



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):

1. Applicant Information

Name of organization

Garland ISD

CDN

057909

Vendor ID

1756001650

ESC

10

UEI

K8YHA5RS2DL5

Address

501 South Jupiter Rd

City

Garland

ZIP

75042

Phone

972-494-8201

Primary Contact

Shermika Nelson-Fluker

Email

SLNelson@garlandisd.net

Phone

972-487-3180

Secondary Contact

Ida Perales

Email

iPerales@garlandisd.net

Phone

972-487-3041

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances

- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name

Ricardo Lopez

Title

Superintendent

Email

rlopez23@garlandisd.net

Phone

972-487-3023

Signature

Date

4/23/24

Grant Writer Name

Meighan Hylton

Signature

Date

4/23/24

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

2024-2025 Texas Education for Homeless Children and Youth

Page 1 of 12

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
Awareness- Staff needs better understanding of the protections provided under McKinney-Vento	The McKinney-Vento district Liaison, TEHCY Specialists will provide trainings to will be provided to counselors, campus staff, transportation department, and administrators. Community members will also receive training and continuing conversations regarding students experiencing homelessness and how they can assist. Monthly communication informing
School success- students need accelerated learning opportunities and academic interventions to perform on level with their peers.	The McKinney-Vento district liaison and TEHCY Specialists will meet quarterly that are struggling academically and with absenteeism to assess their needs. Results of findings will be communicated with campus staff and a plan will be put in place to assist the student to assist student progress.
Access to supplies and services- Students experiencing homelessness may lack access to needed material to help them perform on par with their peers.	The McKinney-Vento district liaison, TEHCY Specialists and TEHCY aide will host a community fair and families with local resources and provide students with supplemental materials. The TEHCY aide and TEHCY specialist will manage the district uniform and supply closet and students will be able to receive assistance all school year as needed.

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 2025 Garland ISD will ensure that campus and district staff are trained on the policies and procedures for McKinney-Vento and ensure the McKinney-Vento students have the resources to be academically successful throughout their enrollment

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 McKinney-Vento district liaison, TEHCY Specialists and TEHCY aide will provide training for campus and district staff and district staff that are working to target ongoing identification of MV families. Case managers and specialists will work to ensure students are coded and enrolled in a timely manner. All identified students will be contacted to ensure their academic needs for enrollment are met. Counselors will be provided with a list of current identified students to ensure they are aware of those students and their academic needs. The McKinney-Vento district liaison and TEHCY Specialists will provide parents and guardians with information on the rights to their students' education.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

The McKinney-Vento district liaison, TEHCY Specialists and TEHCY aide will provide an enrichment book activity day to promote family literacy. The STEAM materials will be provided to students. First data report on McKinney-Vento students grades and attendance will be processed. The McKinney-Vento district liaison and TEHCY Specialists will notify counselors about any of their identified students that are not passing or have high amounts of absences. A community fair will be held to help ensure that McKinney-Vento students and families are aware of community resources. A needs assessment will be conducted at the community fair. The McKinney-Vento district liaison and TEHCY Specialists will provide check-in meetings to ensure staff are meeting the needs of McKinney-Vento students and refresh them on all policies and procedures of McKinney-Vento.

Third-Quarter Benchmark

The McKinney-Vento district liaison and TEHCY Specialists will develop and implement a survey to all McKinney-Vento parents and guardians to assess if they feel they received the assistance and guidance needed throughout the year. They will also have the opportunity to give feedback on how they believe the district can improve. Final data report for grades and attendance will be processed and distributed to the campus lead administrator and counselor for review. The McKinney-Vento district liaison and TEHCY Specialists will make counselors aware of students who are struggling academically at the end of the school year so that they can plan on how to get the student back on track to academic success. Summer engagement packs will be distributed to all McKinney-Vento students in pre-k-5th grade to promote literacy and assist in bridging learning gaps.

McKinney-Vento students enrolled in 6th-12th grade will be invited to participate in STEM summer camps.

7. Project Evaluation and Modification

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

The McKinney-Vento district liaison and TEHCY Specialists will pull data each cycle to be examined and used to evaluate the academic needs of students. Counselors will be asked to inform liaisons of the students who are in need of any materials or tools needed for academic success.

Survey data will be collected to give the district insight on needed resources and materials that are necessary for students success.

Data will also be collected by surveys from the parents after each event during the school year to evaluate the success of assistance given to the families and students.

Feedback received from parents and guardians will be used to help improve and redirect effort to serve McKinney-Vento students.

Interns will also assist in contacting families of those with academic needs after each cycle.

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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.
 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.
 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.
 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.
 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.
 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.
 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.
 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.
 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
 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.
 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).
 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.
 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.
 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**)

Garland Independent School District (GISD) is pursuing this grant opportunity to continue supporting extended day instruction to meet the academic and social areas of need for students experiencing homelessness. Garland ISD aims to continue to meet the needs of our homeless students by ensuring equitable opportunities. The students will receive accelerated opportunities and academic interventions to perform on level with their peers. The program will also be used to support training for the homeless liaison with the goal of better supporting the identified students. One of our grant activities will be the community engagement fair we hold each year to connect our McKinney-Vento students and families with our community partners. This fair helps connect families with health, financial, and educational resources. This fair allows McKinney-Vento students and families to access needed resources and allows us to assess their educational and basic needs. SAM Camp which stands for science, arts, and machining camp is another one of our grant activities. This is an afterschool STEAM program for our McKinney-Vento students. This programs grants students the opportunity to engage in STEAM projects and activities. The district has partnered with UTD to send our McKinney-Vento students to their summer stem camps where they have the opportunity to learn about coding, VEX robotics, programing, and engineering. These camps give our McKinney-Vento students to learn about STEM in a hands-on way. Summer family engagement packs are provided each summer to families with learning family engagement packs that promote core curriculum and helps the family engage in learning at home as well as helps fill the learning gaps in the summer months. The Book Fair is a grant activity that allows us to distribute books and educational activities to our elementary McKinney-Vento students to promote literacy. We will utilize the grant to attend the NAEHCY conference and mandatory TEHCY trainings. We will also utilize the grant to pay our McKinney-Vento specialists and McKinney-Vento aide to help service our growing number of

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

The district has an ongoing commitment to follow state and federal guidelines when working with the homeless students. The projects and goals of the programs align with these guidelines. To ensure that funding from other sources is committed to the program after the grant funding terminates, the homeless liaison will work with community partners to encourage a partnership to prolong and facilitate the program's activities.

Community and LEA partners:

Good Samaritans Food Pantry-Provides food to families in need of assistance.

Counseling Institute of Texas- Provides family and individual counseling, Offers up to ten free sessions to families through their Family Tree program.

Hope's Door New Beginnings Shelter- Provides temporary housing to families experiencing domestic violence.

Salvation Army- Offers financial assistance, food and goods to families in need.

Friendship House- Provides food, clothing, and financial assistance to families in need.

Transportation- Coordinates the delivery of transportation services for students participating in the STEM program SAM Camp and related activities.

City of Garland- Provides financial assistance to families who meet their criteria.

Gilbreath-Reed Career and Technology Center- Coordination of supplemental duties for instructors to provide the accelerated STEM program SAM Camp.

The McKinney-Vento Liaison will participate in local agency boards and event participation of the NAACP Back-to-School Rally Committee. Also, the Liaison and TEHCY Specialists attend monthly Garland Area Service Provider (GASP) meetings to network with local resource entities and agencies.

Garland ISD is committed to ensuring immediate enrollment even when lacking proof of residence or the proper documents and records. Seamless integration will also be made by assisting students and their families with school supplies, backpacks, standardized dress clothing, and hygiene items when needed.

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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.

Planning occurs each spring to coordinate student needs with the homeless set aside. Title I will provide uniforms and supplies to all students experiencing homelessness and supplemental academic supports to address gaps in learning for over age students who are receiving accelerated educational instruction in areas of deficit (math, science, and reading). Title I will provide the instructional supports, curriculum and transportation to address the academic needs of the homeless students. Transportation services will include DART passes which will give homeless students in need access to local area rapid transit. Each campus conducts a comprehensive needs assessment which includes addressing the needs of homeless students. Campus teams coordinate with district staff to identify homeless students and provide children with appropriate services including referrals to outside agencies, transportation services and basic supports such as school supplies, fee waivers, immunization, and uniforms.

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 McKinney-Vento program for Garland ISD is committed to diversity of the population of Garland, Rowlett and Sachse which is in the service area of Garland ISD. Families are assisted via the McKinney-Vento grant based on the identification factors that are stipulated within the McKinney-Vento Act. Unaccompanied youth are also assisted based upon the McKinney-Vento Act by identifying factors, and they will be provided needed resources accordingly. The student' s McKinney-Vento status is not shared with unnecessary personnel and is never shared with other parents and students. The student's status is never discussed with outside personnel. The district upholds FERPA laws.

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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.

Garland Independent School District (GISD) uses a modified version of a Student Residency Questionnaire (SRQ), which is given to every student at the start of the year upon enrollment. Identified students receive a call prior to the start of the subsequent school year in order to determine their current living situation; parents of these students also receive an SRQ at the start of the school year in addition to the one included in the parent signature packet. Posters, in Spanish and English, displaying the rights of homeless children and youth are displayed in the office of each of the district campuses as well as distributed to community resource providers for display. In efforts to identify students who become homeless after the school year has started, trainings are provided to district personnel to assist them in recognizing students who may be in a homeless situation. Any time a student's residency situation changes, an SRQ is given to the parent. Counselors and Student Services personnel follow up with families when there is a self-report of living circumstances that may qualify as homeless. To ensure the identification of homeless students after the school year has started, the McKinney-Vento Liaison is a member of the Garland Area Service Providers (GASP), which provides networking opportunities and community awareness in addition to them allowing us to educate our community on identifying students in homeless situations and how to enroll them in school. The McKinney-Vento Liaison also maintains relationships with the area homeless shelter and other housing resources to help ensure enrollment and identification. In order to identify and enroll homeless students in prekindergarten programs, the district's website specifically lists homelessness as one of the eligibility conditions for enrollment. Student progress will be monitored to ensure special program services are provided for students that qualify.

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.

Training is provided to district personnel to assist them in recognizing students who may be in a homeless situation. These trainings are held throughout the school year to keep staff informed on McKinney-Vento enrollment as well as policy and procedures. These training also go over the qualifications for a McKinney-Vento student and the coding process to ensure that identification is done correctly. Trainings are held with campus administrators, counselors, and data clerks. Trainings include information on enrollment requirements for homeless students, information on how students qualify as McKinney-Vento, and an overview of the McKinney-Vento act, and available district and local resources for McKinney-Vento students. These trainings are attached to required district-wide attendance and enrollment trainings for campus administrators, counselors, and data clerks in the beginning of the school year. Another training is held mid-school year with all counselors and data clerks. Parent workshops to build community awareness of the McKinney-Vento act are provided during district Parent Universities during the school year.

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9. Program Requirements (Cont.)

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

The McKinney-Vento district liaison, TEHCY Specialists, and counselors work to monitor attendance and grades. TEHCY Specialists run McKinney-Vento student reports that include attendance and grades after each grading cycle. After the data is reviewed, the Liaison and TEHCY Specialists work with campus counselors to ensure that any needs of students that are struggling with attendance or grades are addressed. If it is found that a student is falling behind academically, the campus counselors and administrators formulate a plan for the student so that they are able to recover their grades and get back on track. TEHCY Specialists will also conduct student visits at home and campuses along with parent/guardian calls to assist in serving McKinney-Vento students. Upon enrollment the campus staff works to ensure that the students are connected with any special programs that they are qualified for. The grant will allow the district to distribute engagement and learning activities to homeless students that will help bridge any gaps in their learning. The Liaison and TEHCY Specialists work with the campus administrators to formulate a plan when discipline interventions are needed. Counselors work with the students, parents and teachers to address any tutoring services that may be needed.

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.

Campus counselors work closely with identified students and their families to stay on track for grade promotion and graduation. The academic counselors come up with creative solutions to barriers and help create realistic educational plans for higher education. Some of the most common creative solutions have included the use of school iPads to complete necessary school work when it's not feasible for the student to come to school. This procedure is implemented to ensure that homeless students stay on track for grade-level promotion. Progress is monitored by reviewing attendance and credits. Incoming students also meet with counselors before they are placed in classes to ensure that any gaps in their education are addressed. Garland ISD has a unique education facility that houses Newcomer ESL High School students, Newcomer Middle School students and the Blended High School. The Blended High School offers computer based educational sessions to meet the diverse needs of students. Students are also able to go to the campus to work on End of Course exam tutoring in a small group setting or computers if needed. Student progress will be monitored to ensure special program services are provided for students that qualify. In addition, progress monitoring and early interventions will be provided to students in need. This includes services for students who have been identified and are receiving other special program services including: Special Education, Bilingual/ESL Education.

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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 Barrier

Group Barrier

Group Barrier

Group Barrier

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12. Request for Grant Funds

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

Payroll Costs

1.	McKinney-Vento Specialists	140,000
2.	McKinney-Vento Aide	30,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Summer Coding Camp	10,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Community Fair Supplies	10,000
12.	Enrichment Materials	10,000
13.		
14.		

Other Operating Costs

15.	NAEHCY Conference/ Travel	5,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED: 205,000

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

Statutory Requirement #1 - TEHCY Grant Activity Chart

Describe the grant activities, programs, and services that will be provided to address the unique identified needs of students experiencing homelessness. Indicate which quantifiable identified needs these grant funds will address. The information in this chart should align with your SMART Goal you have identified for this application and related to student outcomes consistent with the grant's purpose. Limit to 10 Activities.

Activity Description and Targeted Student Outcomes	Estimated # of Participants	Position Responsible for Completing Activity	Related Identified Need	Budget Allocation
<p>The purpose of the Community Fair is to connect McKinney-Vento families with community partners as well as to assess and address their needs.</p>	<p align="center">200</p>	<p align="center">McKinney-Vento Liaison/ McKinney-Vento Specialists</p>	<p>Access to Supplies and Services- Garland ISD offers a wide variety of special programs. In order to be successful, like their non-homeless peers, students must have access to the specialized supplies that may be required for these courses</p>	<p align="center">15,000</p>
<p>NAEHCY and state TEHCY conference</p>	<p align="center">4</p>	<p align="center">McKinney-Vento Liaison/ McKinney-Vento Specialists /Director of Family and Community Engagement</p>	<p>Awareness- Staff needs a better understanding of the protections provided under McKinney-Vento.</p>	<p align="center">5,000</p>
<p>SAM Camp- Students identified as homeless participate in STEM activities to enhance learning and increase STAAR standards</p>	<p align="center">100</p>	<p align="center">McKinney-Vento Liaison/ McKinney-Vento Specialists</p>	<p>School Success- Students need accelerated learning opportunities and academic interventions to perform on level with their peers</p>	<p align="center">5,000</p>

STEM Summer camps- to increase learning capacity in STEM areas	1,000	McKinney-Vento Liaison/ McKinney-Vento Specialists	School Success-Students need accelerated learning opportunities and academic interventions to perform on level with their peers	5,000
Summer Enrichment Packs –to promote family engagement as well as to assist in bridging the learning gaps during the summer months	700	McKinney-Vento Liaison/ McKinney-Vento Specialists	School Success-Students need accelerated learning opportunities and academic interventions to perform on level with their peers	10,000
Counselors will receive annual information on the rights of families identified under McKinney-Vento	100	McKinney-Vento Liaison/ McKinney-Vento Specialists	Awareness-Staff needs a better understanding of the protections provided under McKinney-Vento	
GASP members will receive annual training on the rights of families identified under McKinney-Vento	50	McKinney-Vento Liaison/ McKinney-Vento Specialists	Awareness-Staff needs a better understanding of the protections provided under McKinney-Vento	
Monitor attendance, grades, and credits to ensure students are on track for grade-level promotion and graduation	All enrolled McKinney-Vento students	McKinney-Vento Liaison/ McKinney-Vento Specialists	School Success-Students need accelerated learning opportunities and academic interventions to perform on level with their peers.	

<p>Campus administrators will receive annual information on the rights of families identified under McKinney-Vento</p>	<p>100</p>	<p>McKinney-Vento Liaison/ McKinney-Vento Specialists</p>	<p>Awareness-Staff needs a better understanding of the protections provided under McKinney-Vento.</p>	

Statutory Requirement #4: Indicate if current LEA McKinney-Vento policies and procedures are current and their applicable revision date. If you indicated yes for "Dispute Resolution" "Transition Assistance" "Truancy and Discipline": provide the additional information requested below.	
McKinney-Vento Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
McKinney-Vento Liaison Designation and Duties: The LEA, in collaboration with the McKinney-Vento Liaison, has established policies and procedures to inform LEA and campus staff annually LEA McKinney-Vento Liaison duties and contact information <u>42 US Code §11432(g)(6)(A).</u>	Yes
Public Notice of Educational Rights: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to ensure the public notice of the educational rights of homeless children and unaccompanied youth <u>42 US Code §11432(g)(6)(A)(vi).</u>	Yes
Immediate Enrollment: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to review and revise any LEA or campus enrollment policies or practices that may act as a barrier to the enrollment of homeless children and unaccompanied youth. <u>42 US Code §11432(g)(3)(C).</u>	Yes
Identification: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to ensure that homeless children and unaccompanied youth are identified by LEA and campus personnel. <u>42 US Code §11432(g)(7)(A).</u>	Yes
School Selection: The LEA, with the McKinney-Vento Liaison, has established policies and procedures to ensure homeless children and unaccompanied can attend their zoned school in their attendance area or remain in their school. State law also permits homeless children and unaccompanied youth to attend any LEA in Texas <u>TEC § 25.001(b)(5).</u>	Yes
Dispute Resolution Process: The LEA in collaboration with the McKinney-Vento Liaison has developed and implemented local policies and procedures to address McKinney-Vento disputes over eligibility, school selection, or enrollment in school and ensures that they are mediated and resolved in a timely manner. <u>42 US Code §11432(g)(3)(E).</u>	Yes
Do you have a local Dispute Resolution Policy? If you indicated yes, provide an attachment of the local board policy and any attachments that support this process.	
School of Origin Transportation: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to ensure School of Origin transportation services are provided in a timely manner when requested by the parent, guardian, or unaccompanied youth <u>42 US Code §11432(g)(6)(A)(viii).</u>	Yes
Free meals: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to implement enrollment in school nutrition programs for homeless children and unaccompanied youth <u>42 US Code §11432(3)(C)(cc).</u>	Yes
Comparable Services: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to support equitable access and continuity of comparable services to: Head Start and LEA preschool programs, Special Education, English Learners, Career and Technical Education, and Gifted and Talented programs for homeless children and unaccompanied youth <u>42 US Code §11432(g)(4).</u>	Yes

<p>Statutory Requirement #4: Indicate if current LEA McKinney-Vento policies and procedures are current and their applicable revision date. If you indicated yes for "Dispute Resolution" "Transition Assistance" "Truancy and Discipline": provide the additional information requested below.</p>	
<p>Pre-School: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to support equitable access for homeless children and unaccompanied youth to enroll in LEA-based prekindergarten programs in accordance with <u>TEC §29.153</u>.</p>	Yes
<p>Coordination of Resources: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to provide community resources to homeless students and families for health care, dental services, mental health, substance abuse, housing services, and other appropriate services <u>42 US Code §11432(g)(6)(A)(iv)</u>.</p>	Yes
<p>Postsecondary Transition: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to assist homeless children and unaccompanied youth with post-secondary planning. Including but not limited to, development of a four-year plan that includes post-secondary college and career options, information on dual credit courses, assistance with career interest inventories, verification of independent status for homeless unaccompanied youth, etc., <u>42 US Code §11432(g)(6)(A)(x)(3)</u>.</p>	Yes
<p>Training: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to provide McKinney-Vento professional development to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth <u>42 US Code §11432(d)(5)</u>.</p>	Yes
<p>Transition Assistance: The LEA has policies and practices in place to align with requirements of <u>Texas Administrative Code 89 Subchapter FF. Commissioner's Rules Concerning Transition Assistance for Highly Mobile Students Who Are Homeless or Substitute Care</u>, specifically relating to students experiencing homelessness.</p> <p>Do you have a local Transition Assistance Policy? If you indicated yes, provide an attachment of the local board policy and any attachments that support this process.</p>	Yes
<p>Truancy and Discipline: The LEA has policies and practices in place in alignment with <u>TEC § 37.001(4)(F); 37.005(d)</u> to consult with the McKinney-Vento Liaison in regard to attendance/truancy matters and for disciplinary measures for students experiencing homelessness.</p> <p>The LEA has policies in place to support implementation of <u>Commissioner Rules Concerning Truancy §129.1045. Best Practices</u> for addressing the needs of students experiencing homelessness.</p> <p>Do you have a local Truancy and Discipline Policy? If you indicated yes, provide an attachment of the local board policy and any attachments that support this process.</p>	Yes

ADMISSIONS
HOMELESS STUDENTS

FDC
(LOCAL)

Liaison for Homeless Students

The Superintendent shall designate an appropriate staff person as the District liaison for students who are homeless. [See FFC]

The liaison shall receive and provide to appropriate staff members professional development regarding services required by law to identify and meet the needs of students who are homeless. In addition, the liaison shall regularly review with campus admissions personnel the laws and administrative procedures applicable to students who are homeless.

Admissions

The District shall not stigmatize or segregate a student who is homeless.

The principal and campus admissions staff shall notify the liaison for homeless students within one school day of admission of a student who is homeless.

Enrollment in School of Origin

In determining the best interest of the student for the purpose of continuing the student's education in the school of origin, as defined by law, the District shall presume that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. The District shall also consider the best interests of the student with regard to the impact of moving schools on the student's achievement, education, health, and safety, including such relevant factors as:

1. Continuity of instruction;
2. Age and grade placement of the student;
3. Distance of the commute and its impact on the student's education or special needs;
4. Personal safety of the student;
5. The student's eligibility and need for any specialized services and supports, such as Section 504, special education and related services, or bilingual or English as a second language services;
6. Length of anticipated stay in a temporary shelter or other temporary location, if applicable;
7. Likely area of the family's or youth's future housing;
8. Time remaining in the school year; and
9. School placement of siblings.

Services, including transportation, that the District is required to provide shall not be considered in determining the student's school of attendance.

**Continuation of
Transportation**

The District shall provide transportation to a student who is homeless to and from the school of origin, as provided by law. If such a student ceases to be homeless and if requested by the parent, guardian, or unaccompanied youth, the District shall continue to provide transportation to and from the school of origin through the end of the school year. [See CNA]

**Dispute Resolution
Process**

If the District determines that it is not in the student's best interest to attend the school of origin or the requested school, the District shall provide a written explanation, in a manner and form that is understandable to the parent, guardian, or unaccompanied youth, of the reasons for the decision, including the right to appeal.

If the student, parent, or guardian has a complaint about eligibility, school selection, or enrollment decisions made by the District, that person shall use the complaint resolution procedures set out in FNG(LOCAL), beginning at Level Two. The District shall expedite local timelines in the District's complaint process, when possible, for prompt dispute resolution.

Pending final resolution of the dispute, the District shall immediately enroll the homeless student in the school in which enrollment is sought and permit the student to attend classes, receive the requested services, and participate fully in school activities.

When the principal becomes aware of a complaint, he or she shall notify the liaison for homeless students within one school day. At all times during the dispute resolution process, the liaison for homeless students or designee shall accompany and assist the student, parent, or guardian.

[See FNG(LOCAL) for all other complaints.]

ACADEMIC ACHIEVEMENT

EI
(LEGAL)

Award of Credit	The award of credit for a course affirms that a student has satisfactorily met state and local requirements. Any course for which credit is awarded must be provided according to 19 TAC 74.26(a)(1) and (a)(2) [see FDA]. 19 TAC 74.26(a)
Early Award of Credit	A district may offer courses designated for grades 9-12 in earlier grade levels. A course must be considered completed and credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student received instruction in the course or the grade level at which proficiency was attained. The academic achievement record (transcript) shall reflect that students have satisfactorily completed courses at earlier grade levels from grades 9-12 and have been awarded state graduation credits. 19 TAC 74.26(b)
Partial Award	<p>In accordance with a district's local policy, a student who is able to successfully complete only half of a course can be awarded credit proportionately. 19 TAC 74.26(d)</p> <p>A district shall award credit proportionately to a student who is homeless or in substitute care who successfully completes only half of a course. 19 TAC 74.26(e)</p>
Attendance for Credit or Final Grade	Unless credit is awarded by the attendance committee or regained in accordance with a principal's plan [see FEC], a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered. <i>Education Code 25.092</i>
Homeless or Substitute Care	<p>A district shall adopt a local policy to ensure credit, including proportionate credit, has been awarded appropriately to a student who is homeless or in substitute care for coursework completed prior to the student enrolling in or transferring to the district in accordance with 19 Administrative Code 74.26 (Award of Credit).</p> <p>A district must ensure that student records or transcripts provided by the previous district or charter school are evaluated promptly and are complete, accurate, and up to date.</p> <p>The receiving district must develop, maintain, and regularly update local records and documentation, including transcripts if applicable, for a student who is homeless or in substitute care.</p> <p>A district must ensure that the records or transcripts of a student who is homeless or in substitute care and transferring from out of state, out of country, or a Texas nonpublic school are evaluated and the award of credit is determined in a timely manner, as required by 19 Administrative Code 74.26(a)(2). [See FDA]</p>

A district must award credit proportionately to a student who is homeless or in substitute care who successfully completes only half of a course. Districts must evaluate the student record upon a student's enrollment and ensure that proportionate credit has been awarded appropriately.

If a district determines that there are courses in which a student was enrolled but for which the student has not earned credit, the district may use a variety of methods to determine whether the student may be eligible for full or proportionate credit for coursework completed. The award of credit must be based on demonstrated proficiency in all state and local requirements for a course in accordance with 19 Administrative Code 74.26.

A district must provide opportunities for a student who is homeless or in substitute care who enrolls in the district after the start of the school year to be administered credit by examination at any point during the school year, as required by 19 Administrative Code 74.24 (Credit by Examination) [see EHDB and EHDC].

Districts must:

1. Develop processes for students who have credit deficits or incomplete coursework that would impede on-time promotion or graduation to earn credit and implement appropriate academic interventions to address any credit deficiencies identified;
2. Develop and administer a personal graduation plan in accordance with Education Code 28.0212 (see EIF) for each student in junior high or middle school who is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9, as determined by the district, or does not perform satisfactorily on a state assessment instrument;
3. Review personal graduation plan options with each student entering grade 9 and with that student's parent or guardian as required by Education Code 28.02121 [see EIF]. Before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a personal graduation plan for the student;
4. Ensure that school staff actively engage with the student and the student's parent or guardian, as applicable, to develop a plan to recover credits if the student has credit deficits or incomplete coursework that would impede on-time promotion or graduation; and

ACADEMIC ACHIEVEMENT

EI
(LEGAL)

5. Comply with Education Code 28.025(i) [see EIF], concerning the award of diplomas for students who are homeless or in substitute care who are in grade 11 or 12.

19 TAC 89.1607

[For information on transition assistance for students who are homeless or in substitute care, including enrollment and placement in education programs and courses, see FFC.]

Graduation Requirements

Credit for courses for high school graduation may be earned only if the student received a grade equivalent to 70 on a scale of 100, based upon the essential knowledge and skills of each course. Credit earned toward state graduation requirements in an accredited school district shall be transferable and must be accepted by any other school district in the state. *19 TAC 74.26(a)(1), (c)*

Academic Achievement Record

Following guidelines developed by the commissioner of education, a district shall use an academic achievement record (transcript) form that includes student demographics, school data, student data, and the record of courses and credits earned.

The academic achievement record (transcript) shall serve as the academic record for each student and shall be maintained permanently by a district.

Any credit earned by a student must be recorded on the academic achievement record (transcript), regardless of when the credit was earned.

A student's performance on a state assessment, including an end-of-course assessment instrument required under Education Code 39.023(c) [see EKB], must be included in the student's academic achievement record (transcript).

Copies of the record shall be made available to students transferring to another district. A district shall respond promptly to all requests for student records from receiving districts. [See also FD, FDA, and FL]

Education Code 28.025(e), 39.023(c-5); 19 TAC 74.5(b)-(d)

Transcript Seals

Students who complete high school graduation requirements shall have attached to the academic achievement record (transcript) a seal approved by the State Board of Education. *19 TAC 74.5(e)*

Endorsement

Students who complete the requirements for an endorsement shall have the endorsement clearly indicated on the academic achievement record (transcript).

ACADEMIC ACHIEVEMENT

EI
(LEGAL)

Performance Acknowledgment	Students who earn a performance acknowledgment shall have the performance acknowledgment clearly indicated on the academic achievement record (transcript).
Distinguished Level of Achievement	Students who earn the distinguished level of achievement shall have the distinguished level of achievement clearly indicated on the academic achievement record (transcript).
Speech Requirements	Students who demonstrate proficiency in speech as specified in 19 Administrative Code 74.11 shall have completion of the speech requirement clearly indicated on the academic achievement record (transcript).
CPR	Students who complete the required instruction in cardiopulmonary resuscitation (CPR) as specified in 19 Administrative Code 74.38 in grade 9, 10, 11, or 12 shall have completion of the CPR instruction clearly indicated on the academic achievement record (transcript).
Proper Interaction with Peace Officers	Students who complete the required instruction on proper interaction with peace officers shall have completion of the instruction clearly indicated on the academic achievement record (transcript). A district shall clearly indicate on the academic achievement record the year in which the instruction was provided to the student.
Languages Other Than English	Students who satisfy a language other than English graduation credit requirement by successfully completing a dual language immersion program at an elementary school in accordance with 19 Administrative Code 74.12 shall have the credit clearly indicated on the academic achievement record (transcript).
FAFSA/TASFA Completion	A student who completes and submits a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA) or submits the Texas Education Agency-approved opt-out form shall have the completion of the financial aid application requirement clearly indicated on the academic achievement record.
Texas First Early High School Completion Program	A student who earns a high school diploma by satisfying the requirements of the Texas First Early High School Completion Program shall have completion of the program and the distinguished level of achievement clearly indicated on the academic achievement record. [See EIF] <i>Education Code 28.025; 19 TAC 74.5(f)-(n), .11(b), .39(e)</i>
Notation on Transcript or Diploma	A district shall ensure that each student's official transcript or diploma indicates whether the student has completed or is on schedule to complete: 1. The recommended or advanced high school curriculum; or

ACADEMIC ACHIEVEMENT

EI
(LEGAL)

2. For a district that is covered by Education Code 56.304(f)(1) (unavailability of courses), the required portion of the recommended or advanced high school curriculum offered at the district's high school.

The district must include this information on the student's transcript not later than the end of the student's junior year.

Education Code 56.308(b)(2)

Certificate of
Coursework
Completion

A student who completes all graduation requirements except for required end-of-course assessment instruments may be issued a certificate of coursework completion. The academic achievement record (transcript) shall include a notation of the date a certificate of completion was issued to the student. 19 TAC 74.5(o) [See FMH for participation in the graduation ceremony.]

Statutory Requirement 3a - Title I, Part A and McKinney-Vento Program Coordination:

Complete the following table regarding the use of Title I, Part A Homeless Reservation funds. For applicants applying as a SSA, complete a separate table and set of questions for each LEA.

	Homeless Reservation Amount	Use/Activities/Staffing
Actual Title I, Part A Homeless Reservation for FY23 (2022-2023)	81,000	School Supplies, Uniforms, Transportation
Actual Title I, Part A Homeless Reservation for FY24 (2023-2024)	81,000	School Supplies, Uniforms, Transportation