



# 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

San Antonio ISD

CDN

015907

Vendor ID

74-6002167

ESC

20

DUNS

069451631

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City

San Antonio

ZIP

78212

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Primary Contact

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## 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

Pedro Martinez

Title

Superintenden

Email

pmartinez@saisd.net

Phone

210-554-2280

Signature

Pedro Martinez

Digitally signed by Pedro Martinez  
Date: 2021.06.08 12:44:47 -05'00'

Date

06/08/2021

Grant Writer Name

John Strelchun

Signature

STRELCHUN, JOHN

Digitally signed by STRELCHUN, JOHN  
Date: 2021.06.08 11:38:34 -05'00'

Date

06-08-2021

Grant writer is an employee of the applicant organization.

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

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RFA/SAS #

701-21-114/293-22

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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
Attendance for MV students is normally 2% less than that of the general population.	Monitor daily attendance through a McKinney-Vento Point of Contact (MV-POC) at each campus. MV-POC and program social workers will connect with students not attending school on a daily basis to identify barriers and provide needed resources.
MV students have lower graduation rates (59.5%) and need additional support to graduate on time and pursue post-secondary education or training.	Program staff will enroll identified students in the "Graduate Club" and conduct College Chats, work with 11th and 12th grade MV students to create a Graduation Plan, register them in School Links, and encourage appropriate post-secondary action items (such as completing FAFSA, applying for college, etc.).
MV students in grades 6-12 responded 9% less favorably and 8% less favorably than their housed peers in the topic areas of Self-Management and Teacher/Student Relationships, respectively.	Program staff will provide support for identified students to develop and refine their social-emotional regulation skills and improve their relationships with teachers by encouraging student participation in extracurricular activities such as fine arts programs.

**5. SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By August 31, 2022, SAISD's goal is to improve the attendance rate for McKinney-Vento students to within 1 percentage point of the general population (as measured by PEIMS attendance data) and increase graduation rates for said students by 3.5 percent (as measured using federal annual graduation rate methodology), and reduce the gap between MV students and their housed peers to less than 5% in the topic areas of Self-Management and Teacher/Student Relationships (as measured by the Social Emotional and Academic Development (SEAD) survey instrument).

**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**

September 1, 2021 to November 30, 2021 Objective 1.1. Identify eligible students and enroll said students in MV programs; 1.2 Conduct a Campus Enrollment Conference (CEC) for each MV student to include parents/guardians; 1.3 Train campus staff, teachers, and administrators on how to identify MV students and refer them for enrollment in MV programs; 1.4 Continuously monitor attendance using locally-developed reports; 1.5 For 11th- and 12th-grade students, complete Educational Needs Assessments (ENAs) and create a Graduation Plan (GP) for each such student; Implement a Graduate Club for 11th- and 12th-graders in target high schools. Club will meet twice monthly and will host College Chats, facilitate teacher-student mentoring, and provide supports for student self-management.

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

December 1, 2021 to February 28, 2022 Objective 2.1 Continue enrollment and identification of eligible population and continue CECs for those students; 2.2 Create a portfolio for any newly identified students; 2.3 Continue to train campus staff on how to identify and refer MV students; 2.4 Continue making connections with parents/guardians through phone call and/or home visit and provide community resources; 2.5 Continue completing ENAs and GPs; 2.6 Continue to monitor attendance; 2.7 Flag students in School Links and encourage grade-level appropriate post-secondary action items; 2.8 Continue Graduate Club events, conducting small-group sessions on self-management skills, and facilitating the teacher-student mentor program. Measure the effectiveness of these using biopsychosocial assessments and modify programs accordingly.

**Third-Quarter Benchmark**

March 1, 2022 to May 30, 2022 3.1 Continue enrollment and identification of eligible population and conduct CECs for those students; 3.2. Create a portfolio for any newly identified students; 3.3. Continue making connections with parents/guardians through phone call and/or home visit and provide community resources; 3.4. Continue completing ENAs and GPs; 3.5 Continue to monitor attendance; 3.6. Continue flagging students in School Links and encouraging grade level appropriate post-secondary action items; 3.7 Continue to conduct Graduate Club programming including College Chats in conjunction with Post Secondary Office, FAFSA and college application completion, TSI/ACT/SAT test registration and preparation; assistance with scholarship applications and post-secondary goal defining; and 3.8 Continue to measure program effectiveness using biopsychosocial assessments and modify programs accordingly.

**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 Family and Student Support Services (FSSS) department will work closely with the Accountability, Research, Evaluation, and Testing (ARET) department to collect data and generate reports needed for project evaluation. FSSS will also collaborate with the Social, Emotional, and Academic Development (SEAD) office to annually survey homeless students in the areas of Social Emotional Competencies and Student Supports & Environments. This self-perception survey addresses topics such as growth mindset, self-management, social awareness, sense of belonging, teacher-student relationships, and school safety. The SEAD office will also administer an "emojified" biopsychosocial assessment throughout the year to collect data on the mental, energetic, emotional, physical, and social state of the students. Social workers will connect with students experiencing negative feelings in any of the categories to help address any problems the students may be facing.

Data reports will provide guidance for the performance targets identified for this grant program. ARET will store data in a format that allows FSSS program staff to create custom reports at any time. Monthly reports on attendance, on time promotion, behavior, etc will be generated and analyzed to allow for the targeted interventions. Frequent assessment will allow program management to make adjustments to improve the quality and delivery of services as needed.

ARET will create attendance and promotional readiness reports for each campus and disseminate this information to the campus MVPOCs. Information provided in these reports will help program staff target those students needing extra support. These reports will be sent weekly to ensure hyper-monitoring of all program activities. High school reports will include on-time graduation data, dual credit and CTE participation, FAFSA completion, and other college, career, and military readiness data for students served under this program.

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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)**

Program funds will be used to employ three (3) social workers for the purpose of assisting campuses with identifying students and families who are residing in homeless situations, providing case management services using community resources, conducting social service screenings and intake assessments, providing crisis intervention, consulting with teachers regarding students' needs and behavior, and facilitating educational sessions for parents to increase the reinforcement of a positive learning environment. The social workers will focus on the emotional well-being of the students with the aim of increasing attendance, improve learning readiness, and encourage better teacher/student relationships. Social workers will collaborate with a designated campus MV POCs to coordinate grant activities, programs, and services. The MV POCs will be pivotal to the success of the program and are responsible for identifying families and students experiencing homelessness. The identification is based on each child within the family and will be completed on a case-by-case basis. The MV POC will ensure correct coding in PEIMS and will verify immediate enrollment, removal of attendance barriers, and school choice. MV POC will ensure access to necessary school supplies, uniforms, and transportation (provided through yellow bus or VIA Metropolitan public transit). Training for MV POCs will be provided monthly during the school year by the FSSS director and social workers. Topics will include determination of homeless, removal of attendance barriers, school choice, eligibility for transportation, unaccompanied youths, FAFSA letters for eligible unaccompanied homeless youths and other post secondary needs. The district will also introduce CECs in accordance with FFC LEGAL. The campus MV POC will be responsible for facilitating CECs with parents and students. The MV POC will also support the students' participation in programs and activities and program staff will support MV POCs accordingly.

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 MV program will collaborate with the local Continuum of Care (CoC) homeless support system, consisting of thirty-eight agencies and shelters, such as the South Alamo Regional Alliance for the Homeless (SARAH), the Texas Homeless Network (THN), Roy Maas Youth Alternatives (RMYA), and the San Antonio Housing Authority (SAHA). Some of these organizations serve unaccompanied youths and/or LGBTQ populations. Each shelter uses an Education Needs Form to help identify and support the students. Coordination with the other sixteen LEAs in Bexar County (liaisons and transportation personnel) is in place and school of origin is well organized. Program staff work with the City of San Antonio to provide support with Head Start programs, homelessness, financial services, and accessing all federal support related to COVID.

B) Each campus MV POC will ensure these actions in the front line. Program staff will provide services to students (community referrals and follow up, on-time graduation, post-secondary readiness, attendance, etc.). Local metro bus transportation tickets will be used to support school of origin, participation with extracurricular activities, and access to community resources for parents, students and unaccompanied homeless youths.

C) Parents are key to the decision-making process "in the best interest of the child". Parents and unaccompanied homeless youths will assist staff with school enrollment and school of origin decisions and transportation services. The parent(s) will be involved in the campus enrollment conference and decisions related to education program participation. They will be provided with metro bus tickets to support school attendance, parent/teacher conferences and other campus based activities.

D) Campus MV POCs will operate from the stance of keeping the students in their schools of origin. With close monitoring of educational outputs, students will be encouraged and supported with tutorials to continue their education.

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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.

A) All SAISD campuses are designated Title I schools and all eligible homeless children and unaccompanied youth will be integrated into campus educational efforts. The campus MV POC will ensure the integration of these students with the help of the FSSS department and grant-funded social workers. Campus Improvement Plans (CIP) will denote strategies and activities for students experiencing homelessness. CIPs are monitored quarterly using Plan for Learning (806 Technologies). The actual reservation for the 2019-2020 school year was \$87,134 and the planned reservation for 2020-2021 is the same. This grant request amount is based on an estimate of \$112 per student, and the SAISD reservation is based on an estimate of \$35 per student.

B) The reservation amount for services to support homeless children and unaccompanied youth is determined through a needs assessment that takes into consideration the needs and number of homeless children and youth.

The FSSS assists staff in understanding policies and procedures through yearly training with campus principals, social workers, counselors, and campus MV POCs. The needs of homeless students and unaccompanied youth are addressed in the District Improvement Plan (DIP) through specific performance objectives to increase identification for post-secondary readiness, remove barriers that prevent enrollment and attendance, and improve graduation rates. Key strategies are then detailed for each performance objective. Measures are put in place and the staff person responsible for monitoring the strategy is identified.

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 relevant district department will send recommendations for updates to local board policies or administrative procedures to the Office of Policies and Procedures (OoPP), but recommended changes to local board policies may also come through the Texas Association of School Boards' (TASB) semi-annual updates. The Policies and Procedures Director and the Department Director work together to review the recommendations and draft new administrative procedures as needed. Draft changes are then sent to either the Deputy Superintendent or appropriate Executive Team member for initial review and approval. If approved, the draft is submitted to appropriate District stakeholders for their review, edits, and comments. A final draft is returned to the Deputy Superintendent or appropriate Executive Team member for final approval. In the case of administrative procedures, final approval will be followed by the posting of the updated/new procedure on the district's website. For local policy changes, the approved draft is taken to the Board of Trustees' Governance Committee for review and approval. If the Governance Committee approves the changes, the draft is submitted to the full Board of Trustees for approval at a future board meeting. If the policy changes are approved by the full Board, the Policies and Procedures Director submits the approved copy to TASB for posting. Following the posting, the updated policy or procedure is presented to District staff for awareness and implementation.

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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.

A) To identify returning students who may have become homeless or unaccompanied over the summer or holiday break, the campus MV POCs will work with campus registrar personnel to identify parents with address requirement barriers. Program staff will follow up on SRQ information via target phone calls for identification in early July and custom reports for students who use shelter addresses to register will be readily identified throughout the year. The Office of Access and Enrollment (OAE) works closely with program staff for identification and appropriate rights and services.

B) Campus MV POC training, shelter reports, and SRQ follow up will continuously identify students throughout the year.

C) Work with the district's leavers to search and outreach for identification and enrollment.

D) Training for the City of San Antonio (COSA) Head Start family support workers (FSW). FSW will identify families experiencing homelessness within their area. Program staff will refer families to Head Start when eligible ECE children are identified.

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 annual McKinney-Vento (MV) professional development plan currently in place was designed to increase awareness across all departments and campuses, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of eligible students. Internal professional development activities include general overview sessions for campus principals, social workers, counselors, and campus points of contact (MV POCs). These sessions will cover current policies and procedures, identification of MV students, immunization requirements, MV law overview, etc., and will occur at the beginning of the school year. The sessions are 30-minutes to one-hour long and are integrated into the district-wide Leadership Meeting in July and the beginning-of-year department meetings in August. Data clerks and registrars are also provided training on the roles and responsibilities of the MV POCs in July. This session is also 30-minutes in duration. Pre- and post-training evaluations are administered at all sessions to measure knowledge gained by participants and to improve delivery of material by presenters.

The MV POCs are provided with a preliminary one-hour general overview and federal rights session in August followed by monthly in-depth identification sessions throughout the school year (September, November, December, January, February, March, and May; no session in April due to testing). Each session is one-hour long and topics include: case reviews, data reviews, FAFSA completion, Head Start Round-Up, transportation services, academic integration, and more. Pre- and post-training surveys are administered for each session to measure knowledge gained by participants and to improve delivery of material by presenters.

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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.

Timelines, milestones, strategies, and/or systems for A-E and G-H above include: Timelines- Students will be assessed through MAP, attendance reports, custom reports, CECs, etc., and will be identified during the first quarter of the school year and continuing throughout the year. Milestones- Attendance, grades, progress toward on-time promotion, parent and student engagement, event participation, academic achievement, joint effort coordination, and positive outcomes. Strategies- MV POCs, social workers, and other program staff will engage parents, students, and collaborators to provide services, academic support, transportation, tutoring, engagement opportunities, extracurricular activities, behavioral supports, trainings, special events, phone calls and home visits.

Timelines, milestones, strategies, and/or systems for F above include: Timelines- MV student discipline needs will be identified in the same manner and time frame as all other district students. Milestones- Behavioral and disciplinary improvement. Strategies- Administer SEAD curriculum (panorama survey, Rhithm app), PBIS training for teachers, and classroom management and restorative practices. Behavioral specialists will assist with counseling, and behavior modification techniques for the students.

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.

Timelines- Students will be assessed and identified through End of Course assessments, attendance reports, custom reports, report cards, forever flags to identify cohorts, AP class credits, preparation for post-secondary education/training, Campus Attendance Committees, Truancy Officers, CECs, etc. Students will be identified during the first quarter of the school year and continuing throughout the year. MV POCs and program staff will coordinate with parents, students, and other collaborators to provide services for MV students and unaccompanied youth and services will continue throughout the year. Milestones- Attendance, grades, progress toward on-time promotion and graduation, completion of AP/dual credit courses, parent and student engagement, Graduate Club participation, maintaining progress with their cohort, passing EOC exams, Teacher-Student mentoring participation, graduate plan creation, FAFSA application completion, college application completion, event participation, academic achievement, joint effort coordination, completion of career training/exploration programs, and positive outcomes. Strategies- MV POCs, social workers, and other program staff will engage parents, students, and collaborators to provide services, academic support, transportation, tutoring, Graduate Club, Teacher-Student mentoring, student incentives, engagement opportunities, extracurricular activities, joint effort coordination, trainings, special events, phone calls and home visits.

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**10. Equitable Access and Participation**

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

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

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

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**12. Request for Grant Funds**

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

**Payroll Costs**

1.	Salaries and employee benefits for three (3) program social workers	\$228,206
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Printing one-pagers to market Graduate Club, graduation plans, training materials, etc.	\$1,500
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Office supplies (copy paper, folders, flash drives, etc) and student school supplies	\$10,681
12.	Student incentives for attendance and academic performance (certificates, prom tickets, etc)	\$1,000
13.		
14.		

**Other Operating Costs**

15.	Transportation for MV students (VIA passes), parents (VIA passes), and staff mileage	\$13,600
16.	Conferences and trainings (NAEHCY, TEHCY required summit, Texas Network on Youth)	\$4,000
17.	Snacks (crackers, cookies, etc.) and drinks at Graduate Club meetings	\$200

**Capital Outlay**

18.		
19.		
20.		

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"/>	
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