



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

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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
Currently, there is a decrease in qualifying students under McKinney-Vento (MV) due to lack of understanding on the online registration process or lack of education by staff.	The district will work with key campus personnel to ensure 100% of students have a modified Student Residency Questionnaire (SRQ) completed at the campus level, either electronically or paper. Additionally, MV staff will work provide ongoing training on properly identifying MV students.
Homeless students must have access to appropriate school supplies, clothing, and medical, mental health, and dental services in order to stay in school, as well as stable living conditions.	The homeless liaison has hundreds of requests for these types of supplies and services every school year. Grant funds, along with Title I set-aside funds and donated goods and services, provide the district the means to obtain these resources, which can then be distributed to students and families in need.
Homeless students need continual supplemental instruction in core academic areas in order to be successful.	The homeless liaison will monitor grades and arrange for interventions as needed. A variety of funds will allow homeless students to attend summer school for credit recovery and/or acceleration at no cost. Parents will be educated on strategies they can implement at home to provide additional 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 NBISD Homeless Liaison will work with each campus, as well as the community, to ensure 100% of all McKinney-Vento (MV) students are properly identified and receive necessary services, such as academic support, school and emergency supplies, and necessary interventions each academic school year. Supplying students with these necessities is critical in minimizing potential barriers associated with homelessness, which in turn, should result in students obtaining higher levels of academic achievement, attendance and graduation rates.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

The Homeless Liaison will meet quarterly with the community's Homeless Coalition to share needs and review services available to students and families in need throughout the community. A quarterly log will be kept to document the types and amounts of services students and families receive, as well as the trainings provided to staff across the district on proper identification of MV students. Grades and attendance will be monitored each nine week grading period so interventions can be implemented as needed.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

The Homeless Liaison will meet quarterly with the community's Homeless Coalition to share needs and review services available to students and families in need throughout the community. A quarterly log will be kept to document the types and amounts of services students and families receive, as well as the trainings provided to staff across the district on proper identification of MV studnets. Grades and attendance will be monitored each nine week grading period so interventions can be implemented as needed.

Third-Quarter Benchmark

The Homeless Liaison will meet quarterly with the community's Homeless Coalition to share needs and review services available to students and families in need throughout the community. A quarterly log will be kept to document the types and amounts of services students and families receive, as well as the trainings provided to staff across the district on proper identification of MV studnets. Grades and attendance will be monitored each nine week grading period so interventions can be implemented as needed.

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.

Evaluation data will be used to determine if the needs of all McKinney-Vento students in the district were met. Such data will include: grades, attendance, graduation rates, progress of interventions, and collaboration with the Homeless Coalition. If the data shows that not all student needs are not being met, the district will explore options to expand available services. Additionally, the district will track resources supplies to students and families, as well as training efforts to ensure all staff are able to appropriately identify students that should be receiving services under MV. The MV staff will work with the Student Services department to modify the Student Residency Questionnaire (SRQ) for a better understanding from parents and/or legal guardians, as well as ensure registration is available both electronically and/or on paper so all SRQs are completed and are accurate. If needed, the MV program may be modified to include new community partners, and/or Title I set aside funds may be increased to better meet the needs of our homeless population.

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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)

Timely identification and enrollment of any student facing a homeless situation - Flyers are placed in various locations around the community in an effort to reach families in need. All new to the district students must fill out a Student Family Questionnaire (SRQ) upon enrollment which helps identify families in need of MV services. PEIMS Clerks and other key campus personnel are trained annually, with updates, on the laws relating to MV. Teachers and other staff, including transportation, are trained to look for signs should a student become homeless during the school year.

Meet the basic needs of students - To do so the district has an extensive resource distribution center that is funded by community donations, along with local, grant and federal funds. Homeless students and families are provided resources, such as clothing, hygiene items, and school supplies, free of charge in an effort to remove barriers to being successful in school, as well as the stresses of being homeless. Logs are kept so demands and supplies can be monitored. Qualifying families are referred to a local food bank to receive food baskets.

Community services are available - A wide array of services are currently available through numerous district and community collaboratives. The MV staff belongs to the New Braunfels Homeless Coalition, which meets monthly to discuss the needs and services available to local MV students and families. Upon enrollment or when identified, the MV staff consults with each family to make them aware of available services and how to obtain them.

Homeless students receive academic support to be successful in school - Campus administration and student support teams contact the MV staff when concerns arise in regards to academics and attendance so interventions, including SpEd 504, etc., can be put in place. Grades and transcripts are monitored to keep students on pace for promotion to the next grade level. Additionally, grade recovery and summer school opportunities are made available for those who need it.

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.

Coordination and collaboration with local agencies is critical to the success of our program. The homeless liaison has created and maintained strong relationships with our community partners. The Teen Connection Youth Shelter and Communities in Schools are both organizations that provide counseling services to homeless students. The Salvation Army and Family Life Center provide food, shelter, clothing, rent deposits for utilities, and vouchers for living expenses. Emergency food and hot meals are delivered to those who do not have transportation by the New Braunfels Food Bank. First Footing Shelter provides housing to students 18 and older after leaving a transitional living program. Refill prescription services are provided by Any Baby Can. Assistance for rent and expenses for up to six months is available through Comal County Cares. The NB Public Library provides homebound and ESL services. The McKinney-Vento staff monitors attendance and grades and works with campus staff to provide academic intervention plans. The Special Education Department monitors attendance and grades, reviews graduation plans, helps in obtaining needed medications, and serves as a liaison for MHDD services.

Grant funds partially fund the salary of the District's homeless liaison, who is directly involved with all aspects of the program, including the enrollment process, training of staff, working directly with families and students, connecting families to local resources, and managing the budget, including seeking additional funds, when available. Upon identification and enrollment, the homeless liaison contacts and consults with each family. At these meetings, both physical and educational needs are addressed. Parents are encouraged to attend their child's "Meet the Teacher Night" in order to establish a rapport and partnership with their child's teacher and campus administration. School supplies are distributed to those in need to ensure homeless students start the new year equipped, as well as throughout the school year. The features and benefits of the district's online portal to view grades, attendance, tardies, and set up alerts are explained and encouraged to parents by MV staff. The importance of parent involvement and volunteer opportunities are stressed and explained. Parents are made aware of future campus and community parent involvement events.

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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.

Coordinating Title I, Part A and TEHCY funds ensures that the academic, social, emotional, and physical needs of homeless students are being addressed. Homeless students who attend non-Title I Schoolwide campuses receive the same services and resources as those students who attend Title I Schoolwide campuses.

The needs of homeless students are addressed in the district improvement plan under Goal 5, Performance Objective 1, Strategy 3: "Continue to allocate district Title I Federal and McKinney Vento grant funds (TEHCY, ARP I and ARP II) to identify and serve NBISD homeless and foster students at every campus, including providing services at the school of origin. Focus of funds include ensuring increasing levels of academic progress, attendance rates and graduation rates for homeless and foster students. Annual training on services will be provided to campuses. Staff members will receive professional development to assist in serving this at-risk populati."

The actual Title I reservation for 2022-23 school year was \$52,500 and the planned reservation for 2023-2024 is \$13,283. This reduction is largely due to the increased availability of other funding that will expire in 2024. The amount for 2024-2025, will increase significantly due to the loss of this funding. The LEA budgets a portion of the homeless staff, funds to cover student supplies and needs, and travel expenses for professional developement. Reservation amounts are based on past experiences of funds needed to provide essential services to our homeless students and families. Campus level staff and administration are well trained on the district's policies and procedures regarding our homeless population and aware of the role they play in making our program successful.

4. Provide a description of established LEA processes to develop, review and revise current LEA policies and procedures to ensure that its proposed grant activities, programs, and services will not isolate or stigmatize homeless children and unaccompanied youth. (**Complete the attached McKinney-Vento Policies and Procedures Chart**)

The homeless liaison and staff regularly attend conferences and trainings regarding McKinney-Vento law and report any updates or changes to upper level district administration so revisions can be made to local board policy, as appropriate. Homeless children and unaccompanied youth are enrolled immediately without delays due to the lack of any documentation normally required for enrollment. Campuses report any concerns to distict level administration for any findings relating to current MV policies and procedures that were revealed through the comprehensive needs process.

Any problems with program delivery are immediately expressed by the homeless liaison and/or staff to the Federal Programs Director, There is frequent ongoing communication between the campuses and MV staff, so any issues or concerns that arise are addressed in a timely manner. If adjustments to the program are needed, the information is communicated to campus principals. In turn, principals hold campus faculty meetings to inform teachers and staff of any changes to the program. Local procedures are in place to ensure that students are able to attend the campus that is most advantageous to their situation, which may include School of Origin transportation upon request. The district maintains a donation-based resource center ,which allows the homeless liaison staff to directly provide students and families with school supplies, clothing, and hygiene products. Students and families are also referred to community agencies for medical, mental health, and counseling services, as well housing/utilities services, and other services, as needed.

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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.

The strength of our program through the years has been the timely identification and immediate enrollment of students in need. Flyers are placed throughout the community in an effort to locate homeless students not currently enrolled. Returning and new to the district students must fill out a Student Residency Questionnaire (SRQ) upon enrollment, which is the first indicator in recognizing a potential need. If a student's living condition has changed, the MV staff is notified immediately. Qualifying pre-k students are referred to Head Start, so additional support measures such as health, mental wellness, and family support services can be implemented. Campus staff are trained to look for signs that a student might be in a homeless situation after the school year has started and are informed on the procedures to refer students who are suspected of being in need. Services begin immediately after enrollment. Special attention is placed on monitoring students after holiday breaks to ensure those that are experiencing unstable living arrangements are identified so services can begin.

Grades and attendance are monitored regularly by the MV staff and tiered interventions are implemented at the recommendation of student support teams. Referrals to special programs are made as appropriate. Students who are not attending school are referred to the MV staff, so truancy prevention protocols can begin. Phone calls and home visits are made in an attempt to determine the underlying causes of the absenteeism and truancy. Consequences are explained and remedies and solutions are explored, which may include attendance contracts, added layers of support, counseling, and/or placement in an alternative setting. Follow up is made by the MV staff on students who have withdrawn in efforts to ensure they are enrolled in a new district.

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.

NBISDs professional development (PD) plan includes both internal and external activities. The MV staff will provide PD training for the following staff:

- 1) Training for PEIMS clerks - All PEIMS clerks will be trained on the MV law, including procedures for identification and referrals, eligibility, enrollment.
- 2) New Hire Orientation Training - all employees new to the district will go through a training to increase awareness of identification responsibilities and protocols, and explain the process of reporting suspected cases of homelessness.
- 3) Campus leadership personnel and teaching staff - all principals, assistant principals, teachers and counselors will be given an overview of MV law, made aware of services available to MV students on their campus, and informed of district identification and enrollment processes and procedures.
- 4) Nurses will watch a training video that reviews the law, how to support kids with basic hygiene necessities, retrieve immunization records and the importance of confidentiality.
- 5) School Bus Drivers will watch be trained on awareness and identification responsibilities and protocols.

The Homeless Identification Specialist and Homeless Liaison will attend community meetings and provide trainings to community organizations. External activities include attending the following: Comal County Homeless Coalition, Church and Agency meetings, the Child Welfare Coalition, the ESC 13 Network Workshops, and district/campus PTA meetings.

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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.

Services begin immediately upon enrollment. The MV staff meet with students and parents to better understand their needs and explain available services. Once the school year is underway, campus personnel contact the MV staff immediately whenever a student is suspected of being in a homeless situation. Attendance and grades are monitored regularly. Counselors, administrators and other staff members contact the MV staff before and after campus student support team (SSTs) meetings to discuss and implement tiered interventions (such as Special Education (SpEd), 504, ESL, G/T, etc.), so students stay on track to be promoted to the next grade level. Parent Involvement liaisons help monitor attendance and assist with events, resources and opportunities for MV families. The MV staff collaborates with special program services personnel to ensure that qualifying MV students receive needed and appropriate special program services, in addition to those available through MV. Math and reading intervention teachers are available to those students who show deficiencies on district and state assessments. Classroom teachers are available for tutoring in the mornings and after school. Community organizations, such as Communities in Schools (CIS) and "Kids Club", bridge support services and offer extended after school tutoring in math and reading, as well as snacks and transportation. District behavioral specialists meet with any student exhibiting chronic discipline behaviors to look for underlying causes and develop behavior intervention plans that follow the district's restorative behavior protocols.

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.

Often, secondary homeless students enrolling in the LEA have gaps in their educational path that lead to lack of credits or promotion. Upon enrollment in NBISD, transcripts and other previous school records are examined by campus and MV staffs to ensure proper academic and grade level placement to optimize success. Support is provided by campus staff in concert with the MV staff to work with any problems or barriers pertaining to graduation plans, counseling, college/career goals and other aspects to be post-secondary ready. Homeless students are made aware of many opportunities for advanced courses and CTE courses pertinent to their post-secondary goals. Assistance with college entrance examinations, applications for college, scholarships, and internships are provided through the MV staff and the Next Steps Center at the High School. Seniors are provided waivers for SAT and ACT and given assistance with filling out their FAFSA. Students with special needs who are also homeless have assistance by both SPED personnel and MV staff. Morning and after school tutoring are available to those students who need academic support. EOC prep classes are provided to students needing intensive support to meet state assessment graduation requirements. Online opportunities for credit recovery are available during the day, if time permits, or can be accessed at home on evenings and weekends. Homeless students may attend summer school at no cost to acquire or recover credits and /or receive additional academic foundation understandings. Social inclusion is also supported through clubs, athletics, band, JROTC, and other extra-curricular 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 Barrier

Group Barrier

Group Barrier

Group Barrier

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12. Request for Grant Funds

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

Payroll Costs

1.	District Homeless Liaison	\$9,368
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.		
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:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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