



2021-2022 Texas Education for Homeless Children and Youth

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

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation:

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
Within the homeless high school population, there are higher rates of overage students and retention is 22% at the ninth grade level and the graduation rate is lower for homeless students.	The program will monitor and develop an intervention plan utilizing an Academic Monitoring form to collect needed data, collaboration with Campus/District staff, and implement interventions based on a Multi-Tiered Systems of Support.
The attendance rates of elementary and secondary students in homeless situations ins lower than that of the housed population.	The program will track, monitor, and develop an intervention plan utilizing an attendance software, collaboration with Campus/District staff, and implement interventions based on a Multi-Tiered System of Support.
Elementary and secondary students in homeless situation perform below standard on local unit assessments in Reading and Math.	The program will monitor and develop an intervention plan utilizing an Academic Monitoring form to collect needed data, collaboration with Campus/District staff, and implement interventions based on a Multi-Tiered Systems of Support.

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.

As aligned with the District Improvement Plan, Seguin ISD will improve the 4 year cohort graduation rate of homeless students by 2%. The attendance rate of students in homeless situations will increase by 3%. The percentage of homeless students performing below standard on local unit assessments will decrease by 2%.

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

Each quarter, unit asesments in Math and Reading, report card grades, and attendance will be monitored for all identified homeless students. The attendance rates of students in homeless situations will increase by 0.3% each first-quarter of the grant cycle. Report grades and credit accrual will be analyzed to determine if students are passing at at increase of 0.2% than the previous year at that time. Local unit assessment scores will be evaluated to determine if the percentage of students performing below standrad has decreased by at least 0.2% than the previous year. Attendance interventions, tutoring options, and credit accrual planning will be modified, as needed, if percentages are not meeting goals at the current time.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Each quarter, unit assessments in Math and Reading, report card grades, and attendance will be monitored for all identified homeless students. The attendance rates of students in homeless situations will increase by 0.3% each second-quarter of the grant cycle. Report grades and credit accrual will be analyzed to determine if students are passing at an increase of 0.2% than the previous year at that time. Local unit assessment scores will be evaluated to determine if the percentage of students performing below standard has decreased by at least 0.2% than the previous year. Attendance interventions, tutoring options, and credit accrual planning will be modified, as needed, if percentages are not meeting goals at the current time.

Third-Quarter Benchmark

Each quarter, unit assessments in Math and Reading, report card grades, and attendance will be monitored for all identified homeless students. The attendance rates of students in homeless situations will increase an additional 0.4% each third quarter of the grant cycle. Report grades and credit accrual will be analyzed to determine if students are passing at an increase of 0.2% than the previous year at that time. Local unit assessment scores will be evaluated to determine if the percentage of students performing below standard has decreased by at least 0.2% than the previous year. Attendance interventions, tutoring options, and credit accrual planning will be modified, as needed, if percentages are not meeting goals at the current time.

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 project will be evaluated by the District McKinney-Vento Liaison, Deputy Chief Operations Officer, and key stakeholders on an on-going basis with an initial assessment upon receiving the grant award. Seguin ISD will manage the project to ensure projected outcomes are being met and adjustments are made, as needed. Each quarter, attendance rates, grades/credit accrual, on-track for promotion, and assessment data of homeless students will be analyzed to determine if progress towards projected outcomes are being met in line with the SMART goals and whether interventions need to be modified. Surveys will be provided to students and parents experiencing homelessness, campus and district staff to evaluate the effectiveness of the program and interventions, grant activities, current policies/procedures, and staff development on a yearly basis.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- 4. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 Texas Education for Homeless Children and Youth Program Guidelines.
- 5. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Texas Education for Homeless Children and Youth Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
- 8. The applicant provides assurance that performance evaluation reports are submitted for each year grant funds are received.
- 9. The applicant provides assurance that fiscal monitoring reports are submitted for each year grant funds are received.
- 10. The applicant provides assurance that the use of subgrant funds will comply with section 11432(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
- 11. The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
- 12. The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment, and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.

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8. Statutory/Program Assurances (Cont.)

- 13. The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.

- 14. The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical Education, Gifted and Talented, and English Learner.

- 15. The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.

- 16. The applicant provides assurance that collaboration will occur with the McKinney-Vento Liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.

- 17. The applicant provides assurance that services provided by grant funds will not replace regular academic programs.

- 18. The applicant provides assurance that all identified and enrolled are accurately reported in Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) in a timely manner.

- 20. The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.

- 21. The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

- 22. The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings

- 23. The applicant provides assurance to submit a detailed report that includes all grant activities and usage of funds for the 2021-2022 Texas Education for Homeless Children and Youth (TEHCY) grant.

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9. Statutory Requirements

1. Provide a description of the proposed grant activities, programs, and services. This description should include how they address the identified needs and promote equitable access to program services needed to improve academic outcomes for homeless children and unaccompanied youth. Include the resources, strategies and/or systems that will be implemented to support target goals and outcomes, document progress and milestones, and observable results of the proposed grant activities, programs, and services. **(*Complete the attached TEHCY Grant Activity Chart, see the Program Guidelines for further guidance on completing the attachment)**

The grant activities will focus on addressing the identified needs such as attendance, retention, graduation rates, and performance on local unit assessments. The primary purpose of all activities are to ensure the equitable access of McKinney-Vento students and their families. Back to School Parent Day will provide students with school supplies, backpacks, inform them of campus information, area resources, and participants will have the opportunity to utilize the district Clothing Closet/Food Pantry. School supplies will be available throughout the year for students who are identified after registration. McKinney-Vento Staff Newsletters and Professional Development will be provided to staff to ensure they are aware of the situations that may qualify a student as homeless and resources available. Attendance monitoring and follow up visits will be provided for those students not attending regularly. At the elementary level, tutoring supports will focus on assisting students with Math and/or Reading skills. At the high school level, tutoring will be based on subject areas in which students are in need of assistance. Since homeless students at the ninth grade level are retained at a greater rate than their housed counterparts, students will engage in Ninth Grade BOOST program which will include study skills development, graduation plan information, credit accrual/attendance monitoring, and college and career exploration. Graduation rates of homeless students are also below those of housed students. Emphasis will be placed on creating a post-secondary plan for all Seniors experiencing homelessness. The NEXT Program will include field trips to local colleges, job sites, military options and assist students in completing high school and developing a plan for their future. Extra Duty pay for staff to assist in the Ninth Grade BOOST Program and the NEXT Program to provide regular meetings, assist in the planning, and implementation of events. Events will be held after school and on weekends. Interventions and goals will be evaluated on a quarterly basis to determine effectiveness and modifications will be made, as needed.

2. Provide a description of the extent to which: A) The application reflects coordination/collaboration with other local and state agencies that serve homeless children and unaccompanied youth. Include a list of agency, community, and LEA collaborators and a brief description of the proposed coactivities that will support implementation of the proposed grant activities, programs, and services; B) the proposed use of funds will facilitate the enrollment, identification, and educational outcomes of homeless children and unaccompanied youth; C) the extent to which the applicant will promote the meaningful involvements of parents or guardians of homeless children and youth in the education of their children; and D) The extent to which homeless children and unaccompanied youth will be integrated into the regular education program.

The McKinney-Vento Education Program collaborates with several local and state agencies such as New Braunfels Food Bank, Texas Workforce Solutions, Community Council of South Central Texas, Guadalupe County Family Violence Shelter, and other community service providers. These collaborations provide for the basic needs of students/families with emergency food, hygiene items, school supplies, shelter/housing assistance, child care, case management, counseling, and connects unaccompanied youth/parents with obtaining the necessary education, training, and skills needed to become gainfully employed. Texas Workforce Solutions also supports unaccompanied youth/parents with emergency housing, car repair, and the purchase of work uniforms. Community Council of South Central Texas provides utility and rental assistance in an effort to avert homelessness. The McKinney-Vento Program also partners with LEA offices such as Child Nutrition, Student Services, Communities in Schools, School Climate Transformation, and Transportation. These joint efforts support a whole child approach in providing assistance with physical, socioemotional, and academic needs of students. Partnerships within the district and community help facilitate identification and enrollment of homeless students and ultimately increases their academic success. Research strongly demonstrates the powerful connection between students' success in school and their parent's involvement in their academic journey. Hence, the MV Program will invest in parental involvement opportunities that empower parents with the knowledge needed to guide their children academically and deal with the stressors of being homeless. Parent involvement will consist of Back to School Day, Parent Newsletters, workshops, and regular meetings with parents to build relationships and connect them with district/community resources. Staff development training and adopted policies and procedures ensure that homeless students are not separated from the regular school environment. Policies and procedures are reviewed and revised to deter barriers to enrollment, attendance, and full participation of students in reaching the same academic/behavioral standards of their housed peers.

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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.

During the Comprehensive Needs Assessment, the district examines the effectiveness of the coordination of services for eligible homeless students. At this time, the Title I Homeless Reservations are used to pay a portion of the District Homeless Liaison's salary. The District Homeless Liaison collaborates with campus staff and community agencies to ensure homeless students on Non-Title I campuses receive services to include guidance and counseling, access to other school programs, waivers for fees, and other assistance. The Homeless Liaison meets with students and/or parents on a regular basis to review grades, attendance, discipline, and determines current needs. The Homeless Liaison also coordinates with district and campus staff to ensure the needs of students are met and assists in implementing methods to better serve homeless students. If additional funds are needed throughout the course of the school year, the Homeless Liaison will meet with the Title I Director to determine possible options. The District Homeless Liaison ensures collaboration between the local Title I Director and campus homeless contacts by conducting district-wide training to key personnel to educate district/campus staff make them aware of guidelines and procedures to support homeless students. The District Homeless Liaison provides campus staff with McKinney-Vento Homeless Education brochures. The Deputy Chief Operations Officer, District Homeless Liaison, and the Title I Director participate in Title I Campus Improvement and the District Improvement Plan process to ensure that the needs of homeless students are addressed.

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 McKinney-Vento Liaison along with district/campus administrative staff review and revise policies and procedures that may serve as a barrier to the enrollment, attendance, full participation, social, emotional, and academic success of homeless students. McKinney-Vento Needs Assessment Surveys are provided to students, parents, and campus/district staff on a yearly basis. Surveys are reviewed during the evaluation and needs assessment process in an effort to receive feedback on the effectiveness of policies and procedures and to work towards eliminating any barriers in the above-mentioned areas that may still exist. Special attention is taken to identify the unique needs and challenges of unaccompanied youth and revise policies accordingly. The McKinney-Vento program strives to ensure that proposed grant activities, programs, and services do not intentionally or unintentionally isolate or stigmatize homeless children and unaccompanied youth. The McKinney-Vento Liaison places a strong focus on Staff Development incorporating terms to avoid when working with students/families, compassion-building, and collaborates with other student program groups in facilitating grant activities/program services as to not isolate or stigmatize homeless children and youth.

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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.

The Student Residency Questionnaire is mandatorily placed in the online enrollment forms. The SRQ prioritizes McKinney-Vento eligible housing situations as the first options to help ensure users read all the choices before making their selections. If a qualifying housing situation is picked, the system will generate a follow-up question to determine if the housing situation is due to a loss of housing or economic hardship. The McKinney-Vento Liaison receives an email notification when an eligible housing situation, loss of housing, or economic hardship is selected. In an effort to identify students experiencing homelessness after registration, various strategies have been implemented including a digital SRQ that is linked by QR Code on all program materials, Public Service Announcements targeting a general audience and one specifically for Unaccompanied Youth, Google Classroom presentations to remote secondary learners, Bi-Monthly Staff McKinney-Vento Newsletters with a link to a Referral Form, and an increased presence on Social Media platforms explaining McKinney-Vento and services available. Trained campus contacts, which are either counselors or social workers, also play a key role in the referral process. Community outreach is an essential component in successfully identifying homeless children and youth not currently enrolled or attending school. The McKinney-Vento Liaison partners with district truancy officers, Migrant Program staff, and local social service agencies through membership in the local Interagency group to identify eligible out-of-school and/or truant youth. The Liaison collaborates with Head Start and the district prekindergarten program by attending registration days to screen for homeless students and ensures advertisements of said programs indicates children of homeless families are automatically eligible for enrollment.

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 McKinney-Vento Liaison participates in on-going training by Region 20 ESC, the Texas Education Agency, TEHCY Support Center, and the National Association for the Education of Homeless Children and Youth to keep abreast of current policies and best practices in implementing the McKinney-Vento Act. The professional development plan consists of yearly training for all staff, bi-monthly Newsletters to educate staff about McKinney-Vento including a Referral Form, and follow-up training conducted by the Liaison and external sources such as the TEHCY Summit (Sept. 15-17, 2020) and the California Association of Supervisors of Child Welfare and Attendance Conference (April 26-27, 2021) for Counselor/Social Workers, Social-Emotional Learning, Whole Child, English Learners, Special Education, Transportation, School Safety, Truancy, and Campus/District Administrative staff. Due to Covid, all staff received an online McKinney-Vento 101 Training that was mandatorily used by Campus/District Administrators during June/July 2020 Staff Development days. The hour-long training provided an overview of the homeless definition, immediate enrollment/school of origin policies, identification procedures and special considerations for unaccompanied youth and the impact of Covid. All staff engaged in activities during the National Hunger and Homelessness Awareness Week (Nov. 15-22, 2020) via social media/email including Public Service Announcements created by the Liaison to increase identification and empathy. Campus Enrollment Staff (Sept. 3, 2020), Counselors, Social Workers, Socio-Emotional Learning, Communities in Schools, Truancy staff (Oct. 16, 2020, Feb. 24, 2021, and May 7, 2021), and Transportation Staff (April 12, 2021) received separate hour-long trainings by the Liaison that are specific to their role in supporting the unique needs of homeless students. Online evaluations are provided to attendees and feedback is reviewed during the needs assessment process.

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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 students in homeless situations have a lower attendance rate and perform below standard on local assessments at a higher percentage than housed students. As part of a Multi-Tiered System of Support framework, Student Support Teams (SST) provide a weekly staffing on students in need of intervention academically and/or behaviorally at each elementary campus. SST is comprised of a multi-disciplinary team of campus and district staff that includes the McKinney-Vento Liaison and representatives from Special Education, English Learners, Gifted and Talented, as needed. The proposed grant activities and the MV Program will monitor and develop an intervention plan utilizing attendance software and an Academic Monitoring Form. This form is completed by Teachers and collects assessment data, core course grades, and current academic supports such as tutoring and other supplemental services received by the student. Homeless students with ten or more absences, failing two or more core courses, and/or performing below grade level on local assessments will be staffed through the Academic Monitoring review process during SST, Attendance Intervention, Admission Review and Dismissal, and/or Language Proficiency Assessment Committee Meetings, as applicable. Partnerships with other special programs are vital in supporting targeted services for homeless students especially those that are unaccompanied. In regards to discipline interventions, the McKinney-Vento Liaison serves on district-based Title V and Appeal Hearings and on campus-based Due Process Hearings and Manifestation Determination Hearings when a homeless student is involved. Transition planning for fifth grade homeless students with Tier 2 and 3 level supports entering middle school are staffed during SST meetings to ensure continuity of services.

4. A description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for secondary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance, engagement, and truancy interventions, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g., Special Education, English Learners, and Gifted and Talented), D) Advanced placement and dual credit course work, E) Transcript review for appropriate full or partial credit, F) Credit recovery or credit repairs services, G) Assessment interventions and scores, H) Discipline interventions, I) Four-year cohort graduation, J) Graduation of all homeless students (e.g., current cohort, continuers and early graduates), K) College and career readiness programs and support services, L) Post-secondary transition plan, and M) Other programs or services.

Homeless secondary students have lower attendance rates, perform below standard on local assessments at higher rates, and are more likely to be retained in ninth grade than housed students. Student Support Teams use a Multi-Tiered System of Support approach to hold weekly staffings on students in need of academic and/or behavioral intervention at each campus. SST is a multi-disciplinary team of campus/district staff that includes the McKinney-Vento Liaison and staff from Special Education, English Learners, Gifted and Talented, as needed. The proposed grant activities and the MV Program will monitor and develop an intervention plan utilizing attendance software and an Academic Monitoring Form. This teacher-completed form collects assessment, grades/credit accrual, and data of current academic supports such as tutoring provided to the student. Homeless students with ten or more absences, failing core courses, and/or performing below grade level on local assessments will be staffed through the Academic Monitoring review process during SST, Attendance Intervention, ARD, and/or LPAC Meetings. The Liaison tracks promotion/graduation progress by attending Individual Graduation Meetings for all unaccompanied youth, conducting student meetings to review transcripts, End of Course scores, credit recovery and Advanced Placement/Dual Credit options, post-secondary planning including college and career readiness services for all students identified as Homeless in their high school years. The Liaison attends Title V, Appeals, Due Process, and Manifestation Determination Hearings for all homeless students.

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10. Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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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.	Extra Duty Pay (BOOST and NEXT Programs)	3400
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Online Newsletter Software	275
7.	Tutoring Online Software	13000
8.		
9.		
10.		

Supplies and Materials

11.	School Supplies	3600
12.	Instructional Supplies (Boost and NEXT Programs)	850
13.	Office Supplies	313
14.		

Other Operating Costs

15.	Professional Development: Conference Registrations and Travel Expenses.	4000
16.	Educational Field Trips (BOOST and NEXT Programs)	850
17.		

Capital Outlay

18.		
19.		
20.		

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