



# 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](mailto: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

CDN  Vendor ID  ESC  UEI

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

### 2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

Grant writer is an employee of the applicant organization.  Grant writer is not an employee of the applicant organization.

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) **are** permitted for this grant. **Check the box below if applying as fiscal agent. See Program Guidelines for SSA limitations for this grant.**

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. Complete the attached **TEHCY ESC SSA Member Chart**, see the Program Guidelines for further guidance on completing the attachment.

**4. Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
1. Low Academic Performance and Attendance:	<ul style="list-style-type: none"> <li>• Attendance Incentives: rewards for homeless students who improve attendance.</li> <li>• Academic Support: Allocate funds for after-school/during school tutoring.</li> <li>• Parental Engagement: Host workshops/sessions for parents of homeless students</li> <li>• Graduation Support: College applications, FAFSA applications, Career Readiness</li> <li>• Monitoring System: System to track the academic progress and attendance.</li> </ul>
2. Clothing and Basic Needs: Based on the needs assessment, 40% of homeless students lack appropriate clothing for school, which affects their self-esteem and attendance.	<ul style="list-style-type: none"> <li>• Clothing Drive: Ask local churches to donate clothes to our homeless students.</li> <li>• Clothing Vouchers: Provide clothing vouchers to local stores/Walmart for homeless students to purchase necessary school clothing.</li> <li>• Hygiene Kits: Include hygiene kits with toiletries (toothbrushes, toothpaste, shampoos, etc.) for hygiene.</li> </ul>
3. Increased Parental Support at School Events and Meetings:	<ul style="list-style-type: none"> <li>• Parent Workshops: Host workshops on topics such as navigating the parent portal on skyward, supporting academic success at home, and understanding graduation requirements.</li> <li>• Home-School Liaisons: Assign dedicated staff or volunteers to serve as liaisons for homeless students.</li> <li>• Parent Involvement Events: Organize events (family nights, literacy nights, senior nights, and teacher conf.).</li> </ul>

**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.

Goal: By the end of the academic year, increase the graduation rate of homeless students in La Feria ISD by 5% compared to the previous year. Specific: The goal specifically targets the graduation rate of homeless students in La Feria ISD. Measurable: The graduation rate increase of 5% is a quantifiable measure by comparing the number of homeless students who graduate at the end of the academic year to the previous year's data. Achievable: The goal of a 5% increase is realistic given the planned interventions, such as mentorship programs, academic support, clothing assistance, and increased parental involvement. Relevant: Improving the graduation rate of homeless students aligns with the purpose of the TEHCY grant. Timely: By the end of the academic year, which provides a specific time frame for achieving the goal.

**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**

1. To measure initial progress students will demonstrate an increase in academic growth and attendance, when comparing beginning of the year assessments, three six weeks progress and report cards, to their previous years progress. Provide pullout tutoring support for academic assistance and start the attendance incentive program. By mid-Fall a minimum of 30% of participating seniors should have completed a college and FAFSA application.
2. Evaluate clothing and basic needs of students to ensure 50% of students have received clothing and basic needs for school and address the current needs of our students by providing clothing vouchers and hygiene kits.
3. Family and community engagement will reach out to all parents and will host a minimum of four parent meetings to ensure parents are well informed on the importance of attendance at school and post secondary education.

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

1. Students will demonstrate expected growth (25%) when comparing middle of the year assessments to the beginning of the year. 80% of participating students will attend the required minutes of school per week during the school year. Continue pullout tutoring program and attendance incentives. By early Spring a minimum of 50% of participating Seniors should have completed a college and FAFSA application. At least 50% of participating high school Senior student should have attempted at least one college entrance exam and at least 50% of participating high school students should have attempted at least one of the TSIA2's exam.
2. Evaluate clothing and basic needs of students to ensure 70% of students have received clothing and basic needs for school and continue address the current needs of our students by providing clothing vouchers and hygiene kits.
3. Family and community engagement will host at least two parent engagement trainings and/or events.

**Third-Quarter Benchmark**

1. Participating students will demonstrate grade level proficiency as measured by local area assessments and reflected in DMAC reports. 95% of participating students are attending the required minutes of school per week during the school year. A minimum of 85% of participating Senior students should have completed a college and FAFSA application. At least 50% of participating students should have passed at least one of the TSIA2's exam.
2. Evaluate clothing and basic needs of students to ensure 90% of students have the clothing and basic needs to attend school and continue address the current needs of our students by providing clothing vouchers and hygiene kits.
3. Family and community engagement will host at least two parent engagement ensure parents are informed of end of year events and student requirements.

**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.

Multiple objective performance measures will be reviewed and analyzed in test scores, participation and attendance. Monthly evaluation of the program will occur in the following ways: 1.) scheduled observations by the program director and/or coordinator will occur. These will identify program needs such as fidelity of implementation and overall participation. Feedback discussions (director, family & community coordinator, teachers, counselors, and support staff) will allow for improvements in lesson planning, tutorials, activities, meetings and trainings. 2.) Scheduled observations will review participation in activities, meetings, trainings, tutorials, and attendance by students and parents. These observations will allow the director and staff to to engage with families, assess student needs, monitor and adjust as needed for maximum student and parent attendance and success. The director and program evaluators will use results, from individual student and family data to make recommendations for any needed changes that will improve the goals set forth for the program. Quantitative data reviews: 1.) Individual student data in (a) performance on local district level (progress monitoring and benchmarks) or STAAR assessments. (b) participation in activities and tutorials (c) school attendance record. 2.) Program data will include percentages of increase or decrease achieved by program participants in STAAR performance, participation in activities and tutorials, and attendance but also to include: (a) the number of students on track with grade level participation; (b) the number of families engaged in the program. Qualitative data will include: surveys, discussions, and focused feedback from students, parents, teachers, counselors, and support staff. The data provided will be utilized to improve quality every quarter. The overall goal is to assure student and family success, and sustainability as the focus.

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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**)

Proposed Grant Activities, Programs, and Services:

Academic Support and Mentoring Program:

Addressing Needs: Mentors provide academic guidance, tutoring, and assistance with homework to improve performance and increase graduation rates. Resources: Regular mentor-student meetings and progress tracking systems.

Observable Results: Improved grades, academic performance, and graduation rates among homeless students.

Clothing and Basic Needs Assistance Program:

Addressing Needs: Providing clothing improves self-esteem and attendance, ensuring equitable access for all homeless students. Resources: Clothing drives, distribution events, and collaborations with local entities. Observable Results:

Increased attendance rates and improved self-esteem among homeless students.

Parental Engagement Workshops and Events:

Increase in Parental Support: Offering workshops at varied times, covering topics like school systems and college readiness, providing bilingual materials, and fostering collaboration with community organizations. Observing Results: Increased parent attendance, improved communication with school staff, and higher involvement in academic activities.

Monitoring and Evaluation: Data Collection: Attendance records, academic progress reports, graduation rates, and qualitative feedback from surveys and stakeholders. Observing Results: Increased graduation rates, academic performance, attendance, and positive stakeholder feedback on program effectiveness.

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- Collaboration with local and state agencies is essential for meeting the needs of homeless students. Partnerships with entities like homeless shelters, community organizations, law enforcement, and educational departments facilitate the identification of students and provision of essential resources. Activities such as sharing grant program information and hosting events enhance support, while collaborations with behavioral health and human services address mental health and health needs. Educational programs on various topics and job readiness support from different organizations enhance students' overall well-being. Additionally, partnerships with local churches and educational departments provide diverse forms of assistance and support, ensuring comprehensive care for homeless students. Through these collaborations, support networks are strengthened, addressing the diverse needs of homeless students effectively. B- Funds allocated for enrollment and educational outcomes are directed towards various initiatives aimed at supporting homeless students. These include educational support services such as tutoring programs, academic resources, and tailored materials, often in collaboration with community and district organizations to offer after-school programs and educational workshops. Transportation assistance is provided, ensuring access to school through transportation services or school bus provisions to improve attendance. C- Efforts to promote meaningful involvement of parents or guardians involve conducting regular parent sessions on educational topics and offering workshops in both English and Spanish languages at convenient times. Family engagement events, including family nights and conferences, are organized with transportation assistance, encouraging parents to participate in decision-making processes regarding their children's education. Moreover, encouragement is given for participation in extracurricular activities like sports and clubs, with collaboration with coaches and club leaders to include and support homeless students. Additionally, support within regular classrooms is facilitated through additional services such as teacher aides, tutoring, counseling, and participation in programs like the ACE 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) Title I Part A Reservation Funding: Use of Funds: • Emergency Items: Title I Part A Reservation funding will be used to purchase emergency items for students such as clothing and school supplies. • Meeting Refreshments: Light refreshments will be purchased for parents and students to be served during meetings and events. Title I Part A Homeless Reservation: • Actual Reservation for FY24 \$5,000 • Reservation for FY25 \$5,000 B) Determination of Reservation Amount and Staff Assistance: 1. Determining Reservation Amount: La Feria Independent School District considered: • The number of homeless students enrolled. • Specific services needed to support homeless students. • The budget allocated to ensure comprehensive support for homeless children and unaccompanied youth. 2. Staff Training and Policy Understanding: • Prior to each school year, La Feria ISD provides Informational training to all staff involved with the enrollment of homeless students and unaccompanied youth. • Assistance in understanding the district's policy and procedures to support these students. 3. Integration into District Improvement Plan: • Homeless students are integrated into the District Improvement Plan, indicating their importance in the district's goals for improvement. District Goal: Goal: The district aims to expand and support the family and community engagement program. Strategies: • Continuing McKinney-Vento Program Resources: • The district will continue to provide resources under the McKinney-Vento program. • These resources will assist families in need to improve academics, attendance, and involvement in school events and meetings. Expected Impact: • Assisting families in need to improve academics, attendance, and involvement in school events and meetings. • Providing necessary support for homeless students and unaccompanied youth to achieve academic success and engagement in the school community.

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**)

La Feria ISD Policies to Avoid Isolation or Stigmatization of Homeless Children: 1. Admissions Policy: • Homeless children are enrolled immediately and cannot be denied enrollment due to lack of documentation. • Impact on Homeless Children: Ensures immediate access to education without any challenges or barriers, reducing stigma. 2. Transportation Policy: • Provides transportation to and from the school of origin, upon request of the parent/guardian or homeless liaison for unaccompanied youth. • Impact on Homeless Children: Ensures continuity in education and reduces the burden on families, preventing isolation due to transportation challenges. 3. Special Programs Federal Title I: • Implements parent and family involvement activities to improve student achievement. • Impact on Homeless Children: Engages families, fostering a sense of inclusion and support, reducing isolation through involvement in educational activities. 4. Student Welfare and Support Services: • Homeless children have equal opportunities to succeed and access educational services, including Head Start programs and health referrals. • Impact on Homeless Children: Ensures holistic support, addressing not just educational needs but also health, and social services, reducing stigma through comprehensive care. 5. Wellness and Health Services: • Homeless students can be admitted to school temporarily for 30 days without vaccination proof, with prompt referrals to health providers. • Impact on Homeless Children: Ensures immediate access to education while facilitating the process of obtaining required vaccinations, reducing barriers to enrollment. 6. Special Programs and CTE: • Provides homeless children with college, career, and technical services in compliance with federal and state laws. • Impact on Homeless Children: Ensures homeless students have access to the same educational opportunities as their housed peers, reducing the potential for stigma or isolation.

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**9. Program Requirements**

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

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

**Process and Procedures for TEHCY Program Services:**

**A) Entering/Returning from Breaks:**  
**New Enrollment:** • Screening Process: Information given by parents, guardians, or caregivers during the intake process using the Student Residency Questionnaire (SRQ). • SRQ Completion: For new students, the SRQ is completed during enrollment to identify potential homelessness.  
**Returning Students:** • The SRQ is typically distributed online during the registration process. The SRQ is a required document that must be filled out by parents, guardians, or caregivers. • It is a crucial step in the registration process, ensuring that the school has accurate and up-to-date information about the student's living situation and the responsible adults. • SRQ Submission: Parents/guardians/caregivers return completed SRQs to the school, allowing for identification of homeless students.

**B) Experiencing Homelessness After School Year Starts:**  
**Verification Process:** • Home Visits: Liaisons conduct home visits to verify the living situation if a student is suspected of homelessness. • Phone Calls: Contact is made with parents/guardians/caregivers to gather information. • SRQ Completion: • Post-Verification: After verification, SRQs are completed and returned to the campus to officially identify students as homeless.

**C) Not Currently Enrolled or Attending:**  
**Identification:** • Reports Processing: According to the previous year, regular reports are conducted to identify students who have not returned or enrolled. • Home Visits and Calls: Liaisons conduct home visits and phone calls to ensure that students are enrolled in school. • Enrollment Assistance: • Guidance: Parents/guardians/caregivers are guided through the enrollment process to facilitate re-enrollment.

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.

**Description:**  
 The plan aims to increase awareness, support enrollment, and enhance staff capacity to meet the educational needs of homeless children and unaccompanied youth through a mix of external and internal activities.

**Training Dates and Activities:**  
 8-16-23: McKinney Vento Program Liaison Meeting Purpose: Review updates, share best practices.  
 9-01-23: McKinney-Vento Homeless Assistance Act (Online Course) Content: Legislative mandates, identification processes.  
 9-8-23: McKinney Vento Program PEIMS Coding Content: Coding procedures for McKinney-Vento students.1  
 1/12/23: McKinney Vento Program-Boost Parental InvolvementContent: Tips for parental engagement.  
 12-12-23: Best Practices for Identification and Enrollment Content: Identifying and enrolling homeless students.  
 2-21-24: Increasing Academic Achievement Content: Strategies for improving academic outcomes.  
 4-17-2024: 2023-2024 McKinney Vento Program- Parent and Family Engagement Content: Ensuring access to education, State standards, parental engagement. Evaluation: Post-training assessments, feedback on implemented strategies.

Cafecito Hours with McKinney-Vento Region One Liaison throughout the year.  
 This plan provides a comprehensive approach to professional development under the McKinney-Vento Act, equipping staff to effectively support homeless children and unaccompanied youth.

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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.

In addressing the unique academic needs of elementary homeless children, several key strategies are employed. Attendance and engagement efforts involve PEIMS Clerks conducting weekly attendance monitoring, implementing reward systems, and organizing counselor meetings for students with attendance issues. Milestones include generating weekly attendance reports and holding regular counselor meetings. On-time promotion strategies focus on progress monitoring using reports and local assessments, with interventions like RTI strategies, mentoring, and tutorials. Parent involvement is emphasized through scheduled meetings, and milestones include regular progress report reviews and ongoing parent meetings. Intervention and progress monitoring utilize systems like Success Ed, Skyward, and DMAC, with referrals and close collaboration with departments. Program collaboration ensures a coordinated approach, with resources addressing academic gaps and milestones to ensure seamless integration. Assessment scores are tracked using Skyward reports, guiding interventions, and ensuring grade-level promotion readiness. Discipline interventions aim to promote awareness of conduct expectations and involve regular communication with parents. Tutoring services adjust based on progress, offering individualized support tailored to assessment scores, with milestones focusing on assessing tutoring effectiveness. Supplemental programs identify students for specialized programs based on scores and offer academic summer academies, with milestones tracking participation. Additional services like STEM camps and summer events are provided, communicated through district websites and social media, with milestones encouraging and tracking participation in these events.

4. A description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for secondary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance, engagement, and truancy interventions, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g., Special Education, English Learners, and Gifted and Talented), D) Advanced placement and dual credit course work, E) Transcript review for appropriate full or partial credit, F) Credit recovery or credit repairs services, G) Assessment interventions and scores, H) Discipline interventions, I) Four-year cohort graduation, J) Graduation of all homeless students (e.g., current cohort, continuers and early graduates), K) College and career readiness programs and support services, L) Post-secondary transition plan, and M) Other programs or services.

The proposed grant activities for secondary homeless children and unaccompanied youth encompass several key areas. Attendance, engagement, and truancy initiatives involve weekly monitoring by PEIMS clerks and implementing reward systems, with truancy measures initiated after 3 unexcused absences. On-time promotion strategies include progress monitoring using reports and assessments, interventions like credit recovery, and tutorials. Intervention and progress monitoring utilize DMAC, Success Ed, and Skyward reports, collaborating with departments for interventions. Advanced Placement and Dual Credit efforts involve information sessions for parents and students, discussing graduation plans and coursework. Transcript reviews for credit are planned, with counselors reviewing transcripts for credit awards. Credit recovery programs offer opportunities through various interventions and Saturday school. Assessment interventions use scores and reports for promotion tracking, ensuring students are on track for graduation. A positive behavior system is implemented district-wide, with a Disciplinary Alternative Education Program for academic improvement. Graduation plan reviews include annual counselor reviews and involvement of parents to ensure credit requirements understanding. Support services through Career and Technical Education (CTE) aim to enhance academic and technical skills for post-secondary readiness. Additional opportunities include STEM camps, college visits, and extracurricular activities. Quarterly progress reviews, mid-year reports, and end-of-year evaluations are planned to assess effectiveness. Strategies for equitable outcomes focus on equal access, individualized support, and collaboration with stakeholders. The observables and outcomes expected include improved attendance, increased promotion rates, higher graduation rat

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**10. Equitable Access and Participation**

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

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

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

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

**12. Request for Grant Funds**

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

**Payroll Costs**

1.	Payroll Costs for Tutoring	\$15,000
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.	STAAR, and/or TSIA2 Boot Camps	\$6,000
7.	STEM Camps	\$6,000
8.		
9.		
10.		

**Supplies and Materials**

11.	School Supplies and Clothing	\$15,000
12.	Supplies and Material for Parent Meetings	\$1,000
13.		
14.		

**Other Operating Costs**

15.	Other Costs for Parent Meetings	\$558
16.		
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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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](mailto: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**

**For TEA Use Only:**

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