



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

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
Improve identification of homeless students. El Paso ISD's homeless population was 717 as of March 2024, over a 150% increase from the 467 students documented in the 2023 Fall Snapshot.	Increase awareness by providing support to campuses in identifying homeless students, providing one-to-one training for new campus liaisons on an on-going basis throughout the school year, and accessing the Homeless Management Information System (HMIS) to assist in verifying services for homeless students. <u>Provide notification of rights brochures and TEA posters to campuses & partners.</u>
Continue to increase graduation rates for homeless students. 2020-2021 rate was 63% (85% districtwide) and has increased to 69% rating (89% districtwide) in 2022-2023.	Coordinate college, career, and military readiness (CCMR) opportunities for identified homeless students including local and out-of-state college tours to encourage students to pursue post-secondary education in an environment that supports them best.
Further close gap in attendance between homeless students and total district population. Attendance rate for homeless students has improved from 84% (11% below district average) in 2020-2021 to 86% (7% below district average) in 2023-2024.	Provide wraparound services such as bus passes to remove barriers for students and collaborate with campuses to utilize Title I funds to provide additional resources such as school supplies and uniforms. Host a community agency fair to promote awareness of resources to support students. Use HMIS and El Paso Coalition for the Homeless (EPCH) partnership to help locate students.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By 2027, El Paso ISD will have expanded and improved equitable services for the district's homeless students through awareness training, which will result in a 2% increase in identification of homeless students. Through the continuum of care for the district's homeless students, student engagement will increase and will result in a 1% increase in student academic achievement and increase graduation rate by 2%.

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

Collaborate with Counseling & Advising (C&A) to update beginning-of-year training and to present upcoming grant-funded activities. Conduct beginning-of-year training for district and campus staff. Collaborate with community partners to review wraparound services, including school of origin transportation. Coordinate with community partners to launch districtwide agency fair. Order program supplies and coordinate distribution to homeless students and youth. Attend program relevant training. Attend NAEHCY conference to promote best practices for graduation coaches, especially for post-secondary planning. Evaluate TEHCY Cycle II End of Performance Reports to identify gaps. Evaluate the following data points for homeless students: end of nine weeks grades, attendance, discipline

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6. Measurable Progress (Cont.)**Second-Quarter Benchmark**

Distribute resources to campuses. Continue to provide training to district and campus staff. Coordinate transportation for students. Launch program activities. Coordinate and conduct local college tour in partnership with Desert Mountain Area Health Education Center (AHEC). Coordinate and conduct out-of-town college tour with graduation coaches and CCMR advisors. Attend program relevant training. Continue to order program supplies and coordinate distribution to homeless students and youth, including bus passes. Continue evaluation and data management of the following data points: end of nine weeks grades, attendance, discipline reports, state standardized test scores, promotion rates, graduation rates and end of course exam results.

Third-Quarter Benchmark

Continue to distribute resources to campuses. Continue to provide training to district and campus staff. Continue to coordinate transportation for students. Continue program activities. Participate in planning for summer school activities. Coordinate student transportation via school bus and city bus. Distribute notification of rights brochures and TEA posters to campus liaisons and community partners to promote identification and inform parents and youth. Attend program relevant training. Continue to order program supplies and coordinate distribution to homeless students and youth. Continue evaluation and data management of the following data points: end of nine weeks grades, attendance, discipline reports, state standardized test scores, promotion rates, graduation rates and end of course exam results.

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.

To guarantee program compliance, El Paso ISD will provide continuous monitoring that will facilitate program modifications based on campus- and district-level data. At the campus level, the administration team (counselor, graduation coaches, and assistant principal) will assist the Homeless Liaison (HL) in collecting student achievement grades, attendance and disciplinary reports, and pathways to track progress, if applicable. Campus level data will allow the HL to monitor students' progress and identify the areas where students are struggling to excel. At the district level, the HL will work with El Paso ISD's Strategic Planning, Analytics, & Accountability (SPAA) department to gauge the efficacy of the program. SPAA collects data at the district level including students' state standardized scores, end of course exam results, promotion rates, graduation rates, dropout rates, attendance, and disciplinary reports. The HL and the SPAA department will work together to identify program gaps at the district level so the HL can modify program activities to better serve the program's goals. Throughout the year, the HL will organize and meet with assistant principals, campus counselors, graduation coaches, and PEIMS clerks to report on the program's activities and make campus staff aware of the services available to homeless children and unaccompanied youth. Reports will include student achievement, evaluation, pathways to track progress, attendance, grades and any other determined data necessary to evaluate program fidelity. Meetings will offer an opportunity to review and evaluate program milestones and address any implementation struggles. The HL will determine necessary actions to modify the program to guarantee effectiveness.

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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)

As a current TEHCY grantee, El Paso ISD has identified specific needs of the homeless student population to assure equitable access to programs and services. If awarded, the El Paso ISD HL will continue to collaborate with the El Paso Coalition for the Homeless (EPCH) and utilize the Homeless Management Information System (HMIS) that will help identify homeless students and families. Additionally, the HL will increase coordination of wraparound services for all homeless children and unaccompanied youth. The HL will identify specific collaborators that can enhance services to the district's homeless students and invite them to the district's Agency Fair. Other grant activities will be targeted at professional development opportunities to improve the identification process for these targeted campuses and district sta . The HL will continue to provide bus passes for school of origin transportation to increase attendance for McKinney-Vento students. Based on need, the HL also identified that there is high demand for services for homeless students at the secondary level. For this upcoming grant cycle, the HL will target services for high school students. Each proposed activity will assist homeless students to achieve equitable access and improve their academic achievement, resulting in a 2% increase in grade-level promotion and graduation rates by 2027.

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.

El Paso ISD is a member of the El Paso Coalition for the Homeless (EPCH), enabling the district to collaborate with other school districts and community agencies. EPCH membership provides HL access to list-servs, monthly meetings, committees, and access to the HMIS, a service that can identify and track homeless students. EPCH Agencies are invited to participate in the annual Agency Fair hosted by the HL and Lead Focus on Children and Families (FCF) Intervention Specialist. The fair is an opportunity to introduce the agencies' services to district counselors, social workers, parent engagement liaisons and other district sta . When appropriate these agencies and programs are invited to present with the HL at beginning of year trainings and other more in-depth trainings throughout the year. The Desert Mountain Area Health Education Center (AHEC) at Texas Tech also provides a specific program and tour specifically for homeless students. If awarded, grant funds will be used for transportation costs for homeless students to participate in programs and any associated costs such as registration, supplies or materials. Local shelters inform the HL of new students, which allows the coordination of shelter for unaccompanied youth and families, seamless enrollment, transportation to school, and other referrals, or supplies that they may need. Additional coordination done by the HL is educational services such as tutoring. Tutors are provided by the district to the Salvation Army, YWCA TLC, Child Crisis Center, and La Posada Home.

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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 HL collaborates with staff from the Budget External Funding Management (BEFM) annually to ensure coordination of services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. The HL oversees the daily use of control accounts that the campuses may access to provide uniforms or emergency clothing, school supplies, and transportation for tutoring at school. The HL is an approver of the purchases made by the campuses, and BEFM staff reviews and approves the purchases. The Title I, Part A reservation/set-aside amount is determined based on the needs of the homeless students and the historical expenditures. Staff are trained in policy and procedures to support homeless students using the reservation/set-aside funds during annual Financial Management training. BEFM works directly with staff to develop the departmental or campus budget and review relevant policy and procedures and monitor the implementation throughout the school year. The needs of homeless students are addressed through the District Improvement Plan by helping with uniforms or emergency clothing, school supplies, tutors, transportation, and program materials that serve students in shelter settings. Staff communicate on an ongoing basis, meet periodically to ensure the needs are being met, and adapt resources as needed. It is a required component to address the needs of students living in homeless situations through the Campus Improvement Plan. The campuses address the specific needs identified based on the campus needs assessment. All budgets provided by the Title I Part A, reservation are reflected in the District Improvement Plan and based on needs assessments.

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**)

Throughout the academic year, the HL reviews the current policies and procedures in place for homeless children and unaccompanied youth. Policies are vetted with leadership from various departments to address changes, if needed, and to ensure that current policies do not impede participation, access, or service to homeless children and unaccompanied youth. Policies cover various topics including on-boarding, school enrollment, transportation, food services and academic services. Any policy that imposes a barrier for homeless students will be addressed to the department's director and brought to the district's Legal department to make necessary revisions. Once policies are approved district leaders share the changes with respective departments and campuses. Similarly, the HL reviews district procedures with campus counselors and directors from various departments to ensure barriers are removed for homeless students and youth. Any procedure that needs to be changed will be addressed with district leaders, and revised policies will be shared with respective departments and campuses. The HL ensures procedures are clear and, if services are required, that the turnaround process is done within a reasonable time frame. For any future policies and procedures that needs to be developed, the HL will collaborate with departments such as Counseling and Advising, Student and Parent Services, Academics and School Leadership, Transportation, Food and Nutrition Services, Health Services, and Legal to ensure that barriers do not exist and that the homeless students receive equitable access to programs and/or services.

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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.

The HL participates in meetings throughout the year with the EPCH and its member agencies, which initiates the network to identify homeless youth in the region. In addition, the EPCH facilitates meetings regularly with the school districts and agencies to discuss identification, enrollment, and services to students experiencing homelessness. Through these meetings, the HL informs local service providers about trends within El Paso ISD and advocates collaboration in identifying and enrolling students. The meetings include large group general membership meetings and small group planning meetings with shelter and/or agency staff. For the identification of individual students, the HL is able to access the HMIS through the EPCH network of shelters to identify if they are currently receiving housing or services from agencies in the continuum of care which utilize HMIS. El Paso ISD's Student Retention and Truancy Prevention Department identifies at-risk populations (homeless, pregnancy, foster, and primary income earners) and seeks to assist in re-engaging at-risk students improving attendance and working towards satisfactory academic participation and completion. At the campus level, counselors and graduation coaches identified students who are homeless throughout the year. The reporting is primarily done by self-reporting. Campus counselors are responsible for identifying homeless students from grades Pre-K to 8th grade, while graduation coaches are often the ones to identify students in 9th through 12th grade. Counselors may also become aware of students that may be experiencing homelessness through referrals from teachers, other campus staff, members of the community, and shelter staff. Each campus identifies students that have not enrolled for the new school year and has at least one identified person that attempts to locate the student and encourages them to return. Campus counselors collaborate with PEIMS clerks to identify homeless students through Child Find

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.

At the beginning of the academic year, the HL will host various training opportunities for district and campus-level personnel such as counselors, PEIMS clerks, and principals. These training sessions will take place between July and September and will review in-depth topics such as the identification procedures, record keeping, district services, community resources, and dispute resolution process. From April to May and July to September, campus PEIMS Clerks receive further specialized training from the HL about identifying homeless students in alignment with TEA requirements. The HL will also be available, if needed, throughout the year to accommodate any district and campus staff that require additional training. The HL provides campus counselors and graduation coaches with awareness training that is required to be provided to all campus staff and administration. Delivery of such trainings will be in various formats, including one-to-one, small group, or large group, and will be available in-person, using videoconferencing platforms such as Zoom or Microsoft Teams, or via distribution of manuals and recorded presentations. The HL attends Principal meetings, Graduation Coaches, Focus on Children and Families, and Counselor meetings to provide updates and answer questions. Additionally, the HL also participates in collaborative trainings such as the district's At-Risk training in September and the New Counselor Academy that occurs monthly. The HL attends trainings to keep informed of state and national policies. State trainings such as TEA grant required training and the TNOYS conference that takes place in the fall to offer guidance on changes to state mandates pertaining to homeless students. The National Association for the Education of Homeless Children and Youth (NAEHCY) Conference provides resources to the HL in providing appropriate services to homeless children and unaccompanied youth.

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10. Program Requirements (Cont.)

3. Provide a description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for elementary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance and engagement, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g. Special Education, English Learners, and Gifted and Talented), D) Bridging program support services, E) Assessment interventions and scores, F) Discipline interventions, G) Tutoring services, H) Supplemental academic programs, and I) Other programs or services.

The El Paso ISD Strategic Blueprint identifies academic excellence as a major priority for the district. Essential Action 2 under this strategic lever aims to “increase student achievement outcomes by closing the performance gap in Literacy and STEM.” El Paso ISD intends for 50% of students to score at the Approaches, Meets, and Masters levels on STAAR assessments. By June 2025, the percentage of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 52% to 61%. 3rd graders will also improve their STAAR Mathematics scores, with the percentage scoring Meets grade level or above to rise from 42% to 61%. To ensure homeless students achieve academic success in these areas, the district has proposed grant activities that align with El Paso ISD's goals to empower all learners to excel in current and future pursuits. To promote equitable outcomes, the HL collaborates with district and campus staff to identify needed services through targeted interventions for elementary homeless students. Intervention plans address academic needs, behavior interventions, attendance, and truancy plans and are continuously monitored to track students’ progress. Campus counselors, teachers, and administrators meet regularly to discuss the necessary interventions to improve a student’s academic performance. El Paso ISD's campuses provide additional intervention such as computing aiding instruction, one-to-one tutoring, and group tutoring. Each academic intervention plan must be specialized and detailed. Data must be included in plans to monitor growth. Academic intervention plans help encourage all students, including homeless, to participate in the classroom. The intervention plans and their resulting improvement in homeless awareness will lead to an increase in homeless student identification by 2% each year. Wraparound services identified during the intervention plans will

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 El Paso ISD Strategic Blueprint identifies academic excellence as a major priority for the district. Essential Action 2 under this strategic lever aims to “increase student achievement outcomes by closing the performance gap in Literacy and STEM.” El Paso ISD intends for 50% of students to score at the Approaches, Meets, and Masters levels on STAAR assessments. By June 2025, the percentage of 6-8th graders that score Meets or Masters level on STAAR Reading assessments will increase from 47% to 68%, while Mathematics Meets or Masters ratings will improve from 28% to 40%. For high school students, Essential Action 3 measures academic excellence by whether schools can “increase graduation rates and ensure all students graduate prepared for college and/or career with a viable postsecondary plan.” This includes improving El Paso ISD’s four-year graduation rate from 84% to 90% and increasing the percentage of students who earn at least one CCMR focus measure from 64% to 73% by June 2025. Community collaborations providing academic support through tutors, CTE support, and increased exposure to post-secondary opportunities will move the El Paso ISD homeless student population closer to reaching district CCMR goals. The HL will also work with the Director of Counseling & Advising, the District Lead Counselor, and the Supplemental Support Counselors that oversee Graduation Coaches to review, monitor, and implement academic support services which keep homeless students on track for grade-level promotion, graduation, and college and career readiness. Activities will be monitored through Counselor Procedures and Objectives (CPO) and at-risk intervention tracking logs. The activities will increase homeless students’ engagement and grades in core classes.

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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	<input type="text" value="Parents"/>	Barrier	<input type="text" value="Transportation"/>
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.	Homeless Management Information System (HMIS) Subscription	\$900
7.	El Paso Coalition for the Homeless (EPCH) Membership	\$100
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.	Educational materials	\$5,000
12.	Office supplies	\$6,648
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	Student bus passes/tokens	\$9,000
16.	Educational field trips (college tours)	\$20,000
17.	Travel to NAEHCY Conference	\$15,000

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

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