



2024-2025 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, April 23, 2024

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation:

McKinney Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A of the ESSA (42 U.S.C. 11431 et seq.)

Grant period: From **09/01/2024** to **08/31/2025** Pre-award costs: **ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

1. Applicant Information

Name of organization

CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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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
Homeless students need transportation to be able to stay at their school of origin. Waller ISD provides transportation for 10 different students daily in and/or out of 4 different school districts, to 8 different schools. This equates to 8 different routes in and out of a 328 mile school district. This year, Waller ISD's McKinney-Vento and unaccompanied student population has had a 75% growth.	We will continue to provide transportation for students who are identified as homeless to allow students to stay in their school of origin and lessen the educational and emotional burden of homelessness.
In the 23-24 school year, 19 McKinney-Vento and unaccompanied students have shown failing grades. This equates to 10.79% of the McKinney-Vento population failing. Further, WISD's passing rate of the English I and II EOC for Homeless students was 44%. This rate has marked WISD's OSP Performance Level Indicator on RDA as a 2-showing that action needs to be taken to better these rates for our students.	We will work to ensure all students have an appropriate educational plan and intervention(s) in place to improve students' EOC scores, and that students' passing rates improve with the use of supplemental aids and/or tutorials. Students will be monitored every grading period.
In the 2023-2024 school year, Waller ISD has had 203 McKinney-Vento and unaccompanied students enrolled-A 75% increase from the year before. These students have needed school supplies, and basic materials to be successful and create an equitable educational experience. Further, 9 of these students were enrolled in CTE courses that offer industry based certificates with supplies and testing ranging from \$45-450 per student.	We will continue to buy school supplies, pay for CTE-Industry Based Certifications, and class materials/fees for identified homeless and unaccompanied students to ensure equity and access to all educational programs.

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.

By monitoring homeless and unaccompanied students' attendance, academic success, standardized testing scores, and academic growth, WISD will be able to provide the needed resources to ensure these student groups have access to an equitable education in relation to their peer groups.

By the end of the 24-25 school year, our McKinney-Vento students attendance rate will increase from the current 91% to 95%.

By the end of the 24-25 school year, our McKinney-Vento students English I and II EOC passing rate will increase from the current 44% to 50%.

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

* Waller ISD's first benchmark will be looking at attendance since attendance is a decisive factor in ensuring academic success. Waller ISD is committed to all homeless and unaccompanied youth continue to come to school and not allowing homelessness to be a barrier to access their education. For the 2023-2024 school year our McKinney-Vento student's daily attendance rate was 91% for the first quarter. Waller ISD would like to have this rate improve to 92% during our 1st quarter.

* Waller ISD's second benchmark will be a focus on our student's grades and making improvement upon the 2023-2024 school year. For our first quarter, our McKinney-Vento and unaccompanied students had a passing rate of 93%. We would like to improve this passing rate to 94%.

* Waller ISD's 3rd benchmark will be to examine where our student's EOC English I and English II STAAR test scores are/were for the 2023-2024 school year and ensure students are placed in acceleration options to improve our RDA. Lastly, the McKinney-Vento Liaison will meet with each family in person and/or via teleconference to verify each family's needs are being met.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

- * For the second-quarter benchmark, we will continue to monitor attendance rate of our McKinney-Vento students. PEIMS reports will be used to monitor the attendance rate and strive for a rate of 93%.
- * Waller ISD's second benchmark will be a focus on our student's grades and making improvement upon the 2023-2024 school year. For our second quarter, our goals is for our McKinney-Vento and unaccompanied students to have a passing rate increase from 94% to 95%.
- * Waller ISD's 3rd benchmark will be revisiting the accelerated learning plans for English I and II EOC and making adjustments, as needed.

Third-Quarter Benchmark

For the third-quarter benchmark, we will continue to monitor attendance rate of our McKinney-Vento students. PEIMS reports will be used to monitor the attendance rate and strive for a rate of 95% by the end of the school year.

- * Waller ISD's second benchmark will be a focus on our student's grades and making improvement upon the 2023-2024 school year. For our second quarter, our goals is for our McKinney-Vento and unaccompanied students to have a passing rate increase from 94% to 95%.
- * Waller ISD's 3rd benchmark will be revisiting the accelerated learning plans for English I and II EOC and making adjustments, 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.

We will evaluate our projects based off of our quarterly benchmarks that examine attendance data, grades from progress reports and quarterly grading periods, STAAR performance data and check-ins with our McKinney-Vento and unaccompanied students and their families to assess needs. If data determines a lack of academic progress, a decline in attendance, and/or issues with supplies and needed items for students and their families, we will work to reallocate the resources to ensure that each student is taken into account and address the areas in which the data shows a need. For example, if a student is failing multiple courses, action will be taken to ensure the student has equal access to supplemental and/or tutorial services after conferencing with the student, parents (as applicable for accompanied minors), and other stakeholders.

Our district will work to ensure a plan is in place for identified students that is written and can be monitored and adjusted as needed by campus and district staff with input from all relevant stakeholders including but not limited to teachers, parents/guardians, case managers, administrators, etc.

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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)

Our Homeless and/or unaccompanied students will continue to be transported by our district and/or appropriate organizations to ensure that students have a way to get to and from school regardless of where they may be living. Homeless students attendance data show that their is a quantifiable need and concern in the area of daily attendance due to high mobility with housing insecurity and/or frequent movement. As Waller ISD's McKinney-Vento and Unaccompanied youth has grown 75% this year, and Waller ISD as a whole is growing exponentially. The cost of transporting students will also grow as our population grows. We plan on using some of these funds to help in transporting students and ensuring that Waller ISD McKinney-Vento students see improvement.

Our Homeless students and/or unaccompanied students will receive supplemental materials and/or tutorial services from tutors that meet Waller ISD's requirements.

Our Homeless students and/or unaccompanied students need school supplies to be able to access the same educational experience as their peers within their educational cohort. Data shows that students within our district have needed and continue to need supplies such as paper, backpacks, notebooks, writing utensils, etc. We will ensure that students have the supplies they need as required by their teachers to complete assignments and projects. Further, these funds will allow for our CTE Students to be able to have the necessary materials for their classes and pay the fees for students to take the exams to earn Industry-Based Certificates.

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.

This application reflects the partnerships of many internal and external partnerships within Waller ISD. Internally, the Bilingual Department, Food and Nutrition Department, Special Education Department, Transportation Department, PEIMS/Testing Department, and the Career and Technology Education Department will be working in collaboration to ensure that students and their families have their needs met and are able to work in conjunction to create personalized plans for our McKinney-Vento and Unaccompanied Students.

Externally, Waller ISD works and will continue to work with our local university system and colleges for academic support to help bridge gaps for our students. Also, Waller ISD partners with many faith based organizations that are local and specific to our community to help with school supplies, food and events such as a Thanksgiving Meal for McKinney-Vento and Unaccompanied students and other educational opportunities.

Externally, this application reflects the educational partnerships that Waller ISD has with our local university system and colleges, faith based organizations, and local transitional housing program to support our McKinney-Vento and unaccompanied students. Through the aforementioned organizations, students are and will be able to receive academic support, housing opportunities, attend events such as a Thanksgiving Dinner, and be mentored. In the 2023-2024 School year, 19 McKinney-Vento students were mentored through these community partnerships, and 2 students were able to receive housing from the local transitional housing program and the partnership that exists with Waller ISD.

The funds received from this grant would further the work that is already happening and allow for new opportunities and collaboration with community stakeholders such as a larger mentorship program to help with academics, supplies to help our families in need, and continued and more meaningful events (a back to school event, a Thanksgiving meal, and an end of the year event) to help further investment of parents and guardians of these students into their educational success.

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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.

In Waller ISD, our plan to review and develop our process for coordinating services is through our State and Federal Programs Department Team through bi-monthly meetings, as well as feedback provided by our homeless and unaccompanied youth through meetings and quarterly check-ins. Waller works to allocate money amongst all campuses at the beginning of the year as students are still being identified. That money is reallocated as needed to campuses with higher needs and a larger portion of the homeless and unaccompanied students throughout the year.

Waller's McKinney-Vento Liaison meets with campus staff such as the counselors, principal, assistant principal(s), registrars, and other important stakeholders to assist in ensuring that all Waller ISD staff understand our district policies to support homeless and unaccompanied youth, as well as adhering to the federal law and guidelines set forth by the McKinney-Vento Act. Further, the State and Federal Programs Director addresses how the Title I funds can be and should be used to help support these identified students and their families throughout the year in supplemental ways.

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 McKinney-Vento Liaison for the district trains each campus' registrar, PEIMS department, assistant principal(s), and counselor(s) to ensure that there is clear understanding of the identification and FERPA protections of every McKinney-Vento unaccompanied student. Homeless and unaccompanied students are not labeled McKinney-Vento in their cumulative folders, as these records are retained in an individual binder accessible only by the registrar and campus administration.

McKinney-Vento students are not required to participate in any program and/or initiative they do not want to. Access to school through transportation, extra supplemental materials/tutorial services, and school supplies help support students and ensure equity and prevent further isolation and stigmatization of being homeless and/or unaccompanied.

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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.

In Waller ISD, we work to help enroll, identify, and provide services for homeless and unaccompanied students as quickly as possible and offer supports and services as needed. Beginning in July, the McKinney-Vento Liaison begins contacting all previously identified homeless and unaccompanied students to determine the eligibility of services for the upcoming year. Once interviews, home visits, and/or phone calls have taken place the determination of McKinney-Vento services are made and families/students are made aware of the decision. Throughout the year as new students are enrolled the Student Residency Questionnaire is filled out. Questions pertaining to displacement, current housing situation, location, and nature of the structure that the student and their family resides in may indicate an interview with the McKinney-Vento Liaison to ensure immediate services. Further, if a counselor, administrator, or other staff member suspects a student may be homeless or unaccompanied, they contact the McKinney-Vento Liaison.

The At-Risk and Highly Mobile Liaison makes home visits weekly and ensures that students are attending school and checks on families that have been reported to be struggling with attendance, homelessness, and/or traumatic situations that may have students unaccompanied. Waller ISD organizes a day where different district level administrators go into the community to help re-enroll students who are at-risk and may have or be on the verge of dropping out of school. These at-risk students include homeless and unaccompanied students.

Lastly, the McKinney-Vento Liaison is present at Pre-K and Kindergarten Registration to offer assistance if specific questions or concerns arise regarding the program.

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 Liaison begins training staff in July to ensure that both campus and district staff are aware of the processes identify and enroll any potential homeless and unaccompanied students. Further, the McKinney-Vento Liaison works to ensure that staff are trained over the different challenges and issues that many homeless and unaccompanied students face. The staff trained include all campus and district registrars, all campus principals, all assistant principals, counselors, and the PEIMS department. For the 2023-2024 school year the trainings took place on:

- Registrar Training: July 25, 2023
- Counselor Training: August 14, 2023
- Principal Training: July 25, 2023
- Assistant Principal Training: August 16, 2023
- PEIMS Department: August 18, 2023

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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.

First, the proposed grant activities to help with travel for homeless and unaccompanied students to ensure that all homeless and unaccompanied students have equitable access to attend school and be engaged within Waller ISD. Second, the activities will help Waller ISD homeless students invest in their academic career by providing supplemental materials and/or tutorial services that help students who may be academically struggling to ensure on-time promotion and success in students' STAAR tests. Lastly, the grant activities will help support the purchase of supplies and class materials/fees for our homeless students.

We will evaluate our projects based off of our quarterly benchmarks that will occur every 9 week grading period that will examine attendance data, grades from progress reports and quarterly grading periods, STAAR performance and check-ins with our McKinney-Vento and unaccompanied students and their families to assess needs. If we are able to see lack of academic growth, a decline in attendance, and/or issues with supplies and needed items for students and their families to have equitable access.

Homeless students and/or their families are communicated with a minimum of 4 times a year-July, August, November, and April to ensure that students and their families needs are met and assessed throughout the year taking into account special programming such as gifted and talented, special education, and bilingual. The McKinney-Vento Liaison and campus staff ensure that all programs follow the same processes and procedures as set forth by the Waller ISD. Through early identification and proper allocation of resources, homeless students are ensured to keep continuation of services and programming.

Through training, the Waller ISD McKinney-Vento Liaison is able to ensure that all stakeholders are aware of the disciplinary/out of school removal protections that exist for homeless and unaccompanied students. Further, if students are struggling to maintain the student code of conduct and have several disciplinary infractions, the McKinney-Vento Liaison, campus administrator(s), student, and family is able to create interventions.

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.

First, the proposed grant activities to help with travel for homeless and unaccompanied students to ensure that all homeless and unaccompanied students have equitable access to attend school and be engaged within Waller ISD. Second, the activities will help Waller ISD homeless students invest in their academic career by providing supplemental materials and/or tutorial services that help students who may be academically struggling to ensure on-time promotion and success in students' EOC STAAR tests. Lastly, the grant activities will help provide opportunities for our homeless students with supplies, class fees, and Industry Based Certificate costs.

We will evaluate our projects based off of our quarterly benchmarks that will occur every 9 weeks grading period that will examine attendance data, grades from progress reports and quarterly grading periods, and check-ins with our McKinney-Vento and unaccompanied students and their families to assess needs. If we are able to see lack of academic growth (especially in the areas where students have identified deficits, and English I and II EOC STAAR tests and benchmarks), a decline in attendance, and/or issues with supplies and needed items for students and their families to have equitable access.

Homeless students and/or their families are communicated with a minimum of 4 times a year-July, August, November, and April to ensure that students and their families needs are met and assessed throughout the year taking into account special programming such as gifted and talented, special education, and bilingual. The McKinney-Vento Liaison and campus staff ensure that all programs follow the same processes and procedures as set forth by the Waller ISD school board. Through early identification and proper allocation of resources, homeless students are ensured to keep continuation of services and programming.

With academic support in the regular school day or in our credit recovery program, we will make plans for our homeless students to graduate with their cohort in four years and have a post secondary plan (college, military or career). The liaison will work hand in hand with the campus counselor on the personal graduation plans for our McKinney-Vento students.

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10. Equitable Access and Participation

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

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

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

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12. Request for Grant Funds

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

Payroll Costs

1.	Supplemental Tutoring Services	\$3000.00
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	Supplemental materials, CTE course fees, other related supplies for academic success	\$5659.00
12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	Defray excess cost of school of origin transportation	\$4000.00
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

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"/>	

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