	Create, provide, and support a systemic process for reviewing attendance of students in order to identify and mitigate barriers for students experiencing housing insecurity thus increasing identification and enrollment.
Graduation Rate	Create, provide, and support a systemic process for reviewing students previously identified as dropouts in order to identify barriers for students experiencing housing insecurity thus increasing identification and enrollment.

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 August 31, 2027, Education Service Center Region 15 will increase McKinney-Vento identification of students for participating districts through: providing targeted strategies related to identification/enrollment; attendance rates; and graduation rates; attendance and graduation rates are improved from base-line amounts, with identification and enrollment of students experiencing homelessness, in participating districts, specifically increasing from 1.71 to 1.85 as determined through PEIMS data.

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

Participating district homeless liaisons and ESC 15 homeless liaison, through a review of the benchmark data available i.e. identification and enrollment numbers, attendance, grades, discipline, participation in professional development, etc., will review progress in the implementation of the grant activities, programs, and services provided to address the quantifiable needs identified for this grant for students experiencing homelessness and in relation to the identified summative SMART goal. As three months implementation of the grant activities, programs, and services may be limited to adequately measure progress, modifications may be limited at this time unless data is indicative of negative results.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Participating district homeless liaisons and ESC 15 homeless liaison, through a review of the benchmark data available i.e. identification and enrollment numbers, attendance, grades, discipline, participation in professional development, etc., will review progress in the implementation of the grant activities, programs, and services provided to address the quantifiable needs identified for this grant for students experiencing homelessness and in relation to the identified summative SMART goal. If measurable progress is limited, additional project evaluation and modification steps as outlined in number seven of this grant application will be implemented to consider adjustments to the program for sustainability.

Third-Quarter Benchmark

Participating district homeless liaisons and ESC 15 homeless liaison, through a review of the benchmark data available i.e. identification and enrollment numbers, attendance, grades, discipline, participation in professional development, etc., will review progress in the implementation of the grant activities, programs, and services provided to address the quantifiable needs identified for this grant for students experiencing homelessness and in relation to the identified summative SMART goal. As three months implementation of any adjusted grant activities, programs, and services may be limited to adequately measure progress for those made at second-quarter benchmark, adjustments are only addressed at this time for areas of grant not adjusted at second quarter. If adjustments are needed for these grant areas, project evaluation and modification steps as outlined in number seven of this grant application will be implemented to modify these program areas for sustainability.

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.

At each quarterly benchmark, measurable progress is evaluated by participating district homeless liaisons and ESC 15 homeless liaison through review of benchmark data available i.e. identification/enrollment numbers, attendance, grades, discipline, participation in professional development, etc. Progress in implementation of grant activities, programs, and services provided to address the unique identified needs of students experiencing homelessness for each quantifiable identified need is reviewed in relation to data obtained for each benchmark and in relation to the summative SMART goal. If benchmark or summative SMART goal shows a lack of progress at second and/or third-quarter review, participating district homeless liaisons and ESC 15 homeless liaison, with assistance from participating district administration, counselors, lead teachers, ESC 15 education specialists, and any other identified individuals meet, as a whole, to review benchmark data available to determine when and how to modify the program. Based on findings, which can encompass many different areas of the implementation of grant activities, programs, and services and effect different aspects of the project and student outcomes, suggested modifications are implemented. At the end of the fourth-quarter benchmark, evaluation of data for the full year is reviewed in the previously stated manner, to modify the program, if indicated, for sustainability.

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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 2021-2022 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**)

Proposed grant activities, programs, and services are designed to promote equitable access to services needed to improve academic outcomes. One focus is on increasing identification/enrollment which is addressed through providing targeted education to participating LEAs on maintaining a commitment to inclusivity/equality for students experiencing housing insecurity thus increasing identification/enrollment. This targeted education includes professional development for all stakeholders and analyzing current identification/enrollment processes to improve identification/enrollment. An additional focus is attendance rates which are addressed through creating, providing, and supporting a systemic process for reviewing attendance in order to identify and mitigate barriers for students experiencing housing insecurity thus increasing identification/enrollment. This systemic process includes reviewing student attendance to identify barriers, McKinney-Vento eligibility, and implement strategies to improve student attendance. A further focus is graduation rates through identifying previous dropouts to determine McKinney-Vento eligibility, implement strategies to identify/enroll said students, and support progression toward graduation thus identifying barriers for students experiencing housing insecurity and increasing identification/enrollment. Furthermore, program support staff are utilized to leverage grant funding with LEAs/State/Federal/Community resources to address identification/enrollment, attendance rate, and graduation rate. Progress, milestones, and observable results are identified on a quarterly basis, through a review of benchmark data available. identification/enrollment numbers, attendance, and participation in professional development, etc. in regard to implementation of grant activities, programs, and services provided to address the unique identified needs of students experiencing homelessness for each quantifiable identified need and in relation to the summative SMART goal.

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.

Proposed grant activities, programs, and services are designed to promote equitable access to services needed to improve academic outcomes. Coordination/collaboration is accomplished through meetings of agencies to collaborate/coordinate working together to address needs of students through programs/services/activities identified in grant. Local and state agencies include: Title I, Part A, Title 1, Part C, Foster Care, TEA, TEHCY, NAEHCY, ESC 15, ESC 15 LEAs, Children's Advocacy Centers, Department of Health and Human Services, Girls and Boys Club, YMCA, Department of Family and Protective Services, Goodwill, WIC Assistance, Head Start, Early Childhood Education, Local Mental Health Agencies, food banks, housing assistance, etc. Co-activities include partnerships for educational programs for students/families, service information for resource mapping/identifying services available, combining resources to provide to students, meeting to collaborate on coordination of services available/needs of students, etc. Use of funds facilitate the enrollment, identification, and educational outcomes of students experiencing homelessness through bringing awareness of the needs of students experiencing homelessness to educators, staff, parents, community and the awareness of services, resources and opportunities provided to these students through the McKinney-Vento Act and the local education agencies. De-stigmatizing the identification of being homeless, through the implementation of all grant activities, is a key focus area to increase identification and enrollment. Promoting meaningful involvement of parents or guardians in the education of their children is addressed through grant program, services, and activities and is achieved through engagement with LEAs in professional development targeting parent and family engagement to build relationships among all stakeholders to mitigate barriers for students experiencing housing insecurity. Integrating homeless children and unaccompanied youth into the regular education program is achieved through educator professional development targeting the need to ensure all students have the same opportunities and what those barriers might encompass.

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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.

LEAs coordinate with Title I, Part A, Homeless Reservation on an as needed basis, but at least once annually, to provide needed allowable services not already available through other funding sources or through donations. These needs include clothing, school supplies, medical, dental, immunizations, food, tutorials, personal hygiene items, etc. The LEA conducts an annual needs assessment for the district which includes the needs of students experiencing homelessness. This needs assessment includes a review of the Title I, Part A, Homeless Reservation and expenditures for previous year in alignment with the projected needs not addressed through other funding sources or through donations to determine the amount of the Title 1, Part A, Homeless Reservation. During annual in-service for administrators, faculty, and staff, the LEA's policies/procedures to support homeless children and unaccompanied youth on all their campuses, regardless of the Title I status, how funds can be used in allowable areas, and the district/campus improvement plan are reviewed to assist the administrators, faculty, and staff in understanding how the needs of homeless children and unaccompanied youth are addressed.

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 LEAs conduct a needs assessment annually which includes reviewing current LEA policies/procedures, grant activities, programs, and services. An area of focus for this review is to ensure children who are experiencing homelessness and unaccompanied youth are not isolated or stigmatized due to any of the LEA policies/procedures, grant activities, programs, and/or services. Revision of current LEA policies/procedures, grant activities, programs, and services are made if these are found to isolate or stigmatize children who are experiencing homelessness and unaccompanied youth. Development of LEA policies/procedures, grant activities, programs, and services can occur if, through this needs assessment, children who are experiencing homelessness and unaccompanied youth are experiencing isolation or being stigmatized and it is not being addressed.

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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.

Process and procedures are utilized to enroll and identify children who are homeless and unaccompanied youth. Each district has a McKinney-Vento Liaison designated and trained on duties. Entering and/or returning students to schools from summer complete a student residency questionnaire (SRQ) to determine eligibility for this program. After a holiday break and after school starts, any students enrolling in the district complete a SRQ to determine eligibility. SRQs are reviewed by the McKinney-Vento Liaison for identification and an intake is conducted if needed for additional information. Identified school personnel review information for students who were enrolled in the district but have not returned to the district to ensure they have enrolled elsewhere and not homeless or unaccompanied and not enrolled in school. Staff and faculty annually attend professional development to review processes and procedures to identify children who are homeless and unaccompanied youth and report to the liaison any information learned from students that might indicate they are homeless or unaccompanied. Public notices issued in English and Spanish informing the public of eligibility for early childhood and/or prekindergarten programs in relation to McKinney-Vento Act are posted annually. All three levels of program services/support are provided through implementing the processes and procedures of the districts to ensure school enrollment, identification, assessment of services, PEIMS coding, implementation of services, program monitoring, progress monitoring, attendance, grades/credits, services, and general education and special program services. The McKinney-Vento Liaison is trained annually in the policies, processes, and procedures of the program and provides professional development on the program and responsibilities for educators and staff and routinely monitors these areas for compliance and/or adjustments.

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 current professional development plan, for participating LEAs, to increase awareness, support enrollment and identification, and increase staff capacity includes the following. INTERNAL: Two hour monthly meeting through zoom with district homeless liaisons to provide technical support. Evaluation of meeting through feedback/survey; One and a half hour meeting on a quarterly basis through zoom for participating LEA faculty and staff with guest speakers and additional training on topics to include identification and enrollment, student outcomes in academics, on-time promotion, state assessment, and graduation. Evaluation of meeting through feedback/survey; Two hour meeting the last day of November and February with district homeless liaisons to provide technical support. Evaluation of meeting through feedback/survey; On date/duration (three or six hours) of choice from district, annual in-district meeting with homeless liaisons, counselors, and other faculty/staff to provide specifically requested professional development to include topics of identification and enrollment, student outcomes in academics, on-time promotion, state assessment, and graduation. Evaluation of meeting through feedback/survey. EXTERNAL: ESC 15 Homeless Liaison provides information on external professional development opportunities throughout the year to homeless liaisons and counselors and encourages participation/dissemination of this information to relevant educators/parents/community. Evaluations are feedback/surveys. Some of these opportunities include the following: TEA Highly-Mobile and At-Risk Youth Zooms as available, dates determined by TEA, 1 1/2 hrs each; TEHCY Zooms - McKinney-Vento 101, 201, 301, 401, as available and other topics as presented, 2 hrs each; National Homeless Conference – November 16-19, 2024 - 3 days.

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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.

Grant activities/services related to academic progress monitoring, interventions, services to address needs/support equitable outcomes for elementary homeless children and unaccompanied youth are addressed through the quantifiable needs determined in needs assessment in relation to elementary students. Timeline: Initial intake of elementary homeless children and unaccompanied youth, 1st/2nd/3rd-Quarter reviews. The strategies to address quantifiable needs are: identification/enrollment through providing targeted education to participating LEAs on maintaining a commitment to inclusivity/equality for students experiencing housing insecurity thus increasing identification/enrollment. This targeted education includes professional development for all stakeholders and analyzing current identification/enrollment procedure. Through initial intake, educational/ developmental milestones and student outcomes for attendance/engagement, on-time promotion, dual identification, bridging programs, assessment/ scores, discipline, tutoring, supplemental academic programs and any other programs or services in relation to each student are reviewed to determine need. Services/interventions addressing needs are implemented and may include tutoring services, supplemental academic programs, behavior interventions, coordination of target services (dual identified) and bridging program support, as applicable. At quarterly intervals, or more frequently if indicated, progress is reviewed for program/service modification and/or additional implementation of other programs/services to address any areas of concern/need. Attendance rates are addressed through creating, providing, and supporting a systemic process for reviewing attendance in order to identify and mitigate barriers for students experiencing housing insecurity thus increasing identification/enrollment. This systemic process includes reviewing student attendance to identify barriers, MV eligibility, and implement strategies to improve attendance.

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.

Grant activities/services related to academic progress monitoring, interventions, services to address needs/support equitable outcomes for secondary homeless children/unaccompanied youth are addressed through the quantifiable needs determined in needs assessment. Timeline: Initial intake of secondary homeless children/unaccompanied youth, 1st/2nd/3rd-Quarter reviews. Strategies to address needs: initial intake, student outcomes for attendance/ engagement/truancy, on-time promotion, dual identification, assessment, discipline, graduation (4 yr-current cohort/ continuers/early grads), CCR (AP/DC), transcript review for full/partial credit, credit recovery/repair, and post secondary transition are reviewed to determine need. Services/interventions addressing needs are implemented and may include tutoring services, supplemental academic programs, behavior/truancy interventions, credit recovery, and coordination of target services (dual identified). At quarterly intervals, or more frequently if indicated, progress reviewed for program/service modification and/or additional implementation of programs/services to address areas of concern/need; Targeted professional development for educators/staff/ parents/community for maintaining a commitment to inclusivity/equality for students thus increasing identification/enrollment by targeted education for all stakeholders and analyzing current identification/enrollment processes to improve identification/ enrollment. Attendance rates are addressed through creating/providing/supporting systemic process for reviewing attendance in order to identify/mitigate barriers thus increasing identification/enrollment. Address graduation rates by identifying previous dropouts to determine MV eligibility and implement strategies to identify/mitigage barriers and increase identification/enrollment.

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10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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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.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	Space usage, room rentals, Internet/phone charges	\$4,000
7.	Professional and contracted services that do not require specific approval	\$34,865
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	Supplies and materials that do not require specific approval	\$3,000
12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	Operating costs that do not require specific approval	\$2,000
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
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<input type="text"/>	

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2024-2025 TEHCY SSA Application

Final Audit Report

2024-04-22

Created:	2024-04-22
By:	Carol Stevens (carol.stevens@esc15.net)
Status:	Signed
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