



# 2021-2022 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, June 8, 2021

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 **09/01/2021** to **08/31/2022** 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  DUNS

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
1) Need: Increase the number of students identified as homeless. Austin ISD will increase the number of students identified as homeless and served by the program by 15% by June 30, 2022. The number will increase from 1,217 (SY 20-21) to 1,400 (SY 21-22).	The AISD Homeless Liaison & Project HELP staff will increase access to and availability of McKinney Vento (MV) training for AISD employees and community service providers. Staff will increase ongoing communication with district and community partners to raise awareness of MV provisions and provide training on strategies to identify homeless students and services available to students.
2) Need: Improve the attendance rate of students experiencing homelessness. Austin ISD will increase the attend rate of homeless students by 5%, from 85% to 90%, by June 30, 2022.	The AISD Homeless Liaison and Project HELP Program staff will coordinate with the district transportation dept. to ensure prompt school of origin transportation services for homeless students and unaccompanied youth (UY) Staff will monitor attendance rates and implement early intervention strategies to reduce absences.
3) Need: Increase the grade promotion rates of students experiencing homelessness. Austin ISD will increase the promotion rate of students experiencing homelessness by 3% for each grade, including graduating seniors, by August 3, 2022.	The AISD Homeless Liaison and Project HELP staff will monitor the grades of homeless students and UY to identify students in need of additional academic supports. Staff will collaborate with parents, UY, and campus staff to identify student needs and barriers to school success. Early academic intervention services will be provided to improve grades and increase promotion and graduation rates.

**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 June 30, 2022, Austin ISD will increase the number of students identified as homeless by 15% for a total of 1,400 and increase the attendance rates of homeless children and unaccompanied youth by 5%, to achieve a 90% attendance rate. AISD will increase the promotion rates of homeless students by 3% for each grade, including graduation seniors, by August 3, 2022.

**6. Measurable Progress**

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

**First-Quarter Benchmark**

The first -quarter benchmark to measure progress toward the program's goals of increasing the number of students identified as experiencing homelessness and increasing the attendance, promotion and graduation rates of homeless students will be mid-October, 2021. By mid-October, grading reports for both elementary and secondary students will be available allowing program staff to identify students who are failing courses and have excessive absences. Project HELP staff will review data including: the results of a student and family needs assessment survey distributed in September; the number of students identified as homeless; attendance list for MV trainings and results of training surveys; the average waiting time for school of origin transportation; monthly attendance reports; and the grades of all identified homeless children and unaccompanied youth from the first 9 weeks grading period.

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**8. Measurable Progress (Cont.)****Second-Quarter Benchmark**

The second -quarter bench mark will be mid-January, 2022. The Project HELP Program will review fall semester attendance rates and grades of homeless students and UY, the total number of students identified as homeless, attendance lists for MV training, end of course (EOC) test scores. Program staff will also review the outcomes of attendance and academic progress interventions implemented during the fall semester. Intervention strategies will be revised, if needed, to improve and/ or add additional supports. Attendance rates from tutoring and credit recovery programs will be reviewed as well to monitor participation and efficacy. Data regarding services provided during the fall such as emergency shelter, hotel, and housing fees and basic needs assistance will be reviewed to determine if the services positively impacted educational progress, attendance, and disciplinary and behavior issues.

**Third-Quarter Benchmark**

The second -quarter bench mark will be mid-April, 2022. The Program will review monthly attendance rates and grades of homeless students from 9 weeks grading periods, the number of identified students, and participation lists from district and community staff who have attended MV training. A review of available data for STAAR and EOC exams will be monitored for progress. Staff will continue to review the outcomes of attendance and academic progress interventions implemented during the school year and coordinate with campus and district personnel to identify students in need of summer school for credit recovery and STAAR and EOC preparation. Staff will develop a plan to ensure continued services are provided to students during the summer months including referrals to academic enrichment programs, summer camps, and food resources. Staff will facilitate follow-up meetings with UY and LifeWorks personnel to review and evaluate services provided by the Youth Homelessness Diversion Program.

**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.

At each benchmark period, data will be reviewed to evaluate the impact of strategies and activities developed to achieve the program's SMART goal increase the number of students identified as experiencing homelessness, increase attendance rates, and improve promotion rates. To determine progress toward the goal of increasing the number of identified students, staff will review data to measure the impact of strategies designed to increase awareness of the MV act and youth homelessness. Staff will review current homeless student data, MV training data ( the number of trainings provided to district and community staff and program staff attendance at conferences and trainings), the results from training surveys, and coordination efforts between program staff and district personnel and community organizations. If the program is not showing progress toward meeting the identification goal, MV trainings will be modified to improve training content and increase the number of training opportunities. Staff will increase efforts to engage and coordinate with district programs and community agencies to increase awareness of MV and youth homelessness. To determine progress toward the goal of increasing the attendance rate by 5%, the program will review monthly attendance reports. In order to ensure progress toward attendance goals, staff will coordinate with campus personnel, students, and parents to identify barriers to attendance and implement truancy prevention plans such as: collaborating with the transportation dept. to decrease the waiting period for transportation services; provide social service resources for students in need of counseling and mentor programs; and provide basic needs assistance. To meet the goal of increasing promotion rates by 3%, program staff will evaluate grades from 9 week marking periods, STAAR and EOC scores, and withdrawal rates of H.S. students. The program will coordinate drop-out prevention and intervention efforts for H.S. students who have withdrawn from school. Staff will refer struggling students to tutoring programs and credit recovery programs and ensure access. Students who are unable to attend in-person tutoring will be provided with remote services through the Victory Tutorial Program. Students will be referred to summer school for credit recovery and STAAR prep. The program will seek support from campus administrators and the office of Academics to increase academic assistance for homeless students.

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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 2021-2022 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 2021-2022 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.

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**8. Statutory/Program Assurances (Cont.)**

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.
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.
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 2021-2022 Texas Education for Homeless Children and Youth (TEHCY) grant.

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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)

The proposed grant activities support AISD students experiencing homelessness by addressing McKinney-Vento identification, academic and attendance success, basic needs assistance, and social/emotional support for students. By leveraging the numerous intra-district collaborations and community partnerships, AISD can ensure that all students have equitable access to educational services and have the support needed to be academically successful. To meet the goal of increasing identification of homeless students by 15%, the program will provide McKinney Vento training opportunities to all district personnel and many community agencies and distribute MV posters and brochures throughout the district and community to raise public awareness. To meet the goal of increasing the attendance rates of homeless students by 5%, and grade promotion by 3%, program staff will increase communication with parents and guardians, including the distribution of a needs survey, to address gaps in services. AISD Project HELP Program personnel will conduct a monthly review of attendance rates to identify students in need of support and implement strategies to decrease truancy, including communication with campus staff, parents and students to identify barriers to attendance and coordinate with the transportation department to improve waiting periods for school of origin transportation. Students will be referred to academic supports such as campus and community-based tutoring programs. Staff will increase access to tutoring services through assisting students with individual needs, such as on-line tutoring, and credit recovery programs offered in the evenings and on Saturdays. The provision of basic needs services and referrals for students and families will address challenges that create barriers to attendance and academic engagement, such as food insecurity, the need for emergency shelter, assistance with rent, deposits, and utilities, technology, and clothing.

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) The program has developed and maintained effective partnerships with many district programs and community organizations to ensure the identification, enrollment, stability and school success of homeless students. Partnerships with Region 13 and TEA provide training and technical assistance to staff to increase the program's capacity to identify students and provide immediate enrollment and services. Academic programs such as the Victory Tutorial Program and the Twilight Credit Recovery to increase grade promotion and success with standardized tests. Parents/guardians and UY have indicated, through surveys, that housing instability and the extreme stress resulting from unmet basic needs presents a significant barrier to school success. Many of the program's collaborations prioritize basic needs assistance to support the attendance and grades of homeless students. Collaborations include: AISD Social Workers and Mental Health Centers that provide emergency assistance and crisis counseling and support; LifeWorks Youth Diversion Program that provides basic needs assistance and housing support for homeless, UY; AISD Dept. of Innovation & Development with whom the program coordinates fundraisers for emergency hotel assistance and gift cards; Hindu Charities, a donor that supplies all AISD homeless students with school supplies; Foundation Communities Transitional Program; and numerous private donors who support school costs such as field trips and instruments. B) Grant funds are used primarily to support the salaries and professional development of Project HELP positions who provide support to homeless students and families and ensure the district's compliance with the MV act. C) The program will implement communication strategies that aim to keep parents and families informed of their rights and services available to them including mass call-outs, email, text messages, and direct communication in their preferred language. Surveys are distributed to gather feedback from students and families to inform program strategies. D) Through training, ongoing support to students and district personnel, and the development of local policies to guarantee compliance with statutory requirements, the program ensures homeless students are fully integrated into the regular educational setting. Program activities are designed to ensure that all homeless students receive the same free, appropriate education as their peers and have access to educational and related services to meet their 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 2019 -2020 and the planned reservation for 2020 -2021 (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.

The AISD State, Federal and Private Accountability Office ( SFPA) is responsible for the management of the district's Title I, Part A, Homeless Reservation funds. The SFPA office and the Project HELP Program collaborate by: (1) creating and maintaining an efficient network of services within the school district to support eligibility assessment and services to homeless students and UY,(2) enhance planning and evaluative efforts, (3) administer annual needs assessments, and (4) partner to provide a stable funding source for program staff salaries. The collaboration ensures students receive academic support, social and psychological services, and parent involvement resources. B) The SFPA office determines the amount allocated to homeless services based on the amount of TEHCY grant funding awarded to the district by TEA and the number of economically disadvantaged and identified homeless students. Resources provided by donors and programs within the district and community are also taken into consideration when determining the Title I budget for homeless services. The AISD SFPA office frequently allocates funds for homeless services which meet or exceed the funding amount awarded through the TEHCY grant. Title I funds are used to support program salaries in order to effectively meet the needs of homeless students and establish compliance with MV requirements. A total of \$180,000 in Title I funding was allocated for homeless services during the 19-20 school year and \$187,000 was allocated for the 20-21 school year. The AISD Homeless Liaison coordinates with the SFPA office to ensure campus improvement plans and the district improvement plan address the needs of homeless students and identify and remove barriers to school success. Coordination efforts include the facilitation of trainings for representatives from various campus and district level programs. Campus administrators and support staff of both Title I and non-Title I schools are required to attend annual MV training to guarantee compliance with MV provisions. The training agenda includes MV requirements, local homeless program services, and district policies and procedures.

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 AISD Homeless Liaison works with the district's Dept. of Intergovernmental Relations and Policy Oversight and the State, Federal and Private Accountability office to annually review current LEA policies and procedures to ensure legal and grant compliance. Additionally, collaborative efforts ensure homeless students and unaccompanied youth are not stigmatized or treated disrespectfully or placed in an educational setting that is separate or from other students. The program is managed to ensure goals and projected outcomes are met. The Project HELP Program operates under the Dept. of Student Support Services which provides supervision, oversight, and support for grant activities. As a large, urban district, AISD has the administrative, financial, and legal infrastructures to ensure grand awards are expended in accordance with the regulations of grantors and the district is in compliance with all statutory requirements related to homeless children and unaccompanied youth. The program is designed to support the district's Strategic Plan. The goals outlined in the Strategic Plan are to ensure that all students graduate college-career and life ready, to create an effective, agile and responsive organization, and to create vibrant relationships critical for the success of students and schools. The purposes and goals of the grant are determined through a needs assessment process which includes the review of district-wide demographic data and information. The efficacy of the assessment process is determined by the annual program evaluation process which includes a review of the program's progress toward meeting the needs and goals of the program. In partnership with the Student Support Services Office, Intergovernmental Relations and Policy Oversight and the State, Federal and Private Accountability Office, grant activities, district procedures and current local policies are evaluated to ensure adherence to statutory requirements and over all effectiveness of program strategies.

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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.

Austin ISD follows a standard process to identify MV eligible students. The Student Residency Questionnaire (SRQ) is part of the enrollment packet that is completed for each student enrolling in the district. The program works closely with the Office of Student Services and the Technology Dept. to ensure that all students that qualify for MV rights and protections are identified, captures in district databases, and receive services from the Project HELP Program. Additionally, the program provides ongoing training and support to district staff on MV law as it pertains to enrolling homeless students. A) Homeless students that enroll after the summer or holiday break and complete the SRQ included in the district's enrollment packet. Forms completed on-line and in-person that indicate the student is in a temporary living situation are immediately routed to Project HELP for review and follow up. B) District staff are trained in the application of the MV law. When a student or parent notify the school of an address change due to a homeless situation, the registrar asks the parent or student to complete the SRQ and submits the form to the program. Additionally, students who become homeless after the year has started are often identified by staff who recognize indicators of homelessness such as a change in attendance, grades, stress levels, and behavior of a student that may lead to a gentle questioning of the student's living situation. Students are referred to the program if their living situation meets the MV criteria. C) The program has a database of all students identified as homeless and each year and staff use the data to identify students who were previously served and the list is compared with currently enrolled, identified students. The program reaches out to students to ascertain their current living situation and offer enrollment assistance. D) The program trains and coordinates with the AISD Early Childhood Ed. Dept. to identify early childhood students experiencing homelessness. The program works in collaboration with parents, the early childhood team, community and district Head Start programs and child care providers.

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 AISD MV professional development plan focuses on the district's compliance with legal provisions and seeks to empower participants to be able to identify the signs of homelessness and give pertinent information and support to help the student enroll and receive the appropriate academic and support services. The training agenda includes: explanation of the MV act and the definition of homelessness, detailed information is provided regarding issues related to families who live "doubled-up" and unaccompanied youth; barriers to school success and the ways in which the stress of housing insecurity and homelessness negatively impacts students and families; the importance of ensuring immediate enrollment; required services such as free lunch and transportation; Project HELP support services available to homeless students; indicators of homelessness; and the SRQ process and procedures for referring students. Training is provided through prior recordings, in-person, and an on an ongoing basis for campus registrars. Training for community agencies and organizations will be offered in person and via zoom. The time frame for the training is typically 45 minutes, which includes 25 minutes of presentation and 20 minutes for question and answers. A survey is distributed when the training is completed to provide attendees with the opportunity to evaluate the content and quality of the training. Information from the survey provides important feedback to program staff to inform future training strategies. Training is provided to campus registrars and front-line campus staff in late July/ early August. Training is provided to principals, assistant principals, Directors of district departments, and elementary and secondary leadership staff in mid-August in partnership with the State, Federal and Private Accountability Office. Training for school nurses, district social workers, drop-out prevention specialists, school counselors, and community agencies occur through-out the fall semester according to the various schedules of the different programs and departments. The Homeless Liaison and Project Supervisors attend the annual TEHCY state conference and usually the NEHCY as well. Staff attend TEA and Region 13 trainings throughout the year.

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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.

Program staff collaborate with school counselors, attendance specialists, instruction specialists, parents and students to develop plans to address barriers to attendance, engagement, and academic achievement for students who have been identified as needing additional supports. Activities are designed to support attendance and academic achievement, including: improved communication with parents; student needs surveys; referrals for tutoring programs; basic needs assistance; and coordination with the transportation department to improve services. A) Homeless students and UY's attendance will be monitored by program staff monthly to ensure regular attendance. Students with chronic absenteeism will be provided with intervention efforts to improve attendance such as improved transportation services and basic needs assistance. The program will collaborate with campus personnel, and parents to determine what additional services may be needed to assist students. B) The grading period for both Elementary and Secondary students is 9 weeks. Grades are reviewed in mid-October, January, and April. Staff will coordinate with campus and district programs to provide academic support services to struggling students. Early interventions are provided to risers to ensure they are promoted with their cohort. C) Parents will be offered the opportunity to attend an enrollment conference with program staff and a campus contact to identify and coordinate targeted services including SPED, GT,ELL and D) bridge program support services through the identification of student's unique needs. E) The program works with the campus and other LEA's ( that the student may have have attended) to access assessments and grades to properly and provide academic assistance. F) Program staff work with campus staff and parents to mediate discipline interventions among homeless and UY. G) AISD has numerous tutoring and credit recovery programs to which the program refers students. H & I) AISD offers numerous academic enrichment programs and programs based on individual interests such as sports and music.

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.

Homeless students and UY will be offered the opportunity to attend an enrollment conference with program staff and a campus contact to identify and coordinate targeted services. Grant activities are designed to support attendance and academic achievement, including: improved communication with parents; needs surveys; referrals for tutoring ; basic needs assistance; coordination with the transportation dept. to improve services and; referrals for all UY to the LifeWorks Diversion Program. A) The attendance is monitored on a monthly basis and grades are reviewed after 9 week grading periods. Truancy prevention strategies are implemented as needed to improve attendance. (B)(F) & (I). Grades are reviewed each 9 week period and struggling students are referred to academic support programs. The program works closely with seniors to provide early intervention and encourage enrollment in credit recovery programs to ensure on time graduation. C) Parents and students will be offered the opportunity to attend an enrollment conference with staff and a campus contact to identify and coordinate targeted services including SPED, GT,ELL. and D) advanced placement and dual credit course opportunities. (E) The program works with H.S. administrators to ensure students receive full & partial credit. (G) EOC & STAAR scores are reviewed and testing prep programs are available for students. (H) The program coordinates with AISD admin. to ensure campuses are trained on appropriate discipline interventions including MV requirements regarding ISS, OSS, suspensions & expulsions. (K) The Homeless Liaison distributes FAFSA letters to seniors and program staff coordinates with H.S. campus & career coordinators to ensure students receive support to apply for and attend college and have a post-secondary transition plan. (M) students are referred to programs based on unique needs.

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**10. Equitable Access and Participation**

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

The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.

Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group  Barrier

Group  Barrier

Group  Barrier

Group  Barrier

**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.	Project Supervisor- 40% of Salary: Identify homeless students and provide services	\$33,356
2.	Project Supervisor-40% of Salary : Identify homeless students and provide services	\$33,356
3.	Project Supervisor-50% of Salary: Identify homeless students and provide services	\$48,753
4.	Clerk Position-40% of Salary: Support position for Homeless Liaison and Project Supervisors	\$21,150
5.	Reserve funds for the adjustment of salary and benefits: Cover the cost of employee raises	\$5,510

**Professional and Contracted Services**

6.	1 Yr. Rental Fee for Office Copier: Copier is needed to process SRQs and training materials	\$3,500
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	General Supplies: Program staff need office supplies to carry out grant activities and duties	\$1,000
12.	Technology: Program staff need technology to carry out grant activities and duties	\$1,200
13.		
14.		

**Other Operating Costs**

15.	Professional Development: National Conference (NAEH CY)	\$3,435
16.	Required Trainings for Project HELP Staff	\$1,200
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: \$152,460

**TOTAL GRANT AWARD REQUESTED: \$152,460**

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**Appendix I: Negotiation and Amendments**

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to [competitivegrants@tea.texas.gov](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
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 Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.