



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

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

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. Increase the number of homeless students who obtain the meets grade level or masters grade level performance on STAAR and/or at grade level for local area assessments.	The district will address below grade level scores by providing those students additional academic learning opportunities. These opportunities can include, but are not limited to: mentoring, peer to peer tutoring, teacher tutoring, before and after school homework assistance, Saturday academies, and educational software linked to increasing student achievement.
2. Increase overall preparedness for post secondary education and graduation rates.	The district will provide meetings and college fairs to both parents and students in order to help them understand and assist with the college process, college applications, financial aid, college entrance exams, and supplies needed, such as college preparatory materials.
3. Increase parental and student attendance at school, school events, with programs, and meetings.	The district will increase attendance rate by utilizing funds to attract, engage, and retain homeless youth in a school environment. The activities can include, but are not limited to: home visits on truant students, parent meetings/activities to involve in their student's education, immediate enrollment(without registration documents), transportation, free school lunch, school supplies/necessary clothing.

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.

The La Villa Independent School District's primary goal is to strengthen and increase our students' and parents' academic commitment, school involvement and an overall preparedness for post secondary education. We aspire to increase the number of students who reach the meets and masters level by 10% each year. Furthermore, we are dedicated to increase overall postsecondary preparedness by having an increase in students taking college entrance exams (TSIA2, ACT and/or SAT), completing college and financial aid applications. To bring the goal full circle we plan to increase parent and student involvement within the district.

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 when comparing beginning of the year assessments, weekly assessments, along with educational software that evaluates academic performance.
2. Campus leaders will reach out to all parents and will host a minimum of three parent meetings and/ or events to ensure parents are well informed on the importance of attendance at school and post secondary education and preparedness.
3. By mid-Fall a minimum of 40% of participating seniors should have completed a college and FAFSA application.
4. 90% of students are attending the required minutes of school per week during the school year.

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

1. Participating students will demonstrate expected growth (25%) when comparing middle of the year assessments to the beginning of the year.
2. 93% of participating students are attending the required minutes of school per week during the school year.
3. Campus leaders will host at least two parent engagement trainings and/or events.
4. By early Spring a minimum of 60% of participating Seniors should have completed a college and FAFSA application.
5. At least 75% of participating high school Senior students should have attempted at least one college entrance exam.
6. At least 75% of participating high school students should have attempted at least one of the TSIA2's exam.

Third-Quarter Benchmark

1. Participating students will demonstrate grade level proficiency as measured by local area assessments and reflected in DMAC reports.
2. Participating students will demonstrate academic growth in STAAR to Meets and Masters grade level performance.
3. 95% of participating students are attending the required minutes of school per week during the school year.
4. A minimum of 85% of participating Senior students should have completed a college and FAFSA application.
5. At least 50% of participating students should have passed at least one of the TSIA2's exam.

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 campus leader will occur. These will identify program needs such as fidelity of implementation and overall participation. Feedback discussions (director, campus leader, 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 campus leader and staff to engage with families, assess student needs, monitor and adjust as needed for maximum student and parent attendance and success. The campus leader and program director 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)**

In order to increase the number of participating students who meet grade level or masters level performance on STAAR and/or local area assessments, struggling students and those seeking enrichment will be provided morning and after school sessions which can include, but not limited to: homework assistance, enrichment activities, educational software programs. Participating students will be provided counseling sessions to address any social emotional concerns, their grades, and any other need. Overall preparedness for post secondary education and increased graduation rates will be addressed by having day and evening meetings for parents and students over high school degree plans and credits. Our Counselor, College Transition Specialist, and support staff will have both parent and student meetings to address the college application process, college entrance exams and essays, FAFSA; along with financial literacy. College fairs along with college recruiters and advisors will be provided throughout the school year to help families and students stay informed of important deadlines and paperwork. Saturday academies (TSIA2, ACT, SAT) will be created to allow participating students to take part in. Student attendance at school will be increased by providing students a reward system and the following as needed: essential school supplies and clothing. Parental attendance and involvement in the school system will be done by providing engaging meetings, events, and/or activities. These meetings, events, and/or activities will be created mainly from parental input and they will provide families with take home resources. The program director, campus leaders, and support staff will look at all surveys, family and student participation to make any necessary adjustments to the program. Data collected from local assessments and educational software will be used to adjust academic strategies provided to students and families.

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).1. Texas Child Health Access Through Telemedicine- provides free access to Mental Health Telehealth services for at-risk students, along with mental health educational opportunities for families. 2. La Villa Food Bank- provide families with fresh fruits and vegetables once a month. 3. Cardinal Closet- provides free donated clothing such as shirts and pants to La Villa students. 4. Texas A & M Agri-Life Extension Services- collaborate and coordinate services to teach parents and in the form of presentation and/or activities nutrition education services. 5. Workforce Solutions Hidalgo- collaborate and coordinate services for students and parents in the form of presentation on employment, and career training. 6. Our Lady of Guadalupe Church in La Villa- provides Thanksgiving food baskets for our families in need and have clothing as well. 7. Knights of Columbus- assists by providing homeless students with coats as the cold season nears. 8. Saint Theresa of the Infant Jesus Catholic Church in Edcouch-Elsa- assists in providing food boxes to our families in need.

(B) Identification-Contact community agencies who service homeless populations to inform them of the resources available; In- service district staff about who is defined under federal McKinney-Vento Act; and develop strategies to identify children and youth who are unaccompanied and homeless. Enrollment-Immediate student enrollment even without required registration documents; and arranged transportation. Educational outcomes-Obtain necessary school items (calculators, supplies, clothing); help students with educational program decisions when the student does not have a parent or legal guardian. (C) The program director and campus leaders will focus on providing skills and tools necessary for parents to motivate their children to obtain academic success and promote positive communication. We embrace a philosophy of equal partnership with our families. (D) Homeless children and unaccompanied youth will be integrated into the regular education program through the immediate enrollment, regardless of any lack of documentation or medical records.

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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 will be utilized to purchase emergency items for students such as clothing and school supplies. Light refreshments will be purchased for parents and students to be served for meetings. The Actual Title I, Part A Homeless Reservation for FY23 (2022-2023) is \$500.00 and the Reservation for FY24 (2023-2024) is \$500.00.

B.) La Villa Independent School District took into consideration the number of homeless students enrolled and services they wanted to provide. Prior to the school year starting, La Villa Independent School District provides informational training to all staff that may be involved with the enrollment of homeless students and unaccompanied youth. During this meeting the district assists staff in understanding its policy and procedure to support homeless students and unaccompanied youth. Upon review of the district improvement plan it is easy to determine that homeless students are an intricate part of the district's plan for improvement.

Goals- The district's academic programs will continue to expand and support the effort to provide college and career readiness for all students as well as create a positive school environment that welcomes and engages students and parents.

Strategy- The district will continue to provide resources to our families under the McKinney-Vento program.

Strategy's expected result/impact- Assisting families in need to improve academics, attendance and involvement at school, events and meetings.

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 Villa Independent School District has policies and procedures that are reviewed and revised to ensure all proposed activities, programs and services do not isolate or stigmatize homeless children and unaccompanied youth.

Admissions policy- all homeless children shall be enrolled immediately and may not be denied or delayed enrollment due to lack of any documentation needed.

Transportation policy- ensures transportation is provided, at the request of the parent or guardian, or in the case of an unaccompanied youth, at the request of the homeless liaison, to and from the school of origin.

Special Programs Federal Title I- implement effective parent and family involvement activities to improve student academic achievement and school performance.

Student welfare and support services- ensure homeless children are enrolled immediately, have a full and equal opportunity to succeed in the district. Homeless families and children shall have access to and receive educational services for which they are eligible, including Head Start programs and that they receive referrals to health care, dental, mental health and substance abuse, housing and other appropriate services.

Wellness and health services- a student who is homeless shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. The school shall promptly refer the student to an appropriate health provider to obtain the required vaccinations.

Special Programs and CTE- all homeless children shall be provided college, career and technical services in accordance with all applicable federal and state laws, regulations and rules.

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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.

A.) Entering and/or returning to their schools from summer or holiday break- For students that are enrolling and new to the district, parents, guardians and/or caregivers are screened in the intake process and are assisted in completion of the Student Residency Questionnaire (SRQ). For returning students, SRQ's are sent out for completion to parents and/or guardians and/or caregivers, during early registration or during the students first or second week of school.

B.) Experiencing homelessness after the school year has started- Home visits and phone calls are conducted to verify the home situation of a student. Once the verification process is conducted, the SRQ is completed and returned back to the campus to properly identify students as homeless.

C.) Are not currently enrolled or attending school- reports are processed to identify students who have not returned or enrolled. Home visits are conducted as well as phone calls to ensure the student enrolls in school.

D.) Are eligible for early childhood and/or prekindergarten programs- parents and/or guardians and/or caregivers are provided "New to district registration" packet. Once this packet is completed, the students will become enrolled and be eligible to begin taking classes.

2. Provide a description of the annual McKinney-Vento professional development plan that is currently in place to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth. Include training dates, duration of training, who was trained/will be trained, and a summary of the training content and evaluation process. Include both external and internal professional development activities.

Internal Professional Development

A) July 19, 2023-Leadership Meeting- 9:00am-11:00 am- All of district administration- discussed Back to School Bash (number of homeless students in the district from previous year to current, resources needed by these families), registration area set up, and county- immunizations.

B) August 1, 2023-Leadership Retreat-8:30am-3:30pm-All of district administration- part of meeting discussion of homeless numbers, identification, coding and snapshot in October.

C.) February 14, 2023- Leadership Meeting-2:00 pm-4:00 pm- team discussed registration forms to help improve them and make it easier for the families to fill out. We looked at the increase in homeless numbers.

External Professional Development.

A.) September 19, 2023-Mckinney-Vento- 9:00am-12:00pm- Building Capacity-build collaborative networks, improve educational services and opportunities to our homeless students.

B.) December 12, 2023-Mckinney-Vento-9:00am-12:00pm-Best practices for identification and enrollment.

C.) February 9, 2024-Mckinney-Vento EduHero Online Training-1:00pm-2:00pm-key components of Mckinney-Vento Law, roles and responsibilities of staff.

D.) March 7, 2024-Mckinney-Vento-1:00 pm-2:00 pm-Funding and Sustainability

For the external professional development we were asked questions at times throughout presentation, group discussions, some have surveys at the end.

For the start of this year we plan to provide staff with resources and strategies on how to identify homeless students, as well as let them know the needs of our homeless families and who to reach out to for assistance.

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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.

A. PEIMS clerks- weekly monitoring of students' attendance and reward systems will be in place to keep students involved and engaged. Students with attendance issues will meet with counselors to address needs. B. Through the use of progress reports and monitoring of local assessments, interventions such as RTI, mentoring, morning and after school tutorials will be utilized to ensure on-time promotion. Meetings will occur to keep open lines of communication with parents. C. Intervention and progress monitoring (Success Ed, Ascender and DMAC)-reports for special education, bilingual, and gifted/talented will be completed in collaboration with each corresponding department through referrals and communication on a needed basis. D. The collaboration and coordination of different programs will occur to provide extra support needed to close academic gaps. E. Assessment scores and Ascender reports will be obtained by Instructional coaches and administrators to ensure participating students are on track for grade-level promotion. F. Discipline interventions and strategies designed by district administration to promote awareness of the student code of conduct and actions that can be taken by a campus, will be communicated through student and parent distribution, campus events/meetings, and the District's website. G. Tutoring services will be provided and adjusted to student needs based on progress reports and local assessment scores. H. Assessment scores and reports will be used to provide supplemental programs such as, but not limited to academic summer academies, summer reading activities, migrant/bilingual summer schools. I. Participating students will be afforded every opportunity to be a part of other programs and services, such as summer STEM camps, and summer CTE internships. These events will be communicated through the district website, social media, scholastic t.v., and parent meetings.

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. PEIMS clerks will monitor students' attendance weekly, reward systems will be provided. Students with 3 unexcused absences, will initiate truancy measures and a required parent conference. B. Student progress reports and monitoring of local/state assessments will be used to ensure on-time promotion. If interventions are needed, will provide credit recovery, morning/after school tutorials. C. Intervention and progress monitoring (DMAC, Success Ed and Ascender reports) will be completed in collaboration with corresponding departments through referrals and needed basis. D. Parent and student meetings will occur to inform of the AP program, Dual Enrollment credit, CTE pathways, graduation plans, and coursework. E. Counselor will review transcripts for full/or partial credit and award credit based completion and on the district's policy. F. Students in danger of not graduating on time, will have the opportunity to acquire credit through recovery programs and Saturday school. G. Assessment scores and Ascender reports will be obtained to ensure students are on track for grade level promotion and graduation. H. District wide positive behavior system is in place to promote social and academic success. A disciplinary alternative education program if needed provides structure, accelerated instruction and support services to improve academic achievement. I. Counselor will review graduation plans to ensure students are on track. J. Counselor will review graduation plans with students and parents so they understand credits needed. K. Support services offered through C.T.E. will strengthen academic and technical skills of students. L. Graduation plans will be reviewed annually to identify the course of study that promotes college, career and workforce readiness. M. Students are afforded every opportunity to participate in programs such as STEM camps, college visits and extracurricular activities.

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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"/>

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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.	Program extra duty: 28 weeks Morning and/or Afterschool	\$3,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	TSIA2 and/or College Preparatory Boot Camp	\$1,500
7.		
8.		
9.		
10.		

Supplies and Materials

11.	School supplies and clothing	\$2,500
12.	College preparatory materials	\$1,500
13.	Educational software	\$1,500
14.		

Other Operating Costs

15.	Parent meeting items	\$381
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

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