



# 2024-2025 Texas Education for Homeless Children and Youth

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

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

**Authorizing legislation:**

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  to  **Pre-award costs:**

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

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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**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
Identification and consistent monitoring of homeless students and unaccompanied youth	Professional development and ongoing training for staff and community members on policies and procedures focusing on identification, enrollment, and removal of educational barriers for students experiencing homelessness.
Increase attendance rate and graduation rate among identified students	Rigorous, evidence-based case management and consistent follow up to provide effective interventions and remove barriers that keep students from attending school.
Improve academic outcomes among identified students	Rigorous, evidence-based case management and consistent follow up to ensure appropriate implementation of targeted interventions and supplemental instructional 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.

Ysleta Independent School District (Ysleta ISD) grade 12 students, who are identified as McKinney-Vento (MV) and are actively monitored, will have an annual graduation rate of 96%.

**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**

Federal and State Programs (FSP) staff will utilize the district-created, individual MV student needs assessment to identify basic, social-emotional, and academic needs.

Daily Identify any student who has not enrolled and who completed the previous school year at Ysleta ISD.

Weekly Review reports on enrollment, grades, attendance, discipline, entry/withdrawals, and transcripts.

Monthly Progress monitor using the district performance tracker reports. The reports will provide current information on attendance, grades, progress reports, district and state assessments.

Data will be used to identify students requiring timely and effective interventions and/or supplemental services.

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

FSP staff will continue to use the district-created MV student needs form for all students who enroll that are identified as homeless or unaccompanied youth. Parental/familial communication is maintained.

Weekly Review reports on grades, with an emphasis on seniors, to ensure graduation requirements are met. Staff will continue to monitor attendance with a focus on students who have three or more absences and/or discipline referrals. Entry, withdrawals, and transcripts will be tracked. Student coding will be monitored for accuracy.

Monthly Progress monitor attendance, grades, discipline, and district assessments using the district performance tracker reports. Conduct credit reviews for all high school students to ensure that they are meeting graduation requirements.

**Third-Quarter Benchmark**

FSP will continue to use the district-created, individual MV student needs form for all students who enroll that are identified as homeless or unaccompanied. Parental/familial communication is maintained.

Weekly Review reports on grades, with an emphasis on seniors, to ensure graduation requirements are met. Staff will continue to monitor attendance with a focus on students who have three or more absences and/or discipline referrals. Entry, withdrawals, and transcripts will be tracked. Student coding will be monitored for accuracy.

Monthly Progress monitor district assessments using the district performance tracker reports. Review reports to anticipate and plan for summer academic needs. Conduct credit reviews for all high school students to ensure that they are meeting graduation requirements.

**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.

- 1) FSP staff will review the student's baseline information, reported on the MV needs assessment and evaluate assigned interventions throughout a 3-week cyclical progress monitoring time frame.
- 2) FSP staff will conduct individual student meetings with a committee that will include campus staff, parents and students to determine the root cause of the student's lack of attendance, inadequate academic growth, and inappropriate student behaviors.
- 3) The committee will collaborate and review the student's interventions and adjust the interventions as needed based on the data and set 3-week goals for the next review.
- 4) Documentation of the meeting and adjustments to the interventions will be noted on the student's MV needs assessment form.
- 5) All committee members will be provided a copy of the meeting minutes to ensure that all members understand the interventions and the short-term (3-week) goal.

The 3-week cyclical review of student records is performed by a part-time (PT) case manager (CM) who gains familiarity with student data, student circumstances, and patterns of behavior that may indicate shifting needs.

This comprehensive approach alerts personnel of systemic needs or concerns, facilitating services for more than 700 students at 49 campuses. This layer of support adds checks and balances. If internal processes or supports are not sufficient, then students aren't properly served, and monitoring mechanisms should alert personnel for adjustments to procedures. This grant's required performance measures (i.e., number of identified students, attendance rates, promotion rates, state assessment scores, and graduation rates) will be reviewed regularly and will be easily reportable to meet grant requirements.

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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**)

This proposed project focuses on three activities that may positively impact the success of students who have been identified as homeless: (1) part-time (PT) case manager (CM); (2) National Association for the Education of Homeless Children and Youth (NAEHCY) conference registration for the PT CM and the District Homeless Liaison (DHL); and (3) PT tutor. This project will fund the PT CM, adding a layer of detailed, data-based (e.g., enrollment, identification, assessment of services, progress monitoring, attendance, grades and credits, and educational services) analysis. Throughout the district, numerous personnel (e.g., district liaison, campus liaisons, counselors, teachers, administrators) are involved in communicating and facilitating the services that a highly-mobile student and their family may need. Monitoring students and their data, to ensure that urgent, short-term, and long-term needs are met requires a strategic plan. Through the district's plan, the DHL relies on the PT CM to focus on program data and school day data to identify trends that may indicate student needs are changing and that district personnel may need to intervene. This position is strategic and critical to the district liaison's efforts to equitably serve students in ways that mitigate disruption and maintain privacy. Second, the funding will allow the DHL and the PT CM to attend the NAEHCY 2024 Conference in Orlando, Florida. Conference participation increases knowledge of best practices, current legislation, trends, and avenues for network support that may benefit the district's McKinney-Vento students. Third, the funding will allow an additional PT tutor to be placed at a facility to support students. The tutor will provide school-day academic support, develop knowledge about needs, and may facilitate communication, for example, should a student require eyeglasses or have additional unidentified siblings. Funding is required to support the three levels of service and this project directly addresses each of the levels.

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) Ysleta ISD engages with the El Paso Coalition for the Homeless and the Educational Service Center Region 19 which convenes the educational coalition monthly to focus on relevant school district topics. The community network includes the Kelly Center for Hunger Relief, El Pasoans Fighting Hunger, Center Against Family Violence, YWCA, Salvation Army, Rescue Mission of El Paso, Aliviane, Child Crisis Center, Child Protective Services, Reynolds Home, El Paso Center for Children, La Posada Home, Adults and Youth United Development Association (A.Y.U.D.A), and local motels.

B) The district's goal of increasing attendance, academic progress, and graduation is strategically addressed by this project. Enrolling and identifying students, as well as generalized monitoring is important, however watching for telltale trends that may indicate developing concerns is the early warning system. Timely action and resources are the safety net that can make all the difference to each student, their well-being, and their future. This is accomplished through rigorous evidence-based case management.

C) The goal is to facilitate addressing those things that are urgent for survival. District resources and community relationships are available to address physical and mental health/counseling, social services, food, and shelter. Regular and purposeful communication (e.g., visits, calls, emails, messaging) connects parents to resources that help them stabilize their family. Resources may be available at the home campus, district facilities, regional networks, and/or regional parent engagement conferences. Providing parents with resources and skills may strengthen the family, and will help parents guide their child's academic success.

D) Ysleta ISD ensures that homeless students and unaccompanied youth have the same opportunities as other students (e.g., Special Student Populations Programs, academic, and college/career courses and programs) and mitigates potential barriers (e.g., transportation, tutoring, school uniforms, school supplies for daily instruction and extra-curricular activities, and other personal items). Through professional development sessions, personnel are reminded that all students are to receive equitable services that meet their individual needs.

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**9. Statutory Requirements (Cont.)**

3. Identify the types, intensity, and coordination of services to be provided in coordination with Title I, Part A, Homeless Reservations including: A) The process to review and develop the LEA's plan for coordinating services to support eligible homeless children and unaccompanied youth using Title I, Part A Homeless Reservations. Include the actual reservation for 2022 -2023 and the planned reservation for 2023 -2024 (**Complete the attached Title I, Part A and McKinney-Vento Program Coordination Chart**), and B) How the LEA determine its reservation amount for services to support homeless children and unaccompanied youth. Include how the LEA assists staff in understanding the LEA's policy or procedure to support homeless children and unaccompanied youth on all campuses regardless of the Title I status, use of these funds, and how the LEA addresses the needs of homeless children and youth in their district or campus improvement plan.

A) All Ysleta ISD schools are Title I. The district and its students have unlimited needs and very limited resources. As a member of the district's Department of Federal and State Education Programs, the McKinney-Vento district liaison works with key departmental personnel to plan how resources (e.g., funds, staff, educational programs) will be used to identify and support students who may be homeless and/or unaccompanied. The planning includes determination and use of the Title I, Part A Homeless Reservation. For the 2023-2024 school year, the Reservation was \$62,000; it will be \$61,000 for the 2024-2025 school year. Based on this grant's Eligibility List, TEA has allowed funding for 368 students for the Ysleta ISD. The district has identified approximately 100 more students than those identified last year at this time. As a result, the district anticipates serving over 700 identified students; set asides are based on 800 students.

B) Each school year, personnel review the comprehensive needs assessment, the district and campus improvement plans, and the Public Education Information Management System (PEIMS) student data to consider the identified and provided needs of each identified student over the previous three years. This review is used to determine the amount of the Title I, Part A Homeless Reservation which pays for basic student needs such as transportation, school uniforms, clothing, and supplies to promote academic success, participation in college and career preparatory studies, and extra-curricular activities. The DHL provides oversight of district policies and personnel that address students who have been identified or may be homeless and/or unaccompanied. The DHL attends online and in-person trainings and conference(s), as funding will allow. The DHL provides training for campus faculty and staff, at district expense, to recognize and communicate student needs equitably, while respecting personal and family confidentiality. The DHL actively engages in community coalitions and works with service providers who support district students.

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**)

On an annual basis, Ysleta ISD reviews policies and procedures with input from district and community members. If revision(s) are deemed necessary, the review committee collects stakeholder insights to develop the changes. Policy revisions are submitted to the Board of Trustees to be approved under the Federal Accountability Standards. Approved changes, as with established practices (e.g., identification of students, assessment of needs, immediate enrollment, services and support, and the dispute resolution process) are communicated to faculty and staff through trainings, meetings, presentations, and policy and procedural documentation. The DHL provides additional technical assistance to campuses, upon request. These capacity building practices are to ensure all district personnel understand their role to support students with respect and privacy, maintain a welcoming and equitable environment, and follow the appropriate communication channels as needs arise. District policies, procedures, and practices ensure all students may participate in all available activities, programs, and services without concerns about isolation or stigma.

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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.

LEVEL 1: A) Fall school registration identifies most students, through previous year's reports or updated student forms. B) Student/parent may reveal the loss of stable housing during the school year. C) Relationships are maintained with shelter and motel staff in case resident youth(s) are not attending school or neighbors observe concerning behaviors. D) Preschool-aged children are prioritized and placed in the appropriate school. A, B, C, D): Personnel work to immediately enroll students; missing documents are not a barrier. A checklist identifies student's basic needs (e.g., immediate, long-term) and learning needs (e.g., Special Education, English as a Second Language, Gifted/Talented, Migrant Education, and tutoring and/or summer programs). The challenge remains finding those students who may have been affected by the loss of a family member, loss of home or parent(s) job, or are not enrolled or attending school for another reason. The PT CM meets weekly with a case manager to review the Leaver Report, determine what happened to the missing students, and if a home visit or a truant officer is required. This practice has been fine-tuned and is now an established and manageable practice that ensures the DHL knows what happened to each student, who seemed to dropout, and what they might need to reengage.

LEVEL 2: A, B, C, D) Whenever they are identified, students start to receive services, are coded (i.e., homeless, at-risk), and placed in the classes/programs they need. Campus homeless liaisons (CHLs) provide first line of service, addressing basic and academic needs. The DHL is responsible for program implementation, quality training, community networking, and district supports to ensure students receive the services they need.

LEVEL 3: A, B, C, D) The PT CM monitors attendance and grades, every three weeks, for all coded students; the campus liaisons and the DHL ensure students and parents receive the services to meet student and family needs. If students are not making progress, stakeholder discussions help to determine the root cause for the lack of growth.

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 goal is to educate, cultivating an inclusive environment that mitigates barriers and biases. The DHL, with Federal and State Program staff and CHL support, provides trainings that are structured to meet the job functions of each audience and reflect the surveys/feedback from previous sessions. Faculty and staff are trained in July, prior to fall registration, focused on reviewing the McKinney-Vento Homeless Assistance Act: student identification (e.g., definitions, who qualifies, what to look for, school of origin/placement), policies and procedures, confidentiality requirements, enrollment, campus and district contacts for support, types and duration of services. The intent is to prevent or alleviate concerns among office staff and faculty. In-services are about 45 minutes.

Administrators, CHLs, counselors, and Communities in Schools (CIS) need comprehensive topics (e.g., roles, policies, procedures, district and community supports, strategies for trauma-informed care). CHLs, counselors, and CIS receive training in the summer and at least one other time during the year; each is 45 minutes. Administrators receive updates during leadership meetings; presentations are 15 minutes. The DHL attends campus and learning community meetings, and mid-year in-services. Hour-long presentations include engaging question and answer sessions. Part-time tutors, who service the students at area shelters, receive the same training to support homeless students that district teachers receive. They also participate in shelter staff trainings (e.g., trauma-informed care, mental health). The DHL monitors and provides additional on-the-job support to the tutors.

The Education Service Center Region 19 Homeless Liaison has developed a series of trainings starting with McKinney-Vento 101, most recently with virtual access. Ysleta ISD FSP staff, CIS, and counselors have been a very strong presence in the virtual trainings. The PT CM participates in TEA trainings, faculty/staff trainings, departmental debriefs, and other events that are critical to understanding the law, trauma, and other relevant topics.

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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.

The purpose of a concerted effort by various stakeholders (e.g., campus, district, community) is to ensure students receive the educational and social supports they need to progress through their education, successfully completing each grade level, and graduating on time and with their peers.

**Unique Needs and Equitable Outcomes:** The Fall registration packet includes the Student Residency Questionnaire (SRQ) for all students. The SRQ may be amended at any time during the school year, should family circumstances change. Once students are identified, they are immediately enrolled and assessed, receiving those services and academic supports that will best serve their unique needs and help them keep in step with their peers.

**Timeline and Progress Monitoring Strategies:** The PT CM actively monitors each identified student, following the three-week cycle, to gauge academic progress (e.g., grades, assessments) and attendance, and alerting DHL and CHLs as appropriate. CHLs follow up with faculty regarding student engagement or factors that may indicate additional concerns.

**Service Bridge and Interventions:** If the student is not making progress the CHL, DHL, or CM will explore the student's situation and speak with parent(s)/guardian(s). The student's individualized educational plan (e.g., Special Education, Gifted and Talented, English learners) is reviewed for appropriate placement, additional services, and targeted discipline and academic interventions (e.g., change in special programs, tutoring).

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.

**Unique Academic and Social Needs:** Secondary students have control, they can make good choices, attend classes, study, and engage. Or they may not. As the school year wanes, so does student engagement, particularly when other aspects of life are unstable. For some, truancy may seem the easier path. Time is critical. District personnel work to bring students back to school for the academic, social, and monitoring supports.

**Timeline and Progress Monitoring Strategies:** As students develop, distractions become enticing. By monitoring attendance and grades, the PT CM is able to spot trends that may be related to physical/emotional needs or may be associated with fading interest in school and a stronger risk of dropping out. Counselors review transcripts and course selections (e.g., Special Student Populations Programs, Advanced Placement, Dual Credit), career pathways, assessments, and credit accruals. The PT CM is vigilant with the Senior Review to ensure requirements, including credit recovery/repair, are met. All are focused on student success and graduation.

**Service Bridge and Interventions:** Continuity includes access to available college/career advanced courses and pathways for post-secondary preparation and/or industry-certifications, and leadership sessions (e.g., career exploration, resume writing, guest speakers) that partner with Workforce Solutions-Borderplex and Job Corps. Students are offered two individualized sessions with counselors, Go Center Specialists, and staff to complete the Free Application for Federal and Student Aid (FAFSA). The DHL and CHLs transition students to the university representative(s) that work (e.g., listen, honor their choices, provide guidance, remove barriers) with homeless and foster students to support graduation with their four-year college cohort.

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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"/>
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**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.	Part-time Case Manager	\$40,905
2.	Shelter Tutor (4 hours/week x \$15/hour x 15 weeks)	\$900
3.	Benefits for both positions	\$764
4.		0
5.		0

**Professional and Contracted Services**

6.		0
7.		0
8.		0
9.		0
10.		0

**Supplies and Materials**

11.		0
12.		0
13.		0
14.		0

**Other Operating Costs**

15.	Conference Registration (2 x \$950)	\$1,900
16.		0
17.		0

**Capital Outlay**

18.		0
19.		0
20.		0

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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

**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

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