



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
- 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
We see a direct correlation between attendance rates and positive outcomes for students. Currently, 20% of our homeless students are chronically absent. Need: reduce chronically absent rate to below 10%.	KC Staff and district attendance staff will work directly with homeless students to develop individualized plans to address and remove any barriers interfering with school attendance. Coordination of these efforts is overseen by the Highly Mobile & At-Risk Student Programs Coordinator.
The percent of homeless students in the Class of 2022 who graduated with their cohort was 86% (2021--96%, 2020-- 91%). Need: 100% graduation rate.	Dedicated "Project Success Mentors"(MV secondary students) will track grades and attendance every 3 weeks to ensure unmet needs or barriers interfering with either are promptly addressed. Coordination of these efforts is overseen and supported by the Highly Mobile & At-Risk Student Programs Coordinator.
2023 RDA results: VISD homeless students received a score in domain 1 (OSP STAAR 3-8 passing rate) of 2, 2 and 3 in Mathematics, Science & Social Studies, respectively. Need: achieve a 0 in all domains.	KC Staff and district support staff will work to ensure homeless students are provided varied supports to increase STAAR performance: attendance support, tutoring supports, partnering with parents and ensuring basic needs (including housing stability) are met to minimize barriers to academic performance.

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 Victoria ISD's KIDZconnection (KC) staff (includes the HM & AR Coordinator, Transitional Families Liaison, Project Success & Elementary Mentors, Attendance Mediator and KC Liaison), will lead the district in educating staff, students and parents on the rights and protections afforded to homeless students and unaccompanied youth and work to remove barriers which interfere with positive academic outcomes for these students. KC staff will ensure that homeless students and unaccompanied youth have equitable access to all available supports and resources to meet rigorous academic standards as evidenced by a 90% promotion rate, a 90% graduation rate and a 2% drop-out rate for homeless children and unaccompanied youth.

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. Train campus staff in McKinney-Vento identification, rights and supports available for students and families.
2. Assign 100% of all qualifying homeless students to a homeless support mentor (elementary and secondary).
3. Conduct initial student needs assessments and provide resources to address any barriers to education.
4. Develop and foster community partnerships and submit student referrals to begin addressing any unmet needs.
5. Track secondary students credits, grades and attendance every 3 weeks of the school year.
6. Ensure interventions for students who are failing any core subject or have less than a 90% attendance rate.

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

8. Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Continue all 1st quarter benchmarks, in addition:
2. Ensure homeless families are given opportunities to learn about various district and community supports.
3. Attend district dropout committee meetings.
4. Provide incentives (via community partners) for academic and attendance contract goals set by mentors.
5. Conduct grade/credit reviews with counselors for all jr. and high school homeless students.
6. Ensure students failing core subjects have equitable access to all academic supports available to them.
7. Ensure homeless families who are experiencing poor attendance are prioritized by district staff for interventions.

Third-Quarter Benchmark

1. Continue all 1st and 2nd quarter benchmarks, in addition:
2. Conduct spring grade/credit checks with counselors for all jr. and high school homeless students.
3. Conduct "Spring Student and Family Surveys" to ensure our program our homeless population to their satisfaction and use survey results to drive direction of support services.
4. Participate in district level needs assessments which are on-going for the upcoming school year.
5. Survey district staff to inform future professional development trainings for staff.

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.

By conducting formative reviews each quarter, all team members remain informed of progress and collaborate to develop specific strategies to enhance student achievement. Results of quarterly reviews are shared at various district department meetings to coordinate communication and feedback to ensure continued efforts for our homeless students across the district. At the end of the year, staff will review progress of strategies and performance objectives towards meeting the SMART goals. This process of data analysis during the Comprehensive Needs Assessment to identify problem statements through the examination of their root causes, determines the next school year's Improvement Plan. Data utilized includes but is not limited to the following:

- *Number of students identified as homeless
- *Percent of homeless students receiving one or more support services
- *Student and family surveys
- *Percent of campuses/departments receiving McKinney-Vento training
- *School selection and transportation opportunities offered through the Educational Stability Waiver
- *Data comparison between homeless and non-homeless students in the areas of:
 - passing the state assessment (STAAR/EOC)
 - promotion to the next grade level
 - graduation rates
 - attendance rates (emphasis: chronically absent)
 - dropout rates

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)

Proposed grant activities start by improving upon procedures from previous school year and are driven by each year's grant and district needs assessment goals. District level staff, The Highly Mobile and At-Risk Student Programs Coordinator and the KIDZconnection (KC) staff, are funded to coordinate and align campus structures and actions to support our homeless population. Activities will include annual campus staff McKinney-Vento trainings involving identification, rights, programs and services to remove barriers and locate support for homeless students. Monthly meetings will be led by the Director of Student Services, the Truancy Prevention Coordinator, the Lead Coordinator for Student, Parent and Community Services and the Highly Mobile and At-Risk Student Programs Coordinator in collaboration with campus/district staff (Attendance clerks, Student Success Facilitators and Mentors). Quarterly reviews and adjustments drive training and support in established systems. Other district groups such as Counselors, Social Emotional Behavior Specialists, Principals and Secretaries will also receive job specific information during their meetings to support student needs. Transcript Reviews will be held on campus with counseling staff, Project Success Mentors and the Highly Mobile & At-Risk (HM & AR) Student Programs Coordinator to ensure all homeless students are being actively monitored and supported to meet academic, attendance and graduation requirements. The HM & AR Student Programs Coordinator along with our KC Transitional Families Liaison will also establish and maintain positive relations with community partners for combined efforts. These intentional, coordinated systems will allow for equitable access to district programs and remove barriers (attendance, basic needs, social emotional, discipline, academic and transportation) to academic performance for homeless students.

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) Training from TEA's Highly Mobile and At-Risk Student Programs Division is instrumental in understanding the homeless/unaccompanied youth identification and enrollment statutes as well as best practices for services across the state. Within our community, the district's KIDZconnection (KC) Staff trains members of the Victoria Area Homeless Coalition, community agencies, businesses, law enforcement, religious organizations and health organizations. This develops a partnership where entities can support one another for the benefit of our homeless student population. District services for eligible homeless students and unaccompanied youth are coordinated through a strong partnership between KC staff, the Student Services Department and the State & Federal Programs Department. Armed with data mentioned earlier, the District Needs Assessment informs the Improvement Planning cycle and the budget. B) The proposed use of TEHCY grant funds will be used to coordinate campus and district staff training in student identification and enrollment protocols. Equitable access to education for positive outcomes and meeting student needs are supported with grant funds and community resources. This coordination will be the Highly Mobile and At-Risk Student Programs Coordinator. The KC Transport & Elementary Liaison is vital in our efforts to collaborate with key elementary MV school staff to ensure positive outcomes for elementary homeless or unaccompanied students as evidenced by district attendance data. This position is a boots-on-the-ground position between campuses & our district office (parents requiring deeper case management given to Transitional Families Liaison (TFL). C) Parents/Guardians of our homeless students/unaccompanied youth will receive a personal welcome to the KC Program by a campus staff member, an explanation of their rights, introduction to key campus staff/locations and an invitation to participate in a survey and/or the District's Annual Parent Advisory Meetings. Additionally, parents receive the added benefit of case management from our KC TFL who helps provide wrap around services to prioritized homeless families. At the secondary level, Project Success Mentors will utilize phone/virtual/face-to-face conferences and home visits to communicate with parents about student progress. D) All systems and supports are structured to ensure equitable access and representation of homeless children/unaccompanied youth to meet comparable campus-wide challenging state academic standards.

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.

A. Victoria I.S.D. implements a Comprehensive Needs Assessment on all campuses and across district departments. Homeless and Unaccompanied Youth data is included in this process to inform the activities and coordinated budgets supporting these students. Funding being utilized includes local funding, community donated funds, Title I Part A and State Compensatory Education funding. The Highly Mobile & At-Risk Student Programs Coordinator is a member of the district's curriculum team. This allows all staff to stay focused on the progress of our homeless children and unaccompanied youth. McKinney-Vento needs, goals and strategies are part of the District Improvement Plan. Data is updated and reviewed quarterly so adjustments can be made to services ensuring student success.

B. After needs are identified and activities to address those needs are planned, the district's curriculum team, including the Superintendent align funding sources, as allowable, to meet the current District Improvement Plan goals. Local funding and community donations are utilized first with supplemental funding following to include but not limited to Title I, Part A and State Compensatory Education programming. The Highly Mobile and At-Risk Student Programs Coordinator presents McKinney-Vento Training to ALL campuses and across district departments to inform staff on the federal and state statutes and local policies and procedures. During this training, the District Improvement Plan is shared, which includes the funding sources being utilized to support homeless children and unaccompanied youth in Victoria ISD.

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)

Services for eligible homeless students and unaccompanied youth are coordinated through a strong partnership between the Highly Mobile & At-Risk Student Programs Coordinator, the Student Services Department and the Federal & State Programs Department. Together, staff members plan program implementation and continuous progress monitoring of quarterly and annual improvement plan goals. The District's Student Services Director and the Highly Mobile and At-Risk Student Programs Coordinator maintain a prioritized budget and update policy and procedures to prevent isolation or stigmatization of homeless children and unaccompanied youth. Regulations regarding admitting homeless students into the district are highlighted throughout the school year but most importantly at the VISD Annual Registration Meeting led by the Student Services Director for all registration staff members. Reminders concerning protections for homeless students are given out year-round via meetings, emails, telephone calls and various TEAMS meetings by the Highly Mobile & At-Risk Student Programs Coordinator. Recommendations for policy changes are guided by annual TASB Recommendations. Details are included with the attached McKinney-Vento Policies and Procedures Chart.

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

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.

Victoria ISD staff utilizes a McKinney-Vento Training Toolkit to quickly enroll, identify and support homeless students and unaccompanied youth. Campus MV staff then use this resource during monthly trainings to ensure compliance with processes and procedures. A) All students answer questions regarding current living situations through the required annual online VISD registration process. Student withdrawals or address changes are monitored throughout the year to determine if the student qualifies for MV services and the right to remain at the school of origin via our Educational Stability Waiver process. Returned US mail, home visits, students not returning from summer or holiday breaks, and/or teacher communication can also alert campus MV staff to follow up on students. B) Another method for identifying a student s homeless may occur by self-disclosure to campus staff from the student or family member. If this occurs after online registration is closed, MV or KIDZconnection staff would complete a paper Student Residency Questionnaire and Intake form to determine qualification. KIDZconnection staff discreetly screens families to see if they may qualify for MV services when they visit the KIDZconnection building seeking basic needs items. C) To support youth not in school, MV staff place flyers/posters in high poverty areas of the city and the VISD Dropout Recovery team makes home visits and leaves contact information. D) To identify eligibility for early childhood and/or Pre-K programs, the Highly Mobile and At-Risk Student Programs Coordinator maintains communication with directors at the local Head Start program and community shelters. During the MV Intake process, priority questions concerning younger siblings of identified MV students are asked and given support to also enroll in EE/Pre-K programs.

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.

The McKinney-Vento (MV) program staff highlight the plans to identify and support homeless students, families and unaccompanied youth during annual Title 1 campus training meetings which includes all of our campuses except our 3 high schools. The dates for these trainings were: 09/06/23, 09/11/23, 09/12/23, 09/19/23, 09/21/23, 09/26/23, 09/27/23, 10/10/23, 10/17/23, 10/18/23, 10/24/23, 11/01/23 and 11/02/23. Our homeless mentors train high school staff via faculty meetings beginning in August concerning our program services. The Student Services Director emphasis our processes and procedures during principal meetings. Equity training for our homeless children and unaccompanied youth is supported through evidence of meeting Campus and District Improvement Plan goals. Other trainings to increase awareness, support enrollment, identification, services, and increase capacity to support homeless children and unaccompanied youth include: Community training during homeless coalition meetings: 08/31/23, 10/26/23, 11/30/23, 2/29/24, 3/28/24, 4/25/24, 5/30/24; The Victoria ISD Transportation Department MV training: 08/03/23; The Victoria ISD Departments/Counselors/Social Emotional Behavior Specialists training: 04/03/24 & 04/17/24; Victoria Health Dept. Community Family 1st Advisory Meeting: 09/06/23; Victoria ISD Annual Registration Meeting: 03/26/24; Victoria ISD District Parent Advisory Meeting: 03/26/24; Salvation Army Collaborations for 2023-24: 09/05/23; Victoria ISD Growing Your Genius Conference for Teachers and Paraprofessionals: 05/28/24 & 05/29/24; The Children’s Center (runaway and homeless youth prgm): 04/18/24.

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

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) The KC team has 2 dedicated mentors for homeless elementary students who lead in collaborations between campus and KC staff. Collaborations to remove any academic barriers are highlighted by these mentors. All KC staff members prioritize attendance and utilize attendance data to increase levels or support or inform targeted interventions (intensive when needed). B & E) During campus RTI, campus staff monitor student progress on interventions to ensure on-time promotion and make referrals to KC staff if additional support is needed. KC staff pride themselves on teaching parents how to advocate for their child and often accompany parents in parent-teacher meetings as well as acting as a liaison between campus staff and parents. C) The Highly Mobile Coordinator attends special program meetings to train staff on McKinney-Vento requirements, district policies and procedures for identification, enrollment and specifically how KC staff can assist students who are enrolled in other special programs and what referral process to use to utilize the wraparound supports. D) The Highly Mobile Coordinator is a member of the VISD Curriculum Team and participates in monthly meetings, which keeps the focus on equitable outcomes for elementary homeless children and unaccompanied youth. F) The Highly Mobile Coordinator is consulted for support prior to disciplinary action resulting in homeless students being removed from the educational setting. G) Tutoring services are provided to unaccompanied, sheltered youth and all elementary students through Title I, Part A funding. H) Homeless students are supported with supplemental academic programs, such as Imagine Learning, are provided technology and internet access through the campus. I) KC, in collaboration with Mid-Coast Family Services, hosts a summer camp to provide enrichment activities.

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) Our district level staff members consisting of our McKinney-Vento Attendance Mediator, KC Transitional Families Liaison and our Highly Mobile Coordinator are dedicated to leading all efforts to address root causes of attendance. All KC staff work hard to remove identified barriers interfering with academic performance. Project Success Mentors are campus based and set goals and create plans for success for each homeless secondary student. B, E, F, G, I, J) Project Success Mentors work with school counselors, administrators and teachers to ensure the student is receiving timely and appropriate interventions such as extended learning time or referrals for credit recovery. Transcript Reviews led by the Highly Mobile Coordinator and District Counselor are held in the fall for all homeless students and in the spring for four-year cohort seniors to ensure all graduation requirements are being met. C) Our district level KC staff members work with all departments to process qualifying students into our homeless program and make necessary referrals to specialized programs within our district. (SPED, ESL, GT). D) Project Success Mentors and counselors encourage homeless students to enroll in rigorous course options and cover any necessary costs through donated funding. H) KC Staff are consulted for possible alternatives prior to disciplinary action resulting in homeless students being removed from the educational setting. K, L, M) Project Success Mentors assist homeless 11th and 12th grade students commit to post-secondary plans by exploring local colleges, trade programs, or military branches. Field trips to explore some of these options are given to students.

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

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	Others (school staff)	Barrier	Cultural, Linguistic or Economic Diversity
Group	Others (parents)	Barrier	Poor attendance for meetings and/or engagement opportunities
Group	Others (students)	Barrier	Absenteeism/truancy
Group	Others (school staff)	Barrier	Staff turnover rates

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

12. Request for Grant Funds

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

Payroll Costs

1.	Highly Mobile & At-Risk Student Programs Coordinator (professional)	32,874
2.	Kidzconnection Transport & Elementary Liaison	23,368
3.		
4.		
5.		

Professional and Contracted Services

6.	Professional and Contracted Services	100
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Supplies and Materials	171
12.		
13.		
14.		

Other Operating Costs

15.	Other Operating Costs	100
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"/>	

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