



# 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:

Grant period:  Pre-award costs:

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.

For TEA Use Only:  
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
Our needs assessment found that our students and families need ongoing support from community resources to meet basic needs. This drives the second and third need.	We will continue in our close partnerships with several local nonprofits, our shelter, our education partner program, and our county homeless coalition to ensure our students have resources to meet urgent needs. We stay current in available supports and maintain emergency supplies so we can respond quickly.
Our students experiencing homelessness have a lower rate of attendance. When our students are ill or the family is in distress, school attendance is compromised.	Our plan will reduce barriers such as lack of transportation, lack of childcare for younger siblings, and unmet medical needs by working closely with the support staff to ensure access to our services is timely and that parents are educated about the supports we can offer in school and in our community.
Our data shows our students identified as homeless have lower academic achievement as measured by standardized test performance, grades, credits attained, and graduation rates.	Our grant proposal provides support to coordinate services with our partners, campus staff, and other contractors. This will help facilitate the close monitoring of transportation, supplies, and food deliveries. Campus staff will monitor grades and intervene to set academic goals, improve grades, and recover credits. Finally, we will continue to do the best we can to facilitate summer support.

**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 goal of our program is to identify 100% of the students affected by homelessness and provide them with the supports they need to advance their educational goals. We will know our program is working through our regular evaluation process and the absence of performance gaps in comparison to peers that are not affected by homelessness. We will train our staff to ensure timely enrollment, accurate identification, and assessment for individual student needs. We will report our data accurately and monitor our implementation utilizing data such as needs assessments, progress monitoring, grades, attendance, credits and promotion rates. We will also ensure that our Multi-Tiered System of Supports (MTSS) process supports access to the appropriate general education and special program services as appropriate.

**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**

We will provide training to all counselors and registrars to support the immediate enrollment and initial intervention and follow up support plan for students experiencing homelessness. We will provide awareness materials and brief training to additional administrators and staff to assist with ongoing monitoring and identification of students who experience homelessness throughout the year. In addition, we will review our coding to ensure accuracy in our data reporting.

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

**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

We will survey our campuses and other staff to assess the services being provided to students identified as homeless. We will monitor student grades and attendance, and support access to tutoring, campus based interventions, counseling supports, referrals to community supports, mentors and other resources as appropriate.

**Third-Quarter Benchmark**

We will repeat our data collection process to monitor student progress at the campus and district level with particular attention to grades, attendance, and progress towards graduation. We will assist our graduating seniors in the final postsecondary planning process and ensure they have the records they need for financial aid support. We will also assess and begin planning for our summer intervention and enrichment services including summer school, academic bridge programs, and summer community resource information for families.

**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.

Our focus is to provide ongoing and individualized support for students and families experiencing homelessness. We work closely with parents and guardians to support school engagement. We have formal and informal needs assessments and opportunities for feedback as well as formal data collection several times a year so that we can more accurately gauge student success. We will work as a district team to meet identified needs.

Due to the cut in the available funding in this year's TEHCY grant, it is more important than ever to develop and closely monitor our partnerships with community partners to provide academic and behavioral interventions as needed in the school setting. The Liaison will seek resources, coordinate staff, and reach out to additional community partners as well as write amendments to the grant as required to provide as much support as possible. We are also working to adjust our Title I set aside and any other sources of support if at all possible to provide additional resources.

For sustainability, MISD has designated annual budget line item commitments for: administration support; facilities; transportation; free breakfast and lunches; tutoring programs; after school programs; specialized programs (ESL, Talented and Gifted); supplies and materials (not requested on this application); technology equipment; marketing resources; professional development and training; and dedicated salaries for counselors, the District Homeless Liaison and the McKinney Vento (MV) specialist. MISD has committed allegiance and support to community resources and collaborative partnerships that assist in addressing and meeting the unique needs and challenges of homeless students and their families.

It is our district vision to take care of every student, every day.

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

**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.

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

**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.

**For TEA Use Only:**

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

**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)

Any child can enroll in, attend, and succeed in school. Our program will provide the resources and staff support to direct, facilitate, monitor, and assess the program of supporting students affected by homelessness. We will accomplish our goals by providing tutoring and mentoring services through district and volunteer resources, facilitating transportation and school nutrition, and providing access to technology and academic support services, including counseling. We also will support summer school and community or district enrichment camps to keep learners engaged. MISD will provide information, training and development to district educators, counselors, support staff and community partners regarding the eligibility and identification, procedures, intervention techniques, and district response and responsibilities under the McKinney Vento Act, and how it benefits students experiencing homelessness. We will continue to identify and respond to unique barriers, stigmas, and challenges to student attendance and coordinate appropriate resources, referrals, and strategies for supporting students including ELLs and other special populations. We also provide attention to partnering with parents/caregivers to ensure they have the necessary training, tools, strategies, and resources to support their child in academic opportunities. The program objectives are monitored and assessed using multiple tracking, documentation, and assessment tools including, but not limited to: academic records, calendar of events, transportation records, attendance logs, activity sign-in sheets, inventory records, district budget tracking system, surveys, enrollment and registration documents, email referrals, mentor logs, and quarterly reports. Our overall grant program is facilitated by the District Homeless Liaison, TEHCY Support Assistant, and Grants Accounting Specialist. This team is assisted by our campus and district staff as well as our many community partners.

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.

Multiple organizations support the program. These partnerships are vital in identifying students, addressing needs, responding with support services, sustainability resources and strategies. Partnerships include Samaritan Inn, MISD Partners in Education, Trusted World, Children's Telebehavioral Health, Harold Murphy Counseling Center, McKinney Police Department, Family Promise, Collin County Homeless Coalition, CITY House, PTAs, Health Department, City of McKinney, Volunteer McKinney, Baby Booties Diaper Pantry, Community Life Line, and multiple food pantries, youth development organizations, businesses, and corporations. Collaborative services include social services, mentoring/tutoring, supplies to meet basic needs, transportation, summer camp, TANF, food stamps, WIC, Medicaid, protective services, utility/rent assistance, after school care, immunizations, emergency hygiene supplies, counseling services, college and career preparation, technology, child care, and parent and life skills training. One highlight of these partnerships is our longstanding partnership with Samaritan Inn, the only homeless shelter in our county. A highlight in our partnerships is the Partners in Education program, which includes both the REACH mentorship program and the Communities in Schools (CIS) program. MISD currently operates one of the largest in school mentoring programs in the nation. We have an army of REACH mentors that consistently work with K-12 students, which strongly supports the success of the program. In addition our CIS partners assist the school counselors and other staff in providing emergency food and supplies, support parents/caregivers in navigating school and community resources, and provide additional student support services on campus. It takes all of these partners and our staff to ensure that students experiencing homelessness receive the same quality care as their peers.

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

**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.

In connection with the process described above for the development and preparation of the district's plan for coordinating services, the District Homeless Liaison, Grants Accounting Specialist, and Chief School Improvement and Federal Program Officer review prior year expenditures, current and projected student enrollment, including students affected by homelessness, and the findings of our needs assessment process to plan for the resources needed to address identified student needs. Because we recognize the unique needs that can arise for students and families affected by homelessness, the Homeless Liaison and Grants Accounting Specialist meet regularly and on an as-needed basis to review expenditures and seek additional funds if warranted. As part of our professional development plan, we ensure MISD staff are aware of board policies regarding identification and enrollment of homeless students. We also raise awareness about the types of resources available within the district to students and train appropriate staff in the procedures to request those resources. Key staff such as counselors and nurses receive ongoing information about community resources that could assist students and families experiencing homelessness through guest speakers, flyers, brochures, newsletters, and emails. The district and campus improvement plans address the needs of students affected by homelessness by focusing on: providing safe and responsive learning environments; utilizing effective instruction informed by economic diversity and the social and emotional needs of students; and by ensuring that we are reflective about the efficacy of our educational programs and dedicated to working together with our staff, our parents and our community partners to address issues as they occur. Our district vision of every student, every day motivates us to prioritize the needs of all students including those experiencing homelessness.

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**)

MISD continually demonstrates commitment to education and support services for all homeless children and unaccompanied youth. This ongoing commitment is evidenced by district goals, policies and procedures, as well as financial commitment to programs serving the students who are experiencing homelessness. We prioritize professional development and collaborations with community entities and organizations for support services. MISD has established a district wide focus to ensure every student has access to a safe learning environment, as evidenced by the District Improvement Plan which is monitored regularly. While it may be difficult to overcome the stigma associated with homelessness, we feel it comes down to training and awareness. In addition, to support our district goal of safe and collaborative cultures, teachers and staff utilize several proactive interventions such as positive behavior supports, community circles, and restorative discipline to foster engagement and support social and emotional learning in the classroom. When we invest in relationships with our students, we can better perceive their needs and provide direct support to close behavioral and academic skill gaps. As needs arise, teachers work together with administrators, counselors, and other support staff as well as parents/caregivers for the best interest of the student. We also utilize proactive measures through job-embedded professional growth opportunities such as PLCs, instructional coaching, and instructional rounds to assist our staff in delivering effective instruction that effectively meets the needs of diverse learners. In addition, we seek opportunities to be sensitive to confidentiality such as arranging transportation to the shelter that does not reveal to peers that a child resides at the shelter. While we may not erase all instances of stigma, we have a district culture that values the individual student and has been proactive in identifying and supporting students affected by homelessness for many years.

**For TEA Use Only:**

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

## 10. Program Requirements

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

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

(a) Every new and returning student is required to complete the SRQ annually at the start of the year as part of the on-line registration process. Students that enroll after the start of the school year must also complete this form through the registration process. Campus and district staff review SRQs to identify students lacking a fixed, regular and adequate nighttime residence as well as siblings at other campuses. Appropriate staff receive annual training on McKinney Vento eligibility requirements and local identification procedures to ensure homeless students are immediately identified, enrolled, and receiving services after an initial needs assessment. (b) Staff, students and providers refer students lacking adequate nighttime residence to the campus counselor or district homeless liaison based on identification and awareness training. Posters, brochures and the MISD website assist and encourage family/student self-identification to staff. The local shelter has a process to advise parents and students during their intake process. We also conduct regular monitoring of our PEIMS coding as well as our implementation of the program. We have systems in place to monitor services provided during the year as well as data on student outcomes. (c) Staff network with providers at the homeless coalition, McKinney Police Department, our local hotels/motels, churches, and other community partners. The homeless liaison collaborates with administrators and multiple district departments (Administrative Services Department, Bilingual/ESL Department, Communities in School, Pregnancy Related Services, School Resource Officers, etc.) to identify and enroll homeless students found during individual meetings and home visits. (d) The district liaison collaborates with Lawson Early Childhood Center by reviewing each application to determine if the student is identified as homeless. Identified homeless students receive priority for Head Start or immediate enrollment in Pre-Kindergarten.

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.

MISD provides information, training and development to district educators, counselors, and support staff regarding the eligibility and identification, procedures, perimeters, intervention techniques, and district response and responsibilities of the McKinney Vento Act, and how it benefits students experiencing homelessness. Training includes an annual refresher regarding the Student Residency Questionnaire (SRQ) at the start of every year as part of the online registration training process. Additional counselor training topics also include the unique barriers of homelessness, special needs, available community resources, intervention strategies, and monitoring of attendance and academic progress. Training occurs via the following methods: annual district legal training, counselor newsletters, district website, emails, flyers, brochures, and social media. Principals and assistant principals receive additional training at the district legal updates session in September. Counselors conduct individualized teacher trainings through specific student meetings as needed to address needs. Additional training materials are available online for new hires and are supported with individual consulting as needed. MISD provides awareness and training for parents on strategies in working with their students on homework, support strategies, understanding the importance of school involvement, and navigating school and community resources. Training occurs through workshops, brochures, newsletters and websites, and individual meetings. MISD educates service providers or community collaborators in identifying homeless students, assessing needs, understanding support strategies and how to share and make available sustainability resources. Training recipients include sheltering agencies, volunteers, the Collin County Homeless Coalition, REACH, PTA meetings, the health department, police officers, health care agencies, and faith groups. All of these avenues for training have assisted McKinney in appropriately identifying our students.

### For TEA Use Only:

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



**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.

Students are identified, either through referrals or application for enrollment. The student/parent/caregiver is interviewed by the school counselor to assess for any unique barriers and/or immediate needs. The District Homeless Liaison, and/or the TECHY Admin collaborate with the home campus to facilitate enrollment and the initiation of academic support services, which may include transportation, free breakfast/lunch, and counseling, tutoring and/or placement in special programs. The student is placed in the appropriate grade and educational program, with school staff assisting in obtaining records as needed. The school counselor assesses for additional basic needs such as: food, shelter, clothes, health care, school supplies, and then refers to community partners as needed for any additional services. School counselors have received training on identifying and responding to victims of domestic violence. Counselors have also had training in identification of potential victims of trafficking and will respond by connecting the student to the appropriate authorities for protective services as needed. The school nurse reviews the health information attained at enrollment, and any health records received, and assists the family in obtaining any required immunizations or other health care with community resources. The administrators, teachers, counselors, and program staff collaborate to monitor the student's transition and address concerns or needs as they arise. They also make the student and parent/caregivers aware of their rights and the opportunities afforded them through the school district. The campus homeless liaison consults with the case manager or coordinator of the special programs about the unique needs of students experiencing homelessness. Students work with counselors to set academic and/or career goals to align with their aspirations, goals, and interests. Teachers, counselors, administrators, and other MISD staff can provide opportunities and/or refer students to other co-curricular activities and opportunities such as athletics, band, or clubs and organizations.

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.

At the secondary level, formal credit checks occur at enrollment, and regularly throughout the year. The teachers, counselors, and administrators collaborate to assess the student's academic progress and to monitor their attendance. Attendance issues are addressed through attendance contracts, making up time in after school tutoring, and participation in the truancy prevention program, including counseling services for parents and students through the Harold Murphy Counseling Center or on campus TCHAT sessions. The campus utilizes the MTSS process to intervene and provide support services. If there has been a gap in enrollment or credits lost, the counselor will work with the student and parent/caregiver to develop a plan to graduate on time through free credit recovery programs which allow for mastery based learning and supports summer school as well. Each student (grades 3-12) also has a laptop issued. MISD covers the laptop insurance fee for and provides wi-fi hotspots. The MTSS team may also make referrals to other school based services, such as 504 or Special Education. MISD offers a wide range of career and technical education courses that can help secondary students obtain industry certifications and job skills. MISD has an open AP policy and encourages all students to take rigorous courses. We cover all costs for AP exams for students experiencing homelessness. We also offer a wide range of dual credit courses. Students experiencing homelessness do not pay tuition and are eligible for book scholarships. We offer support to students through the AVID program which addresses organization, study skills, critical reading, study groups and other strategies to support academic success. Finally, we provide postsecondary transition support to graduating seniors and assistance in the financial aid process.

**For TEA Use Only:**

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

**11. Equitable Access and Participation**

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

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

Group <input type="text" value="students, parents"/>	Barrier <input type="text" value="needs created by cultural, linguistic, or economic diversity"/>
Group <input type="text" value="students"/>	Barrier <input type="text" value="absenteeism and truancy"/>
Group <input type="text" value="parents"/>	Barrier <input type="text" value="limited time to engage with student's educational needs"/>
Group <input type="text" value="students, parents"/>	Barrier <input type="text" value="lack of emergency shelters in our area"/>

**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.	Support Staff Salary-TEHCY Support Assistant	\$31,822
2.	Extra Duty- Enrollment Support, Summer Case Management & Referral Support	\$2,500
3.	Extra Duty-Parent Support & Education	\$1,000
4.	Extra Duty-Campus Tutoring & Services	\$2,000
5.	Payroll- Benefits Costs	\$4,479

**Professional and Contracted Services**

6.	Storage Facility for Donated and Purchased Supplies	\$2,633
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.		
12.		
13.		
14.		

**Other Operating Costs**

15.		
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](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
<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"/>

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