



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 Hurst-Euless-Bedford ISD

CDN 220916

Vendor ID 1756004311

ESC 11

UEI

LLC7VHE26DC6

Address 1849 Central Drive

City Bedford

ZIP 76022

Phone 817-399-2086

Primary Contact Marie Becker

Email mariebecker@hebisd.edu

Phone 817-399-2086

Secondary Contact Ellen Lobue

Email ellenlobue@hebisd.edu

Phone 817-399-3470

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 Conrad Streeter

Title Dep. Supertdnt

Email conradstreeter@hebisd.edu

Phone 817-399-2080

Signature

Date 4-19-24

Grant Writer Name Marie Becker

Signature

Date 4/19/24

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
Unidentified MV students experience a delay in enrollment - 95% of Student Residency Surveys indicating potential MV status and living in current location <3 years need to be contacted by the first day of the school year or within 5 days of registration.	McKinney-Vento Advocates will review Student Residency Surveys indicating potential MV status and living in current location for less than 3 years and contact the family to assess MV eligibility. MV Advocates communicate eligibility to campus to coordinate immediate enrollment.
Improve MV student attendance to reduce gap between MV and district attendance - The student attendance average of students qualified MV needs to increase to within 3% of the overall district average.	McKinney-Vento Advocates will review student attendance reports at least every six weeks. Advocates will contact parents and meet with high school students to identify potential barriers to attendance for any student with excessive absences. Referrals and resources will be offered to families, as needed, to reduce barriers.
Improve MV academic success to reduce gap between MV and District promotion rates- The promotion rate of students qualified MV needs to increase to within 3% of the district average for each grade level.	McKinney-Vento Advocates will review student grade reports at least every six weeks. Advocates will contact parents and meet with high school students to identify potential barriers for students not passing. Referrals and resources will be offered to families, as needed, to reduce barriers. Counselors will be consulted too.

5. SMART Goal

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

By the end of grant cycle, Hurst-Euless-Bedford McKinney-Vento Advocates will:

- Ensure timely identification and enrollment of potential MV students by contacting 95% of Student Residency Survey (SRS) respondents indicating potential MV status and residency in the current location for less than three years by the first day of the school year or within five days of registration.
- Improve MV student attendance to within 3% of the overall district average; and
- Improve MV student attendance to within 3% of the overall district average

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

- MV Advocates will review 100% of SRS indicating potential MV status and living in the current location for less than three years. Advocates will contact families to assess MV eligibility for 100% of surveys received (90% contacted w/ in 5 days) by the end of the first quarter.
- MV Advocates will review 100% of grade reports and contact parents/students not passing at least 1x by the end of the first quarter.
- MV Advocates will review 100% of attendance reports and contact parents/students with excessive absences at least 1x by the end of the first quarter.

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

-MV Advocates will review 100% of SRS indicating potential MV status and living in the current location for less than three years. Advocates will contact families to assess MV eligibility for 100% of surveys received (92% contacted w/ in 5 days) by the end of the second quarter.

-MV Advocates will review 100% of grade reports and contact parents/students not passing at least 3x by the end of the second quarter/first semester.

-MV Advocates will review 100% of attendance reports and contact parents/students with excessive absences at least 3x by the end of the second quarter/first semester.

Third-Quarter Benchmark

-MV Advocates will review 100% of SRS indicating potential MV status and living in the current location for less than three years. Advocates will contact families to assess MV eligibility for 100% of surveys received (94% contacted w/ in 5 days) by the end of the second quarter.

-MV Advocates will review 100% of grade reports and contact parents/students not passing at least 5x by the end of the third quarter.

-MV Advocates will review 100% of attendance reports and contact parents/students with excessive absences at least 5x by the end of the third quarter.

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 utilize project evaluation data effectively, we'll closely monitor progress towards our benchmarks and SMART goals. If we find stagnation or lack of progress, we'll assess MV advocates' case management services, including contact frequency with parents and students, collaboration with counselors, and grade and attendance monitoring. If needed, we'll adjust these services, increasing contact frequency with both parents and high school students and refining collaboration with campuses. Additionally, we'll enhance referrals and resources provided based on evaluation data to better support MV students and families. This ongoing approach ensures our program remains responsive and sustainable, meeting the evolving needs of MV students.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
4. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2025 Texas Education for Homeless Children and Youth Program Guidelines.
5. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Texas Education for Homeless Children and Youth Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
7. The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
8. The applicant provides assurance that performance evaluation reports are submitted for each year grant funds are received.
9. The applicant provides assurance that fiscal monitoring reports are submitted for each year grant funds are received.
10. The applicant provides assurance that the use of subgrant funds will comply with section 11432(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
11. The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
12. The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment, and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
13. The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.

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8. Statutory/Program Assurances (Cont.)

- 14. The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical Education, Gifted and Talented, and English Learner.
- 15. The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
- 16. The applicant provides assurance that collaboration will occur with the McKinney-Vento Liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
- 17. The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
- 18. The applicant provides assurance that all identified and enrolled are accurately reported in Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) in a timely manner.
- 19. The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
- 20. The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
- 21. The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.
- 22. The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings
- 23. The applicant provides assurance to submit a detailed report that includes all grant activities and usage of funds for the 2024-2025 Texas Education for Homeless Children and Youth (TEHCY) grant.
- 24. The applicant provides assurance that if services are provided on school grounds, the schools can use funds to provide the same services to other children and youth who are determined by the LEA to be at risk of failing in or dropping out of school. If programming does not occur on school grounds, the applicant cannot use McKinney Vento grant funds to pay for services to at-risk housed students [42 U.S.C. Section 11433\(a\)\(2\)\(B\)\(i\)](#).
- 25. Utilize [TEA Other Special Populations Self-Assessment](#) to review and analyze McKinney-Vento program implementation. This self-assessment activity must be completed by November 1, 2024, and used to inform program implementation and enhancements throughout the grant period.
- 26. Ensure program has a data informed plan and strategy in place to support program implementation across all campuses. Including the following data indicators: a. Review district level data to provide intensive support and targeted training and technical assistance to campuses who historically have had low or zero identification of students experiencing homelessness. b. Provide intensive support and targeted training and technical assistance to campuses who utilize the same identifier code for all students experiencing homelessness (e.g., 100% doubled-up, 100% unaccompanied homeless youth, etc.). c. Provide intensive support and targeted training and technical assistance to campuses who historically have had low or zero identification of students experiencing homelessness with a focus on campuses that have a poverty level of 30% or higher.

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9. Statutory Requirements

1. Provide a description of the proposed grant activities, programs, and services. This description should include how they address the identified needs and promote equitable access to program services needed to improve academic outcomes for homeless children and unaccompanied youth. Include the resources, strategies and/or systems that will be implemented to support target goals and outcomes, document progress and milestones, and observable results of the proposed grant activities, programs, and services. **(*Complete the attached TEHCY Grant Activity Chart, see the Program Guidelines for further guidance on completing the attachment)**

The proposed grant activities aim to support students experiencing homelessness and unaccompanied youth by funding McKinney-Vento Advocates to address enrollment, attendance, and academic success barriers.

- McKinney-Vento Advocates will promptly assess MV eligibility for students residing in their current location for less than three years and coordinate with campuses to ensure immediate enrollment for eligible students who may not have the required enrollment documents.
- Advocates will also monitor attendance, conducting follow-up parent phone calls, high school student visits, and campus/district staff collaboration (including counselors, assistant principals, attendance secretaries, and truancy officers) to mitigate barriers and improve MV student attendance.
- Additionally, advocates will review grade reports, conducting follow-up phone calls and/or meetings with parents, high school students, and campus and/or district staff (including MTSS counselors, sped teachers, counselors, and administrators) to address academic challenges.
- Furthermore, advocates will provide referrals and resources as needed to reduce barriers to academic success and attendance.

The HEB Family Support Service Tracking Database will document eligibility screening, follow-up meetings, collaboration, and referrals/resources offered, ensuring accountability, guiding followup case management support, and facilitating continuous improvement.

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. Our District and McKinney-Vento advocates coordinate with multiple agencies to support prompt identification, improved attendance, and increased academic success goals as identified in our application: Title I, Part A and Local (tutoring - academics), Title III ELA (supplemental EB language support - academics), Title I Part A HL Set-Aside (MV advocates to identify/case manage and transportation - identification/enroll, attendance, academics), Sped (transportation and tutoring - attendance & academics), District Transportation (in-district campus of origin transportation - attendance & academics, District Counselors (student advising, credits/courses, enrollment conferences - attendance & academics), Communities in School (counseling, case mgmt referrals/resources, snacks- attendance and academics), HEB District PTA Clothes Closet (clothing - attendance & academics), Six Stones Mission Network (back to school backpacks/supplies - academics & attendance), and multiple local churches (food, mentors, gift cards, hygiene items - attendance & academics)

B. The grant funds would fund a portion of 3 MV Advocate salaries/benefits with the intent to identify and enroll eligible students within 5 days and provide referrals/resources through case management support and the grant identified activities previously identified to improve academic performance and attendance.

C. MV Advocates will have 1:1 contact at least once with each parent/guardian. As a need is identified by grades and/or attendance, followup contact will be made to offer resources (tutoring, family engagement activities, after-school care support, etc), referrals (medical, clothes closet, shelter, utility assistance, financial help to increase housing stability, etc) and identify barriers.

D. Unless determined by an ARD/Sped Committee as unable to fully participate in a regular ed program, HL children and UY will be able to fully integrate and have full access to the regular ed program.

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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.

A) The process for reviewing and developing HEB's plan for coordinating services to support eligible HL children and UY using Title I HL Reservations involves multiple stakeholder groups. These groups actively participate in planning, evaluation, consultation, and identifying our Needs Assessment. Key stakeholder groups include:
-District Level Improvement Committee: This committee represents all ESSA required stakeholder groups
-Campus Principals: Principals provide input and insights into the specific needs and challenges faced by HL/UY within their respective schools.
-District Parent Advisory Committee: Parents from diverse backgrounds, offer perspectives on the needs of HL/UY, ensuring that parental concerns and voices are heard/addressed.
-Education Operations Department Coordinators: Provides guidance and leadership in aligning plan with broader goals and objectives.
-Education Executive Leadership Team: Brings expertise in logistical and operational matters, ensuring that the plan's implementation is feasible and effective.
-MV Advovates - Assess student needs and review/revise final plan to provide HL/UY services.
B) We determine our reservation through a collaborative process involving the stakeholder groups above who identify needs, review previous spending, and explore alternative fund sources. Stakeholders are assisted in understanding policies and procedures to support homeless students across all campuses. Additionally, campus leaders, counselors, and staff assisting with enrollment are formally trained in MV processes annually. Funds are allocated based on the plan to address the needs of HL/UY, while the Federal Programs Department Improvement Plan incorporate goals, objectives, and strategies to monitor progress in meeting McKinney-Vento student needs.

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**)

HEB has established rigorous processes to develop, review, and revise current policies and procedures to safeguard against isolating or stigmatizing HL children and UY. Guided by Board Policy FDC(LOCAL), which explicitly prohibits stigmatization or segregation of homeless students, HEB ensures our liaison and MV Advocates regularly receive professional development and conducts trainings for campus administrators, counselors, and other staff assisting with enrollment and registration, aimed at effectively identifying and addressing the needs of HL students.
Additionally, board policies are reviewed annually, and staff trainings are conducted to align grant activities, programs, and services with the principles of inclusivity and support for homeless students. The district's Homeless Plan undergoes annual review by the Homeless Liaison and MV Advocates to ensure compliance with district policies and best practices.

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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.

Level 1: (A) Every family, new and returning, completes a Student Residency Survey (SRS) as part of the online school registration process. Any SRS indicating a potential MV qualification is received and assessed by an MV Advocate. The MV Advocate contacts the family or UY within 5 business days of completing the form to ensure immediate enrollment and conduct a needs assessment. (B) During the school year, campus staff screen for potential MV students when addressing attendance/tardies/address changes. 8th-12th graders have an electronic link to request support with living situations. Families are referred to an MV Advocate, as needed, for further assessment. (C) HEB Truancy department assess the needs of families not currently enrolled in school and refers families to an MV Advocate, as needed, for further assessment. (D) EC/PK students complete an SRS during registration in April. An MV Advocate contacts the family in July to complete the assessment.

Level 1, A-D: Resources/referrals are provided when barriers or needs are identified. Campus staff are notified of eligibility to ensure immediate enrollment and schedule/complete Enrollment Conferences.

Level 2, A-D: Once identified MV, we provide an electronic welcome packet to parents, high school students, and UY. The packet includes information about MV rights, available resources, and campus-specific info/contacts. An MV Advocate enters PEIMS Coding and Child Nutrition qualifies the student for free lunch. The student is assigned an MV Advocate. The HL Liaison monitors implementation of procedures and facilitates continuous improvement discussions.

Level 3, A-D: MV Advocates monitor individual HL/UY student progress, grade/credit reports, and attendance reports monthly. MV Advocates conduct follow-up phone calls and/or meetings with parents, high school students, and campus and/or district staff to identify and address barriers to ensure access to gen ed and sped services.

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.

MV advocates receive at least 40 hours of PD each year (in- and out-of district), with an emphasis on training to support HL and UY.

Formal training is provided at least 1x/year to campus administrators, campus/district counselors, and campus/district staff assisting with registration/enrollment. Annual beginning of year training is scheduled July - October, with followup training sessions provided as needed (ie: Registrar/Secretary March MV Refresher). Each group's training session lasts approx. 30-40 minutes. The training aims to enhance staff capability in addressing the distinct educational requirements of MV students. The following topics are included in the annual beginning of year training agenda: Eligibility, District Identification Trends, Sample Scenarios (played in game format for spring training), MV Student Rights, Best Practices for Transition Assistance, Identification/Enrollment Process, Enrollment Conferences, Accessing Reports, Where to Get Help

Additionally, during the 23-24 school year, 2 secondary campuses participated in a poverty simulation for 2 hours to better understand the experiences of their students and families. The simulation was followed by a debrief and resource links were shared.

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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) Attendance and engagement - Each six weeks the elem. MV advocate will monitor attendance, conducting follow-up parent phone calls and campus/district staff collaboration (including counselors, assistant principals, attendance secretaries, and truancy officers) to mitigate barriers and improve MV student attendance.
 - B) On-time promotion - Each six weeks the elem MV advocate will review grade reports, conducting follow-up phone calls and/or meetings with parents and campus and/or district staff (including MTSS counselors, sped teachers, counselors, and administrators) to address academic challenges.
 - C) Coordination of targeted services- Advocates will routinely coordinate services, as needed, with designated campus/district staff. (ie: teachers, counselors, admin, transportation, sped, truancy, etc)
 - D) Bridging program support services - Stakeholders and the Federal Programs Coordinator will review opportunities to bridge support between ESSA, other federal grants (including Sped), and local funding
 - E) Assessment interventions and scores - At EOY, the elem MV Advocate collaborates with counselors to review assessment and facilitate free transportation to summer programing as needed.
 - F) Discipline interventions - Liaison monitors disipline reports 2x year. Assistant Principals, MV Advocates, and Liaison collaborate with campus admin to ensure appropriate discipline.
 - G/H) Tutoring services/Supplemental programs - See above (B, C, D, E) for before/during/after-school tutoring
 - I) Other programs or services - As additional barriers are identified, MV Advocates collaborate with the necessary stakeholders and provide referrals/resources, as needed.
- Progress toward meeting goals/milestones is formally monitored each school year during November, February, June and August.

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) Attendance and engagement - Each six weeks HS advocates will monitor attendance, conducting follow-up parent phone calls, high school student visits, and campus/district staff collaboration (including counselors, assistant principals, attendance secretaries, and truancy officers) to mitigate barriers and improve MV student attendance.
- B) On-time promotion - Each six weeks HS advocates will review grade reports (and credits), conducting follow-up phone calls and/or meetings with parents, high school students, and campus and/or district staff (including MTSS counselors, sped teachers, counselors, and administrators) to address academic challenges.
- C) Coordination of targeted services- Advocates will routinely coordinate services, as needed, with designated campus/district staff. (ie: teachers, counselors, admin, transportation, sped, truancy, etc)
- D) Bridging program support services - Stakeholders and the Federal Programs Coordinator will review opportunities to bridge support between ESSA, other federal grants (including Sped), and local funding
- E) Assessment interventions and scores - MV Advocates routinely collaborate with counselors to review assessment and facilitate free access to tutoring and summer programing as needed.
- F) Discipline interventions - Liaison monitors disipline reports 2x year. Assistant Principals, MV Advocates, and Liaison collaborate with campus admin to ensure appropriate discipline.
- G/H) Tutoring services/Supplemental programs - See above (B, C, D, E) to provide tutoring, EOC, Credit Recovery
- I) Other programs or services - As additional barriers are identified, MV Advocates collaborate with the necessary stakeholders and provide referrals/resources, as needed. Monitor secondary progress with Elem PM schedule.

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11. Equitable Access and Participation

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

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

Group	Special Education	Barrier	Access to gen ed as determined by IEP. None related to HL/UY
Group		Barrier	
Group		Barrier	
Group		Barrier	

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.	MV Advocates (3 partial)	\$64,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	n/a	0
7.		
8.		
9.		
10.		

Supplies and Materials

11.	General Materials/Supplies for MV Advocates	\$500
12.		
13.		
14.		

Other Operating Costs

15.	MV Advocate Training	\$1,279
16.		
17.		

Capital Outlay

18.	n/a	0
19.		
20.		

Direct and indirect administrative costs: \$2,960

TOTAL GRANT AWARD REQUESTED: \$68,739

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
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For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.