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

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 | Houston Independent School District (HISD)

CDN 101912 | Vendor ID 74-6001255 | ESC 4 | DUNS 061292124

Address 4400 W. 18th Street | City Houston | ZIP 77092 | Phone 713-556-6000

Primary Contact Lisa Jackson | Email ljacks14@houstonisd.org | Phone 713-556-7237

Secondary Contact Angela A. Brooks | Email angelabrooks@houstonisd.org | Phone 713-556-6300

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 Grentia F. Lathan | Title Interim Supt. | Email Hisdsuperintendent@hisd.org

Phone 713-556-6300 | Signature Dr. Grenita Lathan *Digitally signed by Dr. Grenita Lathan Date: 2021.06.03 16:08:57 -05'00'* | Date 6/3/2021

Grant Writer Name Lisa Jackson | Signature Lisa Jackson *Digitally signed by Lisa Jackson Date: 2021.06.07 16:19:07 -05'00'* | Date 6/7/2021

◉ 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
Reduce barriers to attendance and achievement for homeless and unaccompanied children and youth.	Provide required clothing, supplies, and transportation (extraordinary or emergency assistance) necessary to enable homeless children and youth to attend school, stay in school and promote positive academic performance to all identified students who request such services.
Decrease the dropout rate for homeless students in grades 7 - 12.	Provide supplemental instruction and distribute school supplies at local shelters. Provide required clothing, supplies, and transportation necessary for students to participate fully. Regularly monitor student progress for grades 7 - 12 to ensure that school-based interventions are taking place.
Ongoing professional development training for campus and district staff in reference to the McKinney - Vento Act, sensitivity, awareness and identification of students experiencing homelessness districtwide.	Provide supplemental instruction and distribute school supplies at local shelters. Provide required clothing, supplies, and transportation necessary for students to participate fully. Regularly monitor student progress for grades 7 - 12 to ensure that school-based interventions are taking place.

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.

To implement a sustainable, intervention-based program which encompasses compliance, advocacy, resource coordination, and outreach for students experiencing homelessness by the end of the 2021 - 2022 school year.

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 number of students are identified and a Student Assistance Questionnaire (SAQ) is submitted on their behalf. Sometimes, campus staff fail to code students as homeless in the Student Information System (SIS), the district's tracking system. Sometimes, students are coded in (SIS) but campus staff fail to submit a copy of the SAQ to substantiate the coding. The first-quarter benchmark, to be measured, is to improve progress towards increasing the accuracy of the number of students identified and coded as homeless in the SIS to increase compliance, advocacy, resource coordination, and outreach for students experiencing homelessness.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

The second-quarter benchmark, to be measured, is to improve progress towards increasing the accuracy of the number of students identified and coded as homeless in the SIS to increase compliance, advocacy, resource coordination, and outreach for students experiencing homelessness. The district will be measuring progress to see an improvement between the first and second quarter benchmarks. Although campus staff may fail to identify students in time to provide the necessary support services, to ensure that students are being identified in a timely manner, the increased number of homeless students provided comprehensive services and/or referrals will be measured.

Third-Quarter Benchmark

The third-quarter benchmark will measure the lack of stable housing for students experiencing homelessness. Due to the lack of stable housing, homeless students are at a greater risk of facing educational challenges and will often dropout of school. Additional supports are need to be implemented to encourage students experiencing homelessness to stay in school and graduate. The third-quarter benchmark measurement will determine the effectiveness of the supports to decrease the dropout rate among homeless children and youth, in grades 7 - 12.

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.

The Grants Implementation Team, composed of HISD's Grant, Accounting, Budgeting, Research and Accountability and Title I departments, as well as the Homeless Liaison will meet quarterly to evaluate the Homeless Education Office (HEO) program's implementation and track progress in order to initiate any necessary modifications to the project. Data collection will be gathered and maintained primarily by the district's student information system (SIS), and HISD Connect, where student information and performance records are stored. Data is currently reviewed and analyzed weekly to determine which students need additional interventions during the campus-based Graduation Support Meetings. Services will be coordinated to specifically tailor interventions to struggling students.   Dropout demographic data will also be used to determine appropriate interventions to address specific campus needs. To increase the accuracy of the number of students identified and coded as homeless, in the Student Information System, staff will increase the number of campus audits from monthly to weekly for campuses who fail to accurately identify/code students.   HEO staff will work in collaboration with the Attendance and Dropout Prevention/ Recovery programs to provide additional supports. To ensure that an increase in the number of homeless students provided comprehensive services and/or referrals takes place, the following strategies will be implemented by staff: (1) increase virtual outreach efforts, (2) increase home visits to identified families who need additional resources/ supports, (3) increase follow up efforts for parents refusing services, and (4) increase case management services for unaccompanied youth to ensure that they are properly identified and provided the appropriate services. To decrease, the dropout rate among homeless children and youth, in grades 7 - 12, staff will increase training to campus staff on Dropout Prevention protocol, training and technical assistance implementing an on–going Dropout Recovery Plan, and closer monitoring of campus withdrawal and Leaver coding procedures. The staff will also advocate for campus Leaver Administrators to head Graduation Support Committee Meetings to ensure that the needs of students in special populations are met.

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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 2021-2022Texas 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 Houston Independent School District (Houston ISD) is applying for the Texas Education for Homeless Children and Youth grant in order to do the following: (1) Reduce barriers to attendance and achievement by providing required clothing, supplies, and transportation necessary for homeless students to attend school and participate fully; (2) To decrease the dropout rate for homeless students in grades 7 - 12; and (3) Provide ongoing professional development training in reference to the McKinney- Vento Act, sensitivity, awareness and identification of students experiencing homelessness. The district's Homeless Education Office (HEO) currently partners with over 100 organizations to assist in improving the well-being of Houston ISD's homeless student population. The goals of this grant relate to the demonstrated goals of Houston ISD, by developing staff that can advocate for students and parents through identification and awareness activities, enrollment assistance, and parent education.   A portion of the funds will be used for personnel to continuously monitor identification and enrollment at the campus level and provide services to students and families. The Student Assistance Questionnaire (SAQ) is in each enrollment packet (via online and face-to-face) and is distributed when students are withdrawing or indicate a change in their living situation. In addition, campus staff will be trained during requests for technical guidance, weekly campus Graduation Support Meetings (GSM) and professional development trainings. GSM meetings address barriers to attendance and academic success, as well as target specific goals related to homelessness and educational outcomes. Project staff will facilitate the training of district and campus staff, parents, and external entities to identify students using the Student Assistance Questionnaire, and on the rights and responsibilities of the local educational agency (LEA). Trainings will also focus on the tenets of the McKinney – Vento statute.

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.

The Homeless Education Office (HEO) collaborates with a vast number of external community partners such as:
1. ABC Dental - Provides information on proper dental hygiene, toothbrushes, floss, and toothpaste and dental screenings.
2. Avenue 360 - Immunizations and referrals for medical treatment.
3. Fiesta Mart LLC - Required clothing, undergarments, backpacks, and food for families in need.
4. Houston Food Bank - Referrals for food for low income households, SNAP application assistance and supplies food for distribution at outreach events.
5. United Way - Provides information and referrals for needy families via 211.
6. Madge Bush Shelter/Transitional Living Center - Shelter for homeless women with 1 – 2 children.
7. Bethel's Family - Provides hot meals, groceries, and clothing to families in need.
8. Feed the Children - Provides resources for schools and families in need.
9. Methodist Family - Outreach Support groups for grandparents raising grandchildren.
10. Gulf Coast Community Services Association /Head Start ECC - Referrals for early childhood education program.
11. TRIAD JP Court - Case management and wraparound services for disadvantaged students involved in the court system.
12. Goodwill Industries - Provides employment and job training assistance for parents.
15. Houston Area Urban League - Workshops to empower students and families to attain job skills, housing, and career planning
16. Memorial Children's Health - Refers families for additional supports and case management services.
17. Harris County Dispute Resolution Center - Refers families for legal assistance.
18. The World Harvest Outreach Church - Provides groceries, cleaning supplies, toiletries and clothing to families in need.
19. Circle of Hope - Refers students for case management and mental health referrals.
20. Covenant House - Referrals for housing for unaccompanied youth.

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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.

Homeless students who attend Title I, Part A Program school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I, Part A Programs and defeat the overarching program goal of helping all students meet challenging state standards. Through Title I, Part A, homeless students can take part in services that enable them to benefit more from a school's Title I program. Coordination with district personnel allows for the identification of homeless students' needs and the inclusion of strategies and services to meet these needs in the Campus Improvement Plan (CIP) process. Houston ISD has identified more students than the maximum funding will allow. Title I, Part A funds will serve to strengthen the proposed project and improve services to homeless students by providing additional funds for personnel and to purchase required clothing, shoes, hygiene items, undergarments, backpacks and supplies, and transportation (via Metro passes and Q cards).

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**)

Houston ISD has established policies to resolve student enrollment disputes. Homeless children and unaccompanied youth will be enrolled in the LEA and will fully participate with the assistance of a network of wraparound services. Campus-based Graduation Support Meetings (GSM) will assemble to address barriers to enrollment and attendance, as well as the academic deficiencies of specific students. During the GSM, specialized plans are developed for at–risk students. In addition, the Attendance and Homeless Education Office (HEO) outreach teams monitor the provision of essential supports (such as required dress and transportation) to ensure that any barriers to attendance are fully addressed and resolved.

As a result of the aftermath of the recent winter storms in February 2021, the Homeless Education and Attendance Offices have worked in collaboration with the campuses to locate and reintegrate missing students. Transportation and other resources are provided to encourage students to remain at their schools of origin. In addition, the HEO works closely with youth agencies which target runaways and homeless Lesbian, Gay, Bi-Sexual, Transgender and Questioning (LBGTQ) students, such as Covenant House and the Montrose Counseling Center which provide housing and counseling services for students.

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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.

Houston ISD employs a variety of strategies, in tandem with key partners and community-based organizations, to identify and/or enroll homeless students and unaccompanied youth at every district school and in the greater Houston area, as described in the following: (A) The Student Assistance Questionnaire (SAQ) is provided to students in the enrollment packet at every campus. (B) The questionnaire is redistributed at the beginning of each semester in an effort to identify students. In addition, campus staff members are trained to provide the SAQ during a reported address change, during a request to withdraw a student, when a Statement of Residence is presented in lieu of a lease agreement, when school correspondence is returned or through a referral from a community partner. This process allows staff to identify homeless returning students as well as newly-enrolled homeless students. (C) The questionnaire is also distributed to the area shelters and has been shared with both the Houston Housing Authority (public housing) and the Houston Apartment Association and frequented motels. These entities assist through their offices by communicating with Houston ISD about students who may be residing in those locations, who may or may not be attending school. (D) Outreach staff also distribute questionnaires at parent meetings, campus and community events, local prisons, eviction and truancy courts and low-cost motels/hotels to increase identification and awareness students experiencing homelessness. Additionally, posters are also displayed at shelters, motels, and clinics. The Houston Housing Authority, Houston Apartment Association, and frequented motels assist by communicating with Houston ISD about students who may be residing in those locations. The district also hosts round up events where the SAQ is distributed and information is provided in reference to eligibility for early childhood and/or prekindergarten programs.

2. Provide a description of the annual McKinney-Vento professional development plan that is currently in place to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth. Include training dates, duration of training, who was trained/will be trained, and a summary of the training content and evaluation process. Include both external and internal professional development activities.

Annual trainings are conducted by the Homeless Liaison, Homeless Education Manager and Outreach Workers to support campuses. Training is provided to multiple campus staff. Training content focuses on the McKinney–Vento statute, the use of the Student Assistance Questionnaire to identify students, possible scenarios for homelessness, enrollment and transportation rights, direct and referral services, and technical support in reference to coding students in the district's student information system. The Homeless Education Office team will schedule, facilitate, and record required trainings, parent meetings, and professional development opportunities, record referrals and services, provide enrollment assistance, technical assistance to campuses and other internal departments, and collaborate with shelters and community agencies as needed. Each attendee receives an information packet including enrollment policies and procedures, student rights, and LEA responsibilities concerning homeless unaccompanied youth, and a list of shelters, motels, hotels and youth service agencies where students may reside is also be distributed to campuses to assist with the identification of students experiencing homelessness. Houston ISD brochures/posters explaining the McKinney-Vento Act are also distributed in at locations where children who are experiencing homelessness may reside or where unaccompanied youth may live. At the beginning of the school year, the Superintendent's Bulletin, for all district employees, is used to address and increase the awareness in reference to the issues of homelessness and the McKinney-Vento Act. Trainings (face to face/virtual) and Academic Service Memorandums are also offered to campuses to ensure that students are properly identified after natural disasters. Monthly graduation support meetings introduce campus staff to external and internal entities that can bring additional resources to campuses, such as Madge Bush Transitional Learning Center. Training dates and duration (not limited to) Opening of Schools August 2021 – 1 hour; GSM for 2 hours monthly from Sept. 2021 to Nov. 2021; GSM for 2 hours monthly from Jan. 2022 to May 2022; and Opening of Schools August 2022 – 1 hour.

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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.

Student's grades and attendance monitoring will occur as follows: 8/23/21 – 10/1/21- Grading Period #1; 10/5/21 – 11/12/21 – Grading Period #2; 11/15/21 – 01/01/22 – Grading Period #3; 01/19/2022 – 02/25/2022 Grading Period #4; 02/28/2022 – 04/22/2022 Grading Period #5; 04/25/2022 – 06/07/2022 Final Grading Period. The HEO provides early interventions and ongoing progress monitoring to address the academic needs of all students experiencing homelessness district-wide. Struggling students will be discussed during campus – based Graduation Support Meetings (GSM). For example, the Attendance department hosts monthly district-wide GSM trainings. These trainings share best practices on how campus-based GSM teams can better target special groups of students (e. g. homeless) in order to provide necessary supports such as transportation and wraparound services. Additionally, at the school level, personnel meet during GSM's to identify students' needs, determine necessary supports and refer to internal and external community partners. GSM committee meetings include critical stakeholders such as administrators, Special Education Chairperson and the Wraparound Resource Specialist (WRS). To address students' needs, WRS link students to available resources and is charged with coordinating program services at the school level. Through HEO, Tier I Interventions staff are monitoring student data and progress to provide early truancy prevention measures. Tier II Interventions are deployed to support struggling students by providing individualized instructional and attendance action plans. Campus based personnel meet during the GSM to discuss students that need additional academic plans and supports. This framework integrates assessment, enrichment and interventions within a multi-level instructional system to maximize student achievement and to reduce behavioral problems, while also enabling school staff to tailor instruction to individualized student needs.

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.

HISD will close the opportunity gap for students at all levels as a means to close achievement gaps, and also ensure that a consistent/rigorous education is offered in a safe learning environment with use of data and accountability to inform all decisions. HISD will support all students, including students with disabilities and English language learners, and other students who need additional supports, such as homeless or migrant students. At the school level, personnel meet during GSMs to identify students' needs, determine necessary supports and refer to internal/external community partners. In order to ensure that the homeless students are on track for grade-level promotion, graduation, and college and career readiness, the program will provide opportunities for students to have access to rigorous curriculum, including access to college-readiness courses at all levels and college level course-work at the high school level through dual credit, AP, IB or other accelerated coursework, combined with a diverse array of career themes and programs of study. To ensure homeless students are staying on track academically, Homeless Liaison will work in collaboration with Data Analysts and school personnel to monitor student academic data to ensure that the students receive expedited supports that are tailored to their particular needs. Student's grades/attendance monitoring will occur as follows: 8/23/21–10/1/21 Grading Period (GP) #1; 10/5/21–11/12/21 GP #2; 11/15/21–1/01/22 GP #3; 1/19/22–2/25/22 GP #4; 2/28/22–4/22/22 GP #5; 4/25/22–6/07/22 Final Grading Period. Outreach to address academic/non-academic barriers will include following: (1) Increased collaboration with College and Career Readiness Dept. to increase awareness of post-secondary opportunities; and (2) Refer students to alternative high school options, such as HISD's On Time Graduation Academy or Gallery Furniture's Premier HS.

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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
Homeless Students	Remove barriers for homeless children and youth.
Homeless Students	Need for equitable access to all available supports/resources.
Homeless Students	Need for support to meet the state's challenging requirements.
School Staff and Parents	Need for identification and awareness training for stakeholders.

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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

#	Activity	Amount
1.	Outreach Workers (2) to assist campuses with attendance and achievement barriers	$92,000
2.	Tutors (30) - certificated teachers to offer supplemental instruction at local shelters.	$35,500
3.	Clerk III (2) provide clerical support for SAQ process, contact families, resources coordination	$64,000
4.	Fringes for grant-funded project staff	$52,800
5.		

Professional and Contracted Services

#	Activity	Amount
6.	Print Shop to print materials for training	$4,262
7.	Storage to house student emergency items	$5,000
8.		
9.		
10.		

Supplies and Materials

#	Activity	Amount
11.	Consumable office supplies to support program implementation	$3,329
12.	Student supplies to support academic achievement and learning	$43,840
13.	Emergency clothing, such as required dress, shoes, undergarments, and coats	$33,659
14.		

Other Operating Costs

#	Activity	Amount
15.	Travel - In-district travel for Outreach Workers, Homeless Liaison, and Manager	$3,000
16.	Out of district travel for project staff	$3,000
17.		

Capital Outlay

#	Activity	Amount
18.	IPAD devices to assist staff with capturing data during outreach visits with students/families	$12,310
19.	Internet Hot Spots to provide Internet capability during outreach visits with students/families	$2,175
20.		

Direct and indirect administrative costs: $20,125

TOTAL GRANT AWARD REQUESTED: $375,000

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

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