2024-2025 Texas Education for Homeless Children and Youth

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

NOGA ID [   ]

Application stamp-in date and time

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

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

Authorizing legislation:	McKinney Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A of the ESSA (42 U.S.C. 11431 et seq.)
Grant period: From **09/01/2024 to 08/31/2025**	**Pre-award costs:** **ARE NOT** permitted for this grant
Required attachments:	Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization: Fort Worth ISD

CDN 220905 Vendor ID 1756001613 ESC 11 UEI TPSZHZCFZJM1

Address 7060 Camp Bowie Blvd	City Fort Worth	ZIP 76116	Phone 817.814.2281
Primary Contact Mirgitt Crespo	Email mirgitt.crespo@fwisd.org		Phone 817.814.2281
Secondary Contact Stephanie Pollard	Email stephanie.pollard@fwisd.org		Phone 817.814.2288

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 Carmen Arrieta-Can Title CFO Email carmen.arrietacandel@fwisd.org

Phone 817.814.2280 Signature *Carmen Arrieta Candelaria* Date 4/17/24.

Grant Writer Name Stephanie Pollard Signature *Stephanie Pollard* Date 04/16/2024

⦿ 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
In the 2022-2023 school year, FWISD identified 3167 homeless students, which is likely fewer than actually attend based on comparisons of like districts. As such, FWISD will increase identification of students in the program by 15% over the next three school years.	FWISD staff will assist with homeless student identification (ID), program enrollment, campus support, and PD for student support and campus staff regarding policies, procedures, and misconceptions. FWISD will improve the electronic enrollment process which includes the SRQ and notifies staff of eligible students. ID will take place earlier to better identify students for extra supports.
FWISD will reduce the number of homeless students dropping out from grades 7th-12th from 6.4% to 3% over the next 3 school years.	Staff will run bi-weekly dropout report. Students will be searched for in TEAL to identify if they have enrolled elsewhere. Leaver codes in PEIMS will be updated as appropriate. For those for whom no updated information is found, Homeless Liaisons(HL) will attempt re-enrollment and track absences and address issues.
The FWISD H.E.L.P. will provide parenting sessions for families experiencing homelessness to ensure obstacles and barriers are removed for these students.	Parent Cafes will be provide at local homeless shelters in collaboration with Cook Children's Medical Center, providing parent education on how to become an advocate for your child, effects of social media, healthy coping skills, etc. HL will be available during district enrollment days to assist families with enrollment and provide literature on services provided through H.E.L.P. and at school.

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.

FWISD's H.E.L.P (Homeless Education Linking Partners), a program designed to assist homeless students and families overcome obstacles for children's education and future success, will:
- increase the number of identified homeless students by 15% over the next three years,
- experience 30% of homeless students receiving services and participating in school programs (i.e. tutoring, mentoring and enrichment),
- continue efforts to reduce the dropout rate of homeless students
-maintain current RDA Performance Level rating while working towards achieving a level 1 rating over the next 3 years.

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

The FWISD's H.E.L.P. program staff will review 1st quarter identification, attendance and student academic/behavioral data to ensure students are being identified correctly with a goal of a 5% increase in identification from previous years. Staff will review the districts electronic systems processes and SRQ to determine identification is being correctly reported. Review bi-weekly dropout data to ensure students were tracked to determine correct leaver coding. Coordinate with Student Academic Support Initiatives to run a report to determine homeless students participating in tutoring and run Focus report of homeless participating in GT services & mentoring programs quarterly. Review Other Special Populations TEA Results Driven Accountability data to determine level status, adjusting for next steps as related to TEA.

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

FWISD's H.E.L.P. program staff will continue to review identification, attendance and student academic/behavioral data to ensure students are being identified correctly and we continue to see an increase in identification. Staff will review the District's electronic systems processes and SRQs to determine if identification is being correctly reported. We will also review bi-weekly dropout data to ensure students are leaver codes are correct. Coordinate with Student Academic Support Initiatives to run a report to determine homeless students participating in tutoring and run Focus report of Homeless participating in GT services & mentoring programs quarterly. If RDA status is Level 3, we will adjust the OSP Strategic Support Plan and report accordingly to TEA.

Third-Quarter Benchmark

FWISD's H.E.L.P. program staff will review 2nd quarter identification, attendance and student academic/behavioral data to ensure students are being identified correctly and we continue to see an increase in identification. Staff will review the districts electronic systems processes and SRQs to determine if identification is being correctly reported. Review bi-weekly dropout data to ensure students are leaver codes are correct. Coordinate with Student Academic Support Initiatives to run a report to determine homeless students participating in tutoring and run Focus report of Homeless participating in GT services & mentoring programs quarterly. If RDA status is Level 3, we will adjust the OSP Strategic Support Plan and report accordingly to TEA.

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 monitor progress and determine what modifications need to be made, Fort Worth ISD will continue to use the systems and strategies that were implemented during the previous funding cycle as they have shown evidence of effectiveness. Such systems and strategies include, but are not limited to:
-tracking the number of enrolled homeless students in FOCUS (student management information system),
-ensuring correct coding in PEIMS,
-continuing our collaboration with the Early Learning and Early Childhood Special Education department to ensure parents are aware of District programs,
-engaging all forms of communication (i.e. District website, social media, mail-outs, billboards, parent newsletters) to ensure parents/caregivers are educated on availability of pre-K programming across district, and
-utilizing the Homeless Dashboard to monitor the grades, attendance and discipline reports of MKV identified students, addressing any concerns so interventions can be implemented as necessary.
The dashboard was created in partnership with Region XI ESC. It serves as a repository for completed SRQs and Resource Referral Forms. It includes a Contact Log for HLs to track communications with families and it provides easy access to student information related to attendance and discipline reports. This information prompts HLs to reach out to families as rates of such are realized so interventions can be developed to address and reduce these occurrences.

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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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RFA/SAS #   701-24-123/293-25   2024-2025 Texas Education for Homeless Children and Youth   Page 4 of 12

8. Statutory/Program Assurances (Cont.)

[X] 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.

[X] 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.

[X] 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.

[X] 17. The applicant provides assurance that services provided by grant funds will not replace regular academic programs.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

[X] 22. The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings

[X] 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.

[X] 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).

[X] 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.

[X] 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**)

TEHCY grant funds will allow continuance for the current program staffing – 1 Coordinator who will ensure increased identification and enrollment of homeless students through the District and 3 Homeless Liaisons (HLs) who will ensure timely provision of needed services and other assistance.

Integration into the school population will be enhanced by providing necessary school clothes and supplies, free school meals, and transportation to the school of origin or location. FWISD will continue to use the Homeless Dashboard to track grades, attendance, and discipline referrals. Interventions will be developed to address any areas of concern in collaboration with campus personnel. Additionally, Professional School Counselors, Intervention Specialist, and College & Career Readiness Coaches will receive list of current students who need extra support academically, socially and emotionally so students receive more one-on-one guidance in an effort to reduce the number of dropouts and increase the number of students who achieve graduation and are prepared for post-graduation opportunities.

FWISD will continue training school personnel regarding the rights of homeless students to remove barriers to enrollment and achievement.

Efforts to increase community partnerships will continue leading to increased enrichment activities for students such as field trips, summer campus, virtual museum camps, and much more.

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

A) Partnerships with community agencies and inter-departmental programs are essential to support homeless youth. FWISD currently partners with Salvation Army, Broadway Baptist Church, Union Gospel Mission, and Presbyterian Night Shelter to provide safe temporary housing while seeking stable housing. FWISD partners with Blue Zones who provide resources & cash assistance to meet concrete needs of families. Cook Children's Medical Center provides funds & curriculum to provide parent education to shelter families. The District works closely w/the Region XI ESC & the Tarrant County Homeless Coalition, ensuring continuous communication regarding new resources & processes to support homeless & unaccompanied youth. The program refers to the District's Family Resource Centers to meet the social/emotional needs of students. FWISD continues to create new partnerships with local agencies to offer wraparound services to homeless families. B) FWISD will utilize funds to increase efforts to identify and enroll homeless students via 3 HLs and 1 Coordinator. Transportation, meals, uniforms, school supplies, warming kits, hygiene kits, assistance with birth certificates, and other supports will be provided to ensure equal opportunities for homeless students. C) Contact and program information will be posted on the District website. FWISD will monitor attendance, grades, and discipline via our student database every 3-6 weeks. Findings will be communicated to parents and school staff as appropriate to assess the need for interventions. FWISD will increase parent education opportunities and communication with parents/guardians. Parent Cafes will be conducted weekly during the summer and bi-weekly during the school year. Presentations will be on topics relevant to the academic/social/emotional success of students. Website information, emails, mail-outs, and other communiques will be provided. Parent conferences will be facilitated to ensure parents receive information on the rights of their students, program services & activities, and District policies & procedures. D) Homeless students will be fully integrated into the regular education program just as their housed peers. They will be afforded the same educational and extracurricular activities, allowing for continue personal growth and development. Students will be encouraged to explore their personal strengths and interests to ensure an effective match to programming of interest.

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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.

During the previous 3 school years (2021-2022, 2022-2023 & 2023-2024), FWISD set aside $90,000 from Title 1, Part A to support the District's homeless initiative. The office of Special Programs coordinates services through the Homeless Education Linking Partners (H.E.L.P.) program, assisting homeless students by providing supportive services and connecting families to community agencies that assist with shelter, family counseling, and many additional services. Funds are also used to support payroll of FWISD Homeless Liaisons, extra duty pay for tutoring, general supplies, and technology. Any FWISD student experiencing homelessness can receive services from Title I, Part A set aside funding to support the homeless program. The LEA reservation amount from Title I, Part A is determined by Fort Worth ISD Leadership, the Executive Director of Federal Programs, and Director of Special Programs. The allocation amount is determined through a District budget planning process and a plan is created for the use of the funds. Each Campus Improvement Plan identifies physical, emotional, or social needs of students. Homelessness strategies in place at the campus to support students are documented in the plan. District level personnel form the Federal Programs and Leadership teams provide support in the development of a high-quality Campus Improvement Plan. The services in this proposal will be supplementary to exiting campus resources.

The District has experienced an increase in the number of unaccompanied youths seeking help with enrollment. To ensure they are not denied access to school, a Dispute Resolution Process was developed, with a Dispute Resolution Form being distributed to all schools. The H.E.L.P. program members work collaboratively with campus administrators to ensure that no student is denied enrollment and that all students receive appropriate services/ supports.

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**)

FWISD has a series of policies and procedures in place to ensure homeless students are not isolated or stigmatized. Homeless students may enroll in any District school that other students are eligible to enroll in. Policies are made public on the District website (fwisd.org, Board of Education, Board Policy) and personnel will continue to be trained in the rights of homeless students and unaccompanied youth. Training is embedded in annual on-line requirements through Safe Schools, in addition to professional development opportunities throughout the school year and by invitation at campus staff meetings. Targeted topics include: -school selection: school of origin vs. school of location; -transportation services; -identification and immediate enrollment of unhoused students; -removal of barriers to enrollment and participation in school activities; -facilitation of free school meals; -public notice of PK program enrollment; -assistance with post-graduate planning. Professional School Counselors will meet regularly with students to ascertain needs and refer them for tutoring, mentoring, post-secondary assistance with College & Career Readiness Coaches, and more. Intervention Specialists and Case Managers will be alerted to students who are struggling academically or socially/emotionally and provide direct services or refer families to H.E.L.P. and other agencies for assistance. All campus office staff will be trained in the enrollment and dispute resolution process. Working with FWISD Child Nutrition Services, the program will ensure that students receive free school meals promptly and families have information regarding food banks and other resources. Resources are posted on the District website. In a city-wide campaign, the District will inform parents of PK pre-registration through the use of billboards, flyers, mail-outs, website information and social media. Staff will distribute flyers, flips books for campus office staff, and will place posters & brochures throughout the community for increased visibility.

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10. Program Requirements

Note to Applicants: Refer to the TEHCY Program Implementation Levels of Service and Support when addressing the four program requirements listed below.

1. Provide a description of the process and procedures that are utilized to enroll, identify, and provide all three levels of TEHCY program services and support for homeless children and unaccompanied youth who are: A) Entering and/or returning to their schools from summer or holiday break, B) Experiencing homelessness after the school year has started, C) Are not currently enrolled or attending school, and D) Are eligible for early childhood and/or prekindergarten programs.

A – Online enrollment. District start dates and enrollment procedures are posted on the website. Completed SRQs indicating homelessness are electronically routed to the HLs via the Homeless Dashboard created in cooperation with the Region XI ESC to determine eligibility. School staff receive current lists of qualifying students throughout the school year. Referrals from shelters, parents, agencies, and school staff assist with identifying homeless students. Professional School Counselors interview and determine needs of students and make request for services through the H.E.L.P. program, utilizing an electronic Resource Referral Form. H.E.L.P. staff code students 'homeless' in PEIMS as they are identified. Program and school staff monitor grades and attendance through data systems and benchmarks, alerting parents/caregivers and referring students for tutoring and other assistance as necessary. HLs facilitate referrals to special programs and expedite evaluations as appropriate. B – SRQs reflecting a homeless living situation come from school staff, agencies, families, etc. and students are coded accordingly. Staff determine needs of the student/family to make necessary referrals and provide needed services to support students continued education. Students are coded appropriately and monitoring of grades & attendance are initiated. Transportation to school of origin is offered and facilitated by HLs. C – Repeated attempts by program and school staff are made to connect with the family and students. Visits to last known address are conducted b y school attendance officers. Phone calls are made to numbers provided at the time of student enrollment. The program offers family support (ex. Basic needs, clothing, toiletries), technology, counseling, referrals to agencies, and transportation to qualifying students. Schools provide student engagement opportunities and incentives. D – The District offers early PK enrollment with priority given to homeless students. The program codes the student and provides services as needed, monitoring attendance and progress, and maintains communication with campuses.

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.

Internal: Previous trainings included: 2022-2023 SY - All teachers at campuses provided w/BOY training; Data Clerks provided w/BOY training; High School Counselors provided w/BOY training; Adolescent Pregnancy Services staff provided w/BOY training; SPED dept staff provided w/BOY training; 2023-2024 SY; All teachers at campuses provided w/BOY training; High School Counselors provided w/BOY training; Adolescent Pregnancy Services staff provided w/BOY training; Middle School Counselors provided w/BOY training; SPED dept staff provided w/BOY training; Family Engagement Specialists provided w/BOY training; Elementary School Counselors & Attendance Control Specialists provided w/BOY training; McClung MS families provided w/a presentation on Empowering Familes/H.E.L.P. Services; 2nd Annual Healthy Youth Conference provided w/a H.E.L.P. Overview & Services; Counselors are provided with ongoing training and consultation throughout, addressing common issues or concerns such as transportation and others. Principals receive materials weekly concerning students' rights regarding immediate enrollment and school selection, as well as tutoring and mentoring programs, student achievement, and attendance issues. Program staff will also participate in district enrollment and Back to School events, providing information to students and families on District efforts to support unhoused students. All internal efforts will continue to be replicated each school year while also identifying additional opportunities within district. External: Posters and materials have been and will continue to be displayed at every campus where they will be most visible. The H.E.L.P. webpage on fwisd.org was updated to provided additional information for families and staff members. This site will continue to be maintained by the Program Coordinator. Monthly communication and/or meetings with shelter staff and community partners will keep program staff informed of upcoming events, growing trends, and community needs. HLs will provide materials and information regarding their programs so they can be disseminated to families. HLs will also provide TEA and H.E.L.P. posters and materials to motels frequented by homeless families.

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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.

A) Elementary homeless and unaccompanied students will be supported through early identification and provided transportation to school of origin. B) All students will be monitored by the campus SST (Student Support Team) to ensure they remain on track for promotion. C) Students in specialized programs, including H.E.L.P., will be coded in PEIMS. ESL students will enter through the Student Placement Center which works alongside our program to enroll and place students in the appropriate classes. D) Collaboration with various District departments such as SPED, Intervention Services, Counseling Services, Early Childhood, and Family & Community Resources will enable the program to bridge gaps in support services and address issues early. E) Evaluations & assessments, grade monitoring, and benchmarks will ensure early interventions & referrals to tutoring and other academic resources. Attendance and interventions by school and program staff will be entered into our homeless dashboard, using the Student Contact Log, along with any parent contacts, ARD & 504 meeting outcomes, and notes from parent/teach conferences. Services provided by the program will also be recorded here. This will enable school staff to view what interventions have been provided for the student and family to address gaps in support. Program advocacy will ensure timely evaluations for specialized programs. Every 3-6 weeks, grades will be reviewed and referrals made for appropriate interventions. F) Student referrals to SST meetings will address problematic behaviors that affect academic success. G) Tutoring services will be extended as need arises through HL. H) Students will be informed of opportunities for Programs of Choice, Dual Credit classes & AP courses in MS/HS to supplement their current educational experience. I) Students will be informed of any new instructional or extra-curricular opportunities for increased engagement.

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.

A)Secondary & unaccompanied homeless students will be supported through early ID and provided transportation to school of origin. Policies and training for campus staff will remove barriers to enrollment and participation. Staff will be trained to assess student needs and document contact & intervention on the homeless dashboard. B)All students will be monitored by the campus SST to ensure they remain on track for promotion. C)Students in specialized programs will be coded in PEIMS. ESL students will enter through the Student Placement Center which works to enroll and place students in the appropriate classes. PSCs and Diagnosticians will be alerted to struggling students with expedited evaluations. D)Students will be informed of opportunities for Programs of Choice, Dual Credit & AP courses in MS/HS to supplement their current educational experience. E)PSCs will review transcripts of newly enrolled HS students to ensure they are on track to graduate. F)Opportunities will be provided to students behind on credits through Edgenuity and summer learning. G)Benchmark tests will be used to determine if additional supports are needed to ensure course completion and earning of credits. H)APs and SST members will review/address disciplinary concerns of homeless students to reduce loss of instruction. I)Supports will include guiding students in credit recovery, dual credit and AP courses, and accelerated studies for students to graduate with their 4-year cohort and be prepared for college and/or career opportunities. J)All graduating students will engage in the ceremony for their campus. K)Lists of homeless students will be sent regularly to College & Career Readiness Coaches so they can track progress to graduation and prepare students for post-sec opportunities. L)Go-Center staff will assist with college applications and financial aid forms, with incentives for completion.

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

11. Equitable Access and Participation

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

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

Group [_____]   Barrier [_____]

Group [_____]   Barrier [_____]

Group [_____]   Barrier [_____]

Group [_____]   Barrier [_____]

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

12. Request for Grant Funds

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

Payroll Costs

#	Activity	Amount
1.	Coordinator FTE, Split Funded (60%)	$35,000
2.	Extra Duty for Tutoring & Bilingual Liaison Stipends	$4,000
3.	Support Position FTE, Split Funded (75%)	$30,000
4.	3 Homeless Liaison FTEs, Split Funded (60%)	$86,000
5.	FRINGE Benefits at 18% of Total Payroll	$26,350

Professional and Contracted Services

#	Activity	Amount
6.	Printed materials with program information for distribution at campuses and other facilities	$1,700
7.	Tutoring	$1,755
8.		
9.		
10.		

Supplies and Materials

#	Activity	Amount
11.	Program Necessities/Consumables	$2,000
12.	Technology for Coordination	$2,000
13.		
14.		

Other Operating Costs

#	Activity	Amount
15.	Indirect Costs (4.529% negotiated rate)	$8,551
16.		
17.		

Capital Outlay

#	Activity	Amount
18.		
19.		
20.		

Direct and indirect administrative costs: $8,551

TOTAL GRANT AWARD REQUESTED: $197,356

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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