



2021-2022 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, May 18, 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:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent. See Program Guidelines for SSA limitations for this grant.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. Complete the attached **TEHCY ESC SSA Member Chart**, see the Program Guidelines for further guidance on completing the attachment.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Homeless liaisons participation in McKinney-Vento trainings offered through Region 14 or Texas Education for Homeless Children and Youth Support Center (TEHCY, Region 13) falls below 100%.	Provide professional development (PD) and support to Homeless Liaisons (HL) and districts to improve identification procedures for qualifying students. Educate key stakeholders and parents on McKinney-Vento rights and services. Facilitate regular submission of required reporting documents.
Regional graduation rate among students experiencing homelessness falls below graduation rates of their non-homeless peers.	Remove barriers to attendance, facilitate transportation, tutoring, participation and engagement in learning. Monitor/review/remediate for graduation. Provide guidance and best practices to support homeless youth, including unaccompanied homeless youth. Provide post-secondary transition assistance.
Not all who qualify receive access to equitable services for students experiencing homelessness, including early education.	Promote early education access through Pre-K. Collaborate with other special programs for additional targeted support. Collaborate with community agencies and resources for additional services.

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.

ESC 14 will train and advise forty LEAs in student identification, enrollment, attendance, graduation, school stability, and capacity building to improve student outcomes. By the end of 2024, the Region 14 McKinney-Vento program will increase identification rates for students experiencing homelessness from 2.8% (2021) to 4.0%. Rates will increase as follows: 3.1% (2022), 3.6% (2023) and 4.0% (2024). The focus of the Region 14 McKinney-Vento grant will ensure all homeless students, including unaccompanied youth, succeed academically. The program will connect students to a full-range of equitable services including meaningful engagement, participation in career readiness and/or post-secondary opportunities. Resources will also support social, emotional, and mental health needs.

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

- *Provide McKinney-Vento training for New Liaisons, Annual MV 101 training, MV 201 to address specific topics
- *Conduct TEHCY ESC Subgrantee Training with participating homeless liaisons
- *Produce and distribute Fall and Winter Newsletters
- *Update AskTED with current homeless liaison contact information
- *Update Region 14 ESC McKinney-Vento website
- *Distribute required McKinney-Vento posters *Review budget
- *Attend required trainings and disseminate relevant and timely information to LEAs/homeless liaisons

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

- * Produce and distribute Spring Newsletter
- * Distribute Middle of the Year Quality/Compliance Check Survey
- * Collect Middle of the Year Program Data Report
- * Conduct TEHCY ESC Subgrantee Meeting
- * McKinney-Vento 201 or 301 training
- * Attend required TEA TEHCY grant training
- * Virtual or on-site support visits as requested/needed
- * Review budget

Third-Quarter Benchmark

- * Produce and distribute Summer Newsletter
- * Collect End of the Year Program Data reporting
- * Conduct TEHCY ESC Subgrantee Meeting
- * Provide Summer McKinney-Vento Training
- * Attend TEA TEHCY grant required training
- * Review budget
- * Distribute End of the Year Quality/Compliance Check Survey
- * Virtual or on-site support visits as requested/needed

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Regular review and monitoring of project evaluation data helps Region 14 ESC stay on track to meet the goals and benchmarks set forth in the grant. Project evaluation data includes:

- * Survey/Needs Assessment
- * Attendance reports for McKinney-Vento trainings
- * Workshop evaluations
- * Meetings/Interviews
- * LEA comprehensive data reports
- * Community agency reports
- * Track technical assistance provided to LEAs *Track Newsletters

The McKinney-Vento consultant will regularly review this data as it becomes available to ensure LEAs are provided support in making progress toward the grant goals. If steps toward achievement of benchmarks or summative SMART goal does not show progress, the grant recipient will utilize the following measures to inform if, when, and how to modify the program for sustainability, including:

- * Convene the TECHY Focus Group consisting of internal (ESC/LEA) and external (community) partners to determine needed modifications and when and how to make suggested modifications.
- * Collaborate with other programs working to reduce/eliminate barriers for students experiencing homelessness
- * Review project evaluation data
- * Measure current/available data against benchmarks and/or summative SMART goal
- * Determine and make necessary changes to maintain program effectiveness. LEAs will receive program change notifications electronically, verbally, and/or in writing

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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)

Need 1: Proper identification and implemented supports give students experiencing homelessness equitable opportunities to access services that impact and improve academic outcomes/performances, attendance, and school stability. The proposed grant activities addressing this need include professional development (PD), technical assistance (TA), use of Communities In Schools (CIS) interns, social work support, and data collection. Region 14 ESC and/or the TEHCY Support Center will offer PD and TA. Attendance/registration logs, sign-in sheets, and evaluations will track PD while phone call/email logs will track TA. LEAs will be encouraged to review their homeless identification processes and implement best-practices. CIS interns and social workers in selected schools will provide case management and referral services for students and families. The ESC MV consultant reviews data collection to monitor progress toward goals and provide additional support. Need 2: Without a diploma, students risk of homelessness as adults substantially increases. To close the 8 point gap graduation rates in our region, the MV program will assist students with fees or cost associated with course completion, attendance, credit repair/recovery, credit accrual, academic enrichment, and dual credit/AP courses/exams. LEAs can provide strategic tutoring for targeted needs. Collaboration with Workforce Solutions of West Central Texas provides students with career- exploration experiences that could lead to higher education or high-wage earnings. Need 3: Students will be provided basic needs and assistance with transportation to facilitate class attendance as needed and/or requested. Students will access equitable services such as tutoring, rigorous course work, and activities/programs that increase academic outcomes. In addition, LEAs with an early childhood program provide early access to PreK to give students a greater chance of success in school leading to graduation. The attached TEHCY Grant Activity Chart lists each proposed activity and the need it addresses.

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 success of students experiencing homelessness depends on the success of collaborative efforts between ESCs, LEAs, local and state agencies to provide for the whole child. The MV ESC consultant participates in the West Texas Homeless Network and Basic Needs Network. Both entities collaboratively provide proactive assistance to those needing services while also providing relevant information to assist students and families. The consultant also collaborates with TEA to provide McKinney-Vento posters for LEAs and community resource providers. Collaboration with local agencies include Ministerial Alliance (hotel stays for families and unaccompanied youth), Backpacks for Kids (school supplies), and Love and Care Ministries Carepacks (food for the weekend). B) This grant will provide PD training, support, and technical assistance to LEAs to target identification including collaboration with community agencies to locate unenrolled, non-contactable students. This collaboration allows LEAs to immediately enroll students and provide supplies, transportation, and free meals. LEAs provide tutoring/intervention, progress monitoring, data collection/review, and access to educational programs and activities to improve educational successes and increase identification of students experiencing homelessness. C) There are a variety of ways that LEAs can promote meaningful involvement of parents or guardians. When students enroll or are identified, LEAs conduct enrollment conferences allowing parents/guardians to help school staff and all support systems collaborate to create a plan for success. Enrollment conferences address academics, social-emotional needs, and other supports. LEAs will also offer FAFSA (Free Application for Federal Student Aid) nights to help parents navigate the application process to receiving financial aid and provide tips for applying for scholarships. Parents also have the opportunity to attend parent/teacher conferences to support their child's education. D) Intake interviews and enrollment conferences are processes and systems that address academics, social-emotional needs, and other supports to allow students access to full integration into the regular education program. Students can also be connected with others to build supporting relationships. To the extent possible, schools will provide comparable services for mobile students to continue building on the students' progress from their previous school.

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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 types, intensity, and coordination of services to be provided in coordination with Title I, Part A, Homeless Reservations vary by LEA but can include: local agencies/civic groups providing clothing, medical, and mental health support. For students identified at-risk, including students identified as homeless, there are additional tutoring benefits, as well as State Compensatory Education services available. Other coordinated services include counseling, CIS, and social workers to assist in meeting the unique needs of students. A) LEAs are required to address the educational needs of their economically disadvantaged students including homeless students as part of their annual needs assessment for Title I/ESSA requirements. Comparison data such as assessment data will help determine coordination of services to support students. LEAs develop and review its annual needs assessment following current local, state, and federal requirements. B) Each LEA develops its own unique method of determining its reservation given their total allocation of Title I funds. For example, some LEAs utilize an annual review process which includes comparing the previous year's needs and reservations against projected needs and reservations for the upcoming year. Region 14 ESC federal program consultants visit with LEAs to offer support/assistance with meeting Title I/ESSA requirements. The LEA federal program designee assists staff in understanding the policies or procedures that support students on all campuses using regular district meetings, electronic communication, and/or campus staff meetings as needed. Topics can include use of Title I, Part A funds to support students experiencing homelessness on all campuses regardless of their Title I status. Liaisons are provided a list of allowable supports with Title I, Part A funds. District and/or campus improvement plans incorporate the learning needs of educationally disadvantaged children and youth including homeless to increase student outcomes. The required chart is attached

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 proposed grant activities, programs, and services meet federal McKinney-Vento Act requirements, state guidelines, and local board policy. Homeless liaisons are encouraged to regularly review policies and procedures for enrollment, identification, and access to services. The process by which this takes place can include: meetings, surveys, phone calls, and interviews with the school staff, parents, students, and/or stakeholders. If current policies or procedures contribute to isolation or stigmatization, homeless liaisons take next steps within their LEA to revise and develop new policies or procedures to ensure no further isolation or stigmatization occurs with students. New or revised policies or procedures are communicated to faculty/staff at appropriate times during the year either electronically, in writing, and/or face-to-face.

Region 14 ESC and the TEHCY Support Center staff provide training and support to homeless liaisons on establishing best practices to build processes that allow LEAs to review and revise policies and procedures. Educating staff, parents, students, and stakeholders on the definition of homelessness, as well as the rights and services available, helps to decrease the stigmatization that is associated with a student being identified as homeless. The proposed grant activities, programs, and services support students without isolation or stigmatization. Homeless liaisons have reviewed and completed the required McKinney-Vento Policies and Procedures Chart.

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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.

LEAs use general processes and procedures to enroll, identify, and provide the three levels of TEHCY program services supports that apply to both enrolled and non-enrolled students. ENROLLMENT: *Parent(s)/students receive paperwork, including a Student Residency Questionnaire (SRQ) *Students receive immediate enrollment with or without required documentation; IDENTIFICATION: *HL or designated school staff makes eligibility determination *Student is coded in PEIMS *Food service director is notified of free meal eligibility *Enrollment conference is scheduled within 10 days of identification or enrollment with appropriate programs/individuals who make up the student support circles; SERVICES AND SUPPORTS: *Liaison or designee assess needs/services for immediate enrollment/attendance including school supplies and transportation *Conduct enrollment conferences for newly enrolled/identified students to ensure they receive wrap-around support and services.

A) When students enter and/or return from holiday break, the residency status of a student must be assessed or reassessed using an SRQ. B) Once the school year has started, parents and students are encouraged to report changes in residency status. Faculty and staff are provided with risk factors associated with students experiencing homelessness to help identify those who may be in need of support or additional support. C) Outreach services involve collaboration with shelters and youth provider agencies. These agencies help LEAs reach students not currently enrolled or attending school. School staff reaching out to friends/other students currently in school can help identify missing students. D) This collaboration especially proves vital to the identification of early childhood and/or PreK. LEAs with early childhood programs have pre-registration drives to increase access for homeless students.

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 MV PD plan currently in place increases awareness, supports enrollment and identification of students experiencing homelessness, and increases staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth. PD training details follow:

Date: Aug. 2020; Duration: 3 hours; Audience: New HLs, experienced liaisons as needed; Content: HL duties, MV Act Overview, getting started; Evaluation: 4-question survey with optional comment section; Source: Internal

Date: Aug./Sept. 2021; Duration: 15-30 minutes; Audience: Faculty/staff, stakeholders; Content: MV eligibility/risk factors, supports available; Evaluation: LEA; Source: Internal (LEA)

Date: Sept. 2020, Feb. 2021, Apr. 2021, Sept. 2021; Duration: 3 hours; Audience: ESCs and LEAs; Content: TEHCY awareness and updates; Evaluation: survey; Source: External (TEA)

Date: Nov. 2020; Duration: 90-120 minutes; Audience: HLs; Content: MV specific content, as identified in the needs assessment, i.e., dispute resolution, transportation; Evaluation: survey; Source: Internal and/or External

Date: Jan. 2020 - May 2020; Duration: 1-3 hours; Audience: ESCs and LEAs; Content: MV specific subject area content to increase capacity to meet unique educational needs; Evaluation: survey; Source: External (TEHCY Support Center staff)

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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.

A) LEAs run daily attendance reports to help ensure students are not missing opportunities to engage and participate in school activities and learning. Contact is made with parents/guardians to mitigate any issues related to attendance or engagement. B) LEAs use progress monitoring at the end of the grading period or when necessary to collaborate, determine, and provide interventions for students who are at-risk for failing or meeting promotion requirements. C) LEAs coordinate with other special programs to improve targeted support services for students at regular grading periods and as needed or mandated by program requirements. D) Students may have various needs- academic, physical, emotional, social support. Using a Multi-Tier Support System helps schools provide for student needs or collaborate with other agencies or resources. This allows LEAs and other support services to meet the unique needs of students when needed. E) Review of previous year's assessments, scores, and benchmark data when available will help guide LEAs in determining interventions and support services needed to increase student outcomes. F) LEAs will ensure students experiencing homelessness are not disciplined as a result of their homelessness. Discipline interventions will be monitored regularly at grading period and addressed using best-practices with a trauma-informed approach. G) LEAs will monitor students progress at grading periods or sooner if necessary to offer tutoring services for students at-risk of failing or are currently failing. This will help students stay on track for promotion. H) LEAs will use supplemental academic programs such as academic camps and enrichment programs to increase opportunities to improve student outcomes. I) LEAs collaborate with other programs as needed to increase equitable opportunities to fully participate and engage in school learning/activities.

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.

A) LEAs run daily attendance reports and mitigate potential risk for disengagement and/or truancy. B) Timely interventions keep students on track for promotion when attendance and grade reports are reviewed at each grading period. C) LEAs coordinate with other special programs as needed for additional targeted support. D) With consistent progress monitoring, students are encouraged to take advanced placement and/or dual credit course work when applicable. E) At semester, counselors review transcripts for appropriate full or partial credit ensuring students are informed of any shortfalls and given time to do interventions. F) When students are short on credits, LEAs offer credit recovery and repair services to help students stay on-track for promotion or graduation. G) Close monitoring of assessment scores and interventions help LEAs provide targeted remediation and accommodations to help students achieve passing standards on state assessments. H) A trauma-informed approach guides discipline interventions ensuring that behavior is not a result of homelessness. I) Course planning and yearly meetings with counselors to review graduation plans/credits ensure students are graduating on time. J) For students not in their cohort, LEAs may offer alternative placements to help students graduate early or later continuing to earn credits to obtain their diploma. K) Collaboration across internal and external entities provide college and/or career readiness activities to support post-secondary endeavors. L) ESC 14 and LEAs assist students with post-secondary transition plans to equip students for a successful transition. M) LEAs provide other services to help unaccompanied youth.

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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.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	1.5 FTE ESC CONSULTANTS	\$93,084
7.	BUILDING USE FEE FOR ESC CONSULTANTS	\$5,570
8.	NETWORK ACCESS FEE FOR ESC CONSULTANTS	\$5,676
9.	PROFESSIONAL SERVICES SUCH AS TUTORING AND IDENTIFYING STUDENTS	\$77,369
10.	.5 FTE FOR HOMELESS LIAISON COORDINATOR AT ABILENE ISD	\$45,000

Supplies and Materials

11.	SUPPLIES FOR HOMELESS STUDENTS FOR SCHOOLS	\$17,534
12.	SUPPLIES FOR TRAININGS AND ESC CONSULTANTS	\$5,000
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	MEETING ROOM USE FEE FOR TRAININGS	\$1,776
16.	TRAVEL FOR LIAISONS AND ESC CONSULTANTS TO ATTEND TRAININGS	\$20,000
17.	TRAVEL FOR HOMELESS STUDENTS	\$5,000

Capital Outlay

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

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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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 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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For TEA Use Only:

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