



# 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](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

Fort Worth Independent School District

CDN 220905

Vendor ID 1756001613-5

ESC 11

DUNS 073177776

Address

100 N. University Dr.

City Fort Worth

ZIP 76107

Phone

817-814-2287

Primary Contact

Mirgitt Crespo

Email

mirgitt.crespo@fwisd.org

Phone

817-814-2280

Secondary Contact

Jeimie Rodriguez

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jeimie.rodriguez@fwisd.org

Phone

817-814-2287

### 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

Michael Ball

Title CFO

Email michael.ball@fwisd.org

Phone 817-814-2101

Signature

Date

5/12/2021

Grant Writer Name

Jeimie Rodriguez

Signature

Date

5/12/2021

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.

**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
In 2020-2021, Fort Worth ISD identified 2,658 homeless students. We believe this number is undercounted and therefore we want to increase the number of students identified as homeless in the program by 15% over the next 3 years.	Fort Worth ISD is proposing a restructure of the homeless program to add a Coordinator position and additional Liaison to assist with homeless student identification, program enrollment, and development of program information through web/social media channels, to provide and connect families to adequate resources and services.
Fort Worth ISD will increase the current graduation rate of homeless students from Result Driven Accountability Performance Level 3 to a Performance Level 1 over the next 3 years.	Fort Worth ISD will provide professional development opportunities to campus staff. Tutoring and mentoring programs will be available. Students' grades and attendance will be reviewed every 3-6 weeks, and parents will be notified if interventions are recommended.
Fort Worth ISD will increase the number of students participating in program activities and services to 30% of the identified population.	School Counselors and Intervention Specialists will communicate with program staff to request services for homeless students. Communications to parents explaining program services will be provided by program staff.

**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.

Fort Worth ISD's O.P.E.N. Doors (Opportunities and Programs for Educational Needs), a program designed to assist homeless students and families overcome obstacles for children's education and future success, will increase the number of identified homeless students by 15% over the next three years. Similarly, the program will work to increase the number of homeless students receiving services and participating in tutoring, mentoring, and enrichment activities to have active participation of 30% of the identified population. O.P.E.N. Doors Program Coordinator and Liaisons will closely monitor student's attendance and grades to prevent increase in homeless student dropout rates, and over the next three years for the District's RDA Performance Level to be at Level 1.

**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**

Fort Worth ISD will identify homeless students and their information will be entered in PEIMS. O.P.E.N. Doors program staff will implement a system for tracking the enrollment of homeless students on a weekly basis. Program staff will evaluate identified student's attendance and grades in Fort Worth ISD's online enrollment system every 6 weeks. Upon review of attendance and grades, students needing academic interventions will be identified and recommended for tutoring and mentoring services. Student referrals to specialized programs will be made by campus staff and monitored by program staff. The O.P.E.N. Doors Coordinator will provide professional development to campus personnel directly serving homeless students.

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

O.P.E.N. Doors will continue to track attendance, grades, and participation in academic assistance programs such as tutoring and mentoring. Attendance issues will be addressed, in collaboration with campus personnel and stay-in-school staff. After reviewing 1st-quarter benchmarks, program staff will contact Principals and Counselors with a list of homeless students who are failing core subjects and inform them of O.P.E.N. Doors program assistance. The Program Coordinator will also provide parent workshops to build parent capacity and inform parents of the District's available resources, including but not limited to available tutoring, mentoring, parent and teacher conferences, and expediting student assessments and evaluations as needed.

**Third-Quarter Benchmark**

In addition to regular attendance and academic progress reporting and mediation, STAAR preparation will be available through tutoring, online practice sessions, and other resources to ensure homeless students have the best opportunity for success on the State test. Continued collaboration with College and Career Readiness Coaches will focus on the steps to graduation, college and scholarship opportunities, visits to the campus Go-Center for assistance with applications and financial aid forms, career and technology training opportunities, and more. Information and resources for assistance will be posted on the District website, social media, and in emails sent to parents of seniors. Summer enrichment opportunities and information about summer school will appear on the website and be emailed to the parents of eligible students.

**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 program will have systems and strategies in place to monitor student enrollment and academic progress. First, data from our student enrollment and database systems (PowerSchool and FOCUS) will allow us to track the number of homeless students who are enrolling and are actively participating in class. Most students are identified through the enrollment process and by input from Data Clerks, Counselors, and other school staff. Because enrollment will be checked weekly, staff can ensure students who are enrolled "homeless" will be coded in PEIMS promptly. The District as well as the O.P.E.N. Doors program will work with the Early Learning and Early Childhood Special Education departments to ensure parents of these children are aware of programs the District offers. Through mail-outs, billboards, website information, and communications sent out by the schools, parents will know when and how to enroll their PK students. Drops in homeless student enrollment will alert program staff to investigate root causes and find solutions. Second, student academic progress will be monitored in a variety of ways in order to address any concerns so interventions can be put in place promptly. Student progress of those enrolled in tutoring sessions will be monitored closely to ensure strategies are effective. If no progress is made, strategies will be re-evaluated to address barriers impacting student success. Grades will be examined for all homeless students every 3-6 weeks. Benchmarks will provide data needed to assess where students are and what assistance is needed, thus helping tutors target specific areas of concern. Students failing core subjects will be referred to tutoring programs, and online tutoring will offer flexibility in terms of time of day, days of the week, and subject matter. Academic progress will be regularly reported to the school Counselor, Interventionists (Social Workers), mentors, and parents. Program staff will continue to convene on a weekly basis to determine any root causes for lack of student progress and strategies to amend any issues.

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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)**

O.P.E.N. Doors program activities are fully outlined in the attachment, "TEHCY Grant Activity Chart", but below are some highlights of the services and activities planned. TEHCY grant funds will allow the addition of a full-time Liaison and the creation of a Coordinator position, helping to ensure increased identification and enrollment of homeless students throughout the District and timely provision of needed services and other assistance. Integration into the school population will be enhanced by providing necessary school clothing and supplies, free school meals, and transportation to the school of origin. A system of monitoring and tracking attendance and grades will alert program staff of students who need referrals for tutoring and/or mentoring and other appropriate interventions. Also, Counselors, Interventionists, and College and Career Readiness Coaches will receive lists of current students who need extra support academically, socially and emotionally so that students receive more one-on-one guidance, reducing the number of dropouts and increasing the number of students who achieve graduation and are prepared for post-graduation opportunities. Training school personnel in the rights of homeless students will help remove barriers to enrollment and achievement. It will enable the program to build stronger parent-school relationships that contribute to better student attendance rates and academic achievement. Community agency partnerships and grant funds will help provide enrichment activities for students outside the classroom through field trips, summer camps, virtual museum camps, and more.

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.

O.P.E.N. Doors has partnered and will continue to partner with community agencies and LEAs including: Area family shelters are the Presbyterian Night Shelter, Union Gospel Mission, Salvation Army, SafeHaven, and ACH, which provide information that helps with enrollment/placement of students; support program activities/parent seminars. Food services are provided for parent seminars and student enrichment activities. Unbound of North Texas which provides speakers on human trafficking prevention/victim healing as part of our parent seminars. One Safe Place which connects unaccompanied youth with temporary shelter and counseling services; presents at parent seminars; helps teens "on the street" stay connected with school staff which helps reduce gaps in instruction. Tarrant County Homeless Coalition which provides resources for families, makes referrals to partner agencies for services, initiates decision-making forums between agencies and LEAs to discuss issues and solutions. Center for Transforming Lives which provides resources and referrals for families and unaccompanied youth including food, clothing, shelter; helps secure temporary shelter for youth so they can stay in school; hosts monthly meetings of community agencies, shelter staff, and LEAs to address challenges of homeless families and find solutions. Bridge - provides leadership and academic support through mentoring programs (11th-12th grades). Lunchbag which provides lunches for homeless youth and for field trips, and works with school clubs and organizations to provide community service hours. Texas Workforce Solutions which provides internships to prepare graduates for jobs. Liaisons from surrounding LEAs collaborate to identify challenges and work on solutions for homeless students. Grant funds support 1) school of origin transportation to aid continuity of instruction, student achievement, social and emotional well-being; 2) additional staff to support program initiatives like increased identification/enrollment of homeless students, services, programs to increase graduation rates, parent seminars, summer camps and other enrichment activities and materials; 3) staff for tutoring and mentoring programs. Homeless students will have access to all school programs and extracurricular activities that other eligible students enjoy.

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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.

Fort Worth ISD set aside \$150,000 from Title I, Part A to support the Fort Worth ISD homeless initiative for the 2019-2020 and 2020-2021 school years. The office of Special Programs coordinates services through the Opportunities & Programs Meeting Education Needs (O.P.E.N.) Doors program that assists homeless students in District schools by providing support services and connecting families to community agencies that assist with shelter and family counseling. Set aside funds are used to support payroll of FWISD Homeless Liaisons, extra duty for tutoring, general supplies, and technology. Any Fort Worth ISD student experiencing homelessness can receive services from Title I, Part A set aside funding to support the homeless program. Fort Worth ISD has experienced an increase in the number of unaccompanied youths seeking help with enrollment. To ensure that unaccompanied students are not denied access to school, a Dispute Resolution Form is distributed to all Fort Worth ISD schools. Fort Worth ISD Special Programs follows up with school administrators to ensure that no student is denied services and that all students receive appropriate services. The LEA reservation amount from Title I, Part A is determined by Fort Worth ISD Leadership, Executive Director of Federal Programs and Director of Special Programs; The allocation amount is determined through a District budget planning phase and a plan is created for the use of the funds. Each Campus Improvement Plan identifies physical, emotional, or social needs of students. Homelessness strategies in place at the campus to support students are documented in the plan. District level personnel from the Federal Programs and Leadership Teams provide support in the development of a high-quality Campus Improvement Plan. The services in this proposal will be supplementary to existing campus resources.

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**)

Fort Worth ISD has a series of policies and procedures in place to ensure homeless students are not isolated or stigmatized. Homeless students may enroll in any District school that other students are eligible to enroll in. Policies are made public on the District website, and District personnel will be trained in the rights of homeless students and unaccompanied youth. Targeted areas of training will include school selection (and the process for disputes), transportation to the school of origin, identification and immediate school enrollment, removal of barriers to enrollment and participation in school activities, facilitation of free school meals, public notice of PK program enrollment, and assistance with post-graduate planning. Counselors will meet regularly with students to ascertain needs and refer them for tutoring, mentoring, post-secondary assistance with College and Career Readiness Coaches, and more. Interventionists and other school staff will be alerted to students who are struggling academically or socially/emotionally and provide services or refer families to O.P.E.N. Doors and community agencies for help. All Secretaries and Data Clerks will be trained in the enrollment and dispute resolution processes. Working with Fort Worth ISD Child Nutrition Services, the program will ensure that students receive free school meals promptly and families have information regarding food banks and other resources. Resources are always posted on the District website along with other services. During a city-wide campaign, the District will inform parents of PK pre-registration through the use of billboards, flyers, mail-outs, website information, and other media.

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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. Entering students enroll online; District start dates and enrollment procedures are posted on the FWISD website. Student Residency Questionnaires indicating homelessness are routed to an electronic file that is monitored by Liaisons to determine eligibility. School staff receive current lists of qualifying students throughout the school year. Referrals from shelters, parents, agencies, and school staff help identify homeless students. School Counselors interview and determine needs of students and make requests for services through the O.P.E.N. Doors office. Program staff code students "homeless in PEIMS" as they are identified. Program and school staff monitor grades and attendance through data systems and benchmarks, to alert parents and refer students for tutoring and other assistance. Program staff facilitate referrals to special programs and expedite evaluations as needed. B. SRQs reflecting a homeless living situation come from school staff, agencies, etc. and students are coded. School and program staff determine needs of the family to make necessary referrals and provide needed services. Students are coded and monitoring of grades and attendance begins. Transportation to school of origin is offered. C. Repeated attempts by program and school staff are made to connect with family and student. Visits to last known address are conducted by school attendance officers. Phone calls are made to numbers listed on student enrollment cards. The program offers family support (basic needs, clothing, toiletries), technology, counseling, referrals to agencies, and transportation to qualifying students. Schools provide student engagement opportunities and incentives. D. The District offers early PK enrollment, priority to homeless students in attendance zone; removes barriers. The program codes the student and provides services as needed, monitors attendance and progress, and communicates with campuses.

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.

Internal: Plans for a restructure of the O.P.E.N. Doors department include adding another Liaison for hands-on provision of services and increased interaction with school staff and parents. Also, a proposed Program Coordinator will oversee all aspects of the program, monitoring attendance and academic progress, and reporting all data as required. In early August, Counselors, Data clerks, and cafeteria staff will be trained on the rights of homeless students and receive program information. Throughout the school year, interventionists, Stay in School Coordinators, and College and Career Readiness coaches will be trained in McKinney-Vento at their monthly meetings. Additionally, they will be trained in how to assist struggling students and prepare them for post-graduation opportunities. Counselors will receive further training at monthly meetings as needed to address common issues or concerns, such as transportation. Principals will receive materials and memorandums weekly concerning students' rights regarding immediate enrollment and school selection, as well as tutoring and mentoring programs, student achievement, and attendance issues. External: Posters and materials will be placed at every campus where they will be most visible. Website information on the homeless definition and rights, program services available, and community resources for homeless families will be updated regularly. Monthly meetings with shelter staff and community and agency partners will keep our program informed of upcoming events, resources, and initiatives to help our population. At these meetings, Liaisons will provide materials and information regarding their programs so they can be disseminated to clients. Liaisons will also provide TEA and program posters and materials to hotels and motels frequented by homeless families.

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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.

Elementary homeless and unaccompanied students will be supported through early identification and transportation to school of origin. Students in specialized programs, including O.P.E.N. Doors, will be coded in PEIMS. ESL students will enter through the Student Placement Center which works alongside our program to enroll and place students in appropriate classes. Evaluations and assessments, grade monitoring, and benchmarks will ensure early interventions and referrals to tutoring and other academic resources. Attendance and interventions by school and program staff will be entered in our student database and Student Contact Log, along with any parent contacts, ARD and 504 meeting outcomes, and notes from parent and teacher conferences. Services provided by the program will also be recorded here. In this way, school staff can view what has been provided for the family and assist with filling in gaps in support. Program advocacy will ensure timely evaluations for specialized programs. Every 3-6 weeks, grades will be pulled and referrals made for appropriate interventions. Student referrals to RTI (Response to Intervention) will address problem behaviors that affect academics. Collaborations with Special Education, Intervention, Counseling, Early Childhood, and Family Resource Center departments will enable the program to bridge gaps in support services and address issues early. Program and school staff will encourage and facilitate parent participation and regularly send notices of school activities. Post-Covid, the program intends to generate more parent engagement in school-related functions through increased use of the website, emails, and social media.

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.

Secondary level homeless and unaccompanied students will be supported through early identification. Transportation to school of origin will be provided. District policies and training of campus staff will remove barriers to enrollment and participation in activities. Program services will provide basic needs (eg., hygiene kits), referrals to agencies, and academic and social and emotional support. School Counselors, Interventionists, and College and Career Readiness Coaches will be trained to assess student needs and document student contacts and interventions in the Student Contact Log portion of our database. ESL students will be referred to appropriate classes by the Student Placement Center. Counselors and diagnosticians will be alerted to struggling students and evaluations expedited through our program. Students in specialized programs will be coded in PEIMS and in the student database so staff can provide additional supports. Lists of homeless students will be sent regularly to College and Career Readiness Coaches so they can track progress to graduation and prepare students for post-secondary opportunities. Tutoring and mentoring programs will be expanded over the next 3 years to include more school staff from various departments and engage more students to participate. Supports will include guiding students in credit recovery, dual credit courses, AP courses, and accelerated studies in order for students to graduate with their 4-year cohort and be better prepared for college and/or career opportunities. Go-Center staff will assist students with college applications and financial aid forms, such as FAFSA. Incentives will be offered to students who complete applications.

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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.	Special Programs Coordinator FTE (60% Salary Paid from TEHCY Grant)	\$42,000
2.	Two Homeless Liaisons FTEs (100% Salaries Paid from TEHCY Grant)	\$91,402
3.	One Administrative Data Clerk at (75% Salary Paid from TEHCY Grant)	\$30,181
4.	Extra Duty	\$20,000
5.	Fringe for Salaried Personnel (18%)	\$29,445

**Professional and Contracted Services**

6.	Tutoring	\$10,000
7.	Evaluation Services	\$8,000
8.		
9.		
10.		

**Supplies and Materials**

11.	Reading Materials	\$10,000
12.	Technology	\$1,500
13.	District Purchasing Card	\$5,280
14.	General Supplies	\$9,000

**Other Operating Costs**

15.	Student Travel	\$12,000
16.	Coordinator and Liaison Travel	\$12,000
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: \$11,572

**TOTAL GRANT AWARD REQUESTED: \$292,380**

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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**

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