



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
1. ECISD has a need to increase the coordination of services for and the attendance level of children identified as homeless under subtitle B, of Title VII of the McKinney-Vento Homeless Act (MV Students).	Two specialists will be hired to work with families and students at the middle school campuses. (High school specialists are already in place). A grant and MV District Services Coordinator will be hired at the district level to oversee services district wide, using an early alert data dashboard to be distributed weekly to campus staff. MV Students will be prioritized for campus engagement activities.
2. ECISD needs to increase the percentage of MV middle school students meeting RDA indicators, as measured by STAAR: 70% for ELAR, Math and Writing and 65% for social studies and Science in Grades 3-8.	Weekly alerts will inform MV Specialists and campus staff of students are not attending. Non-Attending and students not meeting RDA and/or not passing courses will receive additional help through weekly meetings with the MV specialists, tutorials, campus interventions and other services.
ECISD needs to improve its graduation rates for MV students from 51.5% to at least 60%. Additionally, ECISD needs to decrease its dropout rates from 11.8% to 5% or less.	Upon identification of MV students, within 2 weeks, an assessment and plan of success will be implemented. MV Specialists will monitor passing rates, RDA data and attendance. They will intervene to ensure that physical needs, transportation, emotional and academic support are provided. The community Outreach Center and GDS Coordinator will provide oversight & support for these campus activities.

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.

In order to impact the preparation of homeless youth for college, careers and/or vocational/technical school, ECISD will increase the four year high school completion rate of homeless youth from 51.5% to % 54% by August, 2022; to 57% by August 2023 and to 60% by August, 2024, along with meeting RDA target passing rates: Targets for STAAR are 70% for ELAR, Math and Writing and 65% for social studies and Science in Grades 3-8. EOC Exam targets for grades 9-12 are: 65% for Algebra I; 75% for Biology, 60% for English I and II and 70% for History.

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

Attendance for secondary (grades 6-8) MV students will improve by 2%; from 92% to 94%. At least 30% of MV Students (baseline data is 20% passing) will be passing at least 2 out of 4 core courses; and, at least 25% of MV students will be engaged in a school activity, such as band, athletics, AVID, CIS or other activity. Target date: Nov. 30, 2021

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

Attendance for MV students (grades 6-8) will improve by 4% since beginning of 2021-22 school year, while at least 60% of MV students will pass MAPS district benchmark tests in ELAR and Math. At least 50% of MV students will be passing at least 2 of 4 courses. At least 50% of MV students will be engaged in a school activity. Target Date: February 28, 2022

Third-Quarter Benchmark

Attendance for MV students will improve by 5% since beginning of 2021-22 school year, while RDA indicators will improve as follows: Dropout rate for 7th-12th graders will be reduced from 10.7% to 5%, the graduation rate will improve from 55% to 65%, at least 65% will pass STAAR and/or End of Course exams. Target Date: May 31, 2022

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.

After the MV Grant Coordinator has monitored the benchmark results for the quarter, when needed, the student's Plan of Success will be updated through a meeting with counselors, teachers and administrators. Students who did not meet the benchmarks will be targeted for intensive weekly interventions, such as tutorials, socio-emotional support, transportation services, community resources, parent outreach and specialized academic support. Alerts will be sent to parents, teachers, counselors, coaches, activity directors and school administrators to assist with interventions. If MV students need tutorials that are not available, MV grant funds or other district resources will be used to purchase tutorial services for them. Socio emotional needs will be addressed through parent intervention and the "Parent Wisely" program for improving parenting skills, as well as the "Ripple Effects" program, designed to assist students with socio-emotional issues, life mapping and success strategies. Results from efforts and best practices will be shared across campuses, for replication.

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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)

ECISD has many tutorials, special programs and support services in the district and in the community; however, it is noted that MV students may not be accessing these support systems and better coordination is needed. Over the past year, specialists successfully assisted high school students and a similar 3 phase model is planned for the middle schools. The first phase, "Enrollment," involves registration, identification and assessment. Upon enrollment, a meeting with families will determine services, campus awareness, targeted success levels and a priority engagement activity, such as athletics, band, Communities in Schools, or an "AVID" course for each MV student. Additionally, specialists will ensure students and families are aware of all Title One, Special Education, Gifted and Talented and EL services and that they have equitable access to those services. Immediate notification of MV students will be sent to teachers, counselors, administrators and special program personnel. Families will be notified of the interventionists and the services they provide. During the second phase, "Monitoring and Referral," attendance, grades, discipline referrals, campuses reports and anecdotal information will be monitored; and, a data dashboard will be compiled each week by the Director of Attendance and the MV Grant Coordinator. Early alerts will be disbursed immediately to campus staff, identifying students who will be targeted for additional interventions. Following early alerts, the third phase "continuous intervention" will begin for struggling students, with specialists meeting weekly with the students to determine more intensive interventions. Specialists will provide enhanced services and if they determine a need for a tutorial that is not available, funds from the grant will be used to provide tutorials. Reports on interventions will be sent weekly to the MV Grant Coordinator for review and further actions if needed. Timeline is August 2021 or upon enrollment/identification.

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. Within the community, there are a variety of agencies that the district will use to meet the needs of homeless children and unaccompanied youth. The Community Outreach Center at ECISD will assist with providing school supplies, school uniforms, clothing and referrals for food and other needs, as well as providing a drop out recovery program for MV students who have dropped out, but are willing to come back. A similar program for English Learners is housed in the same location, with a focus on MV students. ECISD has collaborations in the community with Family Promise of Odessa and Jesus House offering housing, food, clothing and long term overnight stays, transportation and medical care for homeless families with children. Catholic Charities works with the district to provide clothing, uniforms, assistance with utilities and medical services. Safe Place offers shelter for domestic violence victims, while High Sky Children's Ranch offers inbound stays for foster children and unaccompanied youth, as well as outbound family services. B. Funds will be used hire two middle school MV Specialists, tutors for students, for tutorial materials and for the "Ripple Effects" emotional support program. C. Parents and families will be involved through inventions with the Director of Attendance, the MV Coordinator at the Outreach Center, campus contacts and home visits with the specialists. D. Homeless children and unaccompanied youth will be identified, assessed and given a Plan of Success during the first two weeks of enrollment and students will be enrolled in the regular programs of the school. Students will be offered non-discriminatory assistance from all programs for which they qualify, including EL, Special Education, Title One, tutorials and other educational programs. This will be monitored by the MV specialists. Dropout recovery classes at the Community Outreach Center will be offered only to students who have previously dropped out and are not enrolled in school, as an attempt to reengage them in high school. Timeline: these services will be ongoing throughout the grant period from 2021-2024.

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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.

Through budget and planning meetings, the Director of Attendance and the Executive Director of Federal State Programs will conduct a needs assessment and recommend allocations of Title I, Part A Homeless Reservation funds. Using the Administration Business Operating & Federal Procedures Manual, ECISD leadership will determine the allocations for requests to fund services for homeless children and unaccompanied youth using the Title I Part A Homeless Reservations. Following initial allocations, quarterly monitoring by the Director of Attendance and the Executive Director of Federal/State Programs allows for ongoing evaluation and continuous improvement of student success initiatives. As indicators point out new needs, funds may be reallocated if necessary. Additionally, monitoring of RDA plans will provide a framework for involvement of a cross section of departments at ECISD, which will further assist in addressing MV student needs. Recently MV students have been one of the primary focuses of this monitoring, due to the need for improved efforts in MV student success. Ongoing conversations with campus principals, Bilingual/ESL and Special Education, along with counselors and others will inform a comprehensive effort for campus interventions. Budgeting Process: Spring 2021 Initial Budget discussions, July 1, Budget decisions are announced. Process will be similar in 2022, 2023 and in subsequent years.

Over the 2020-21 school year, \$106,245 was allocated for salary and benefits for a homeless specialist salary, as well as for tutoring, uniforms and school supplies. Over the 2019-20 school year, \$104,804 was spent on a salary and benefits for a Homeless Specialist, tutorials, uniforms, school supplies and a conference on homelessness for district social workers.

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**)

Over the past five years, several updates have been added to and revised In the ECISD Board Policy Manual, which ensure that homeless children and unaccompanied youth are not stigmatized, discriminated against or isolated from programs, services or peers. These policies offer more flexibility in terms of immediate enrollment in the School of Origin or in the current attendance area. Board policy requires the appointment of a liaison to work with homeless children and unaccompanied youth and their families. Enrollment disputes are decided quickly by the liaison to ensure that students are immediately enrolled and have access to all educational services, programs and transportation. At registration and upon completion of a questionnaire, children are identified as homeless or unaccompanied youth and are given an assessment. Board Policy requires that within two weeks of enrollment, a Plan of Success is developed for these students and that transportation and academic services are put in place. These services include Title One, Special Education, English Learners, Gifted and Talented and all other programs available to other students within the district. (Source: ECISD Board Policies: Update 105 on 7/26/16; Update 114 on 11/8/19; and Update 115 on 7/13/20)

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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.

Level One: Identification: (A)Using a questionnaire, families will help identify students as MV during enrollment. Once identified, an assessment and intake with the family determines needs and a plan for the student. (B)This process is also used for students identified mid-year through referrals or as new students. (C) Families whose children are not enrolled or attending school are contacted by phone and home visits to ensure they are safe and that they will enroll in and attend school. (D) Pre-K students are recruited for enrollment through community notices, notices to parents and a Pre-K "round-up." Level Two: PEIMS Coding, Services, MV Monitoring: (A) A Court Clerk Liaison in the Community Outreach Center (COD)codes PIEMS for homeless students in the district. (B) Newly identified students are reported by staff. (C) Social workers and counselors follow up with wellness checks, home visits and assistance. (D) Recruiting through schools, community events, preschool programs and a Summer Kinder Camp help identify and inform homeless families of educational opportunities. Level Three: Progress monitoring, Attendance, Grades and Credits, MV Services, General Education Services, Special Education Services. (A) The Director of Attendance Monitors attendance and serves as the MV liaison for the district. He compiles the weekly Data Dashboard for the campuses, generating early alerts, so that interventions occur. Grades, credits and MV services are addressed at the campus level by social workers and specialists. General education services, special education, EL services and referrals to community services are offered at the campuses and at the Community Outreach Center (B) Students are provided a revised Plan for Success and weekly follow-ups with specialists. (C)Intervention for non-attenders will be through the specialists' home visits, calls and social services, while available programs, such as Title One, SPED and EL services will be offered and coordinated district wide. (D)Pre-K needs are addressed through principals, teachers, counselors and referrals to the COC.

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.

A multi-tiered training program has been established for ECISD and includes truancy prevention, virtual instruction attendance, documentation from clerks, principals and counselors, prevention measures, legal issues, strategies that work for intervention; and, communication with families, elementary and secondary students. Annually training is provided for principals (with updates through email). Counselors, Attendance Clerks and Registrars receive annual training as well. Teachers are given information on homeless children and training is given to them through an online format. Through New Staff development, departmental training will be provided to each group of employees. Periodically, throughout the year, targeted groups will receive information to complete training Following the training, a quiz will be administered to ensure the staff understand all aspects of the training. Review sessions will be given as needed for those not mastering the material.

Training Dates in 2020-2021 and 2021-22 will include:

August 2020 & August, 2021	Principals, Assistant Principals, Clerks and via Email
August 2020 & August, 2021	Registrars and Attendance Clerks via Microsoft Teams
Sept. 2020 & Sept. 2021	All Counselors Via Microsoft Teams
Sept. 2020 & Sept. 2021	All Teachers (Will be send hard copy list of students in their classes with training and information on McKinney Vento Law and services)
October 2020 & October 2021	Assistant Principals Via TEAMs
January 2021 & January 2022	Teachers: (All Teachers Will be sent hard copy list of students in their classes with information on McKinney Vento Law and services)

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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.

Within 2 weeks of enrollment: During registration, a questionnaire will identify homeless and unaccompanied youth, who will be registered at the current school or school of origin, if desired. Students will be assessed and staff will be informed of the students' status. A. Attendance and Engagement: Weekly monitoring through a Data Dashboard by the Director of Attendance and The Coordinator of the MV Grant program will be used for students who are not attending. When students are flagged for grades or attendance by the counselors, weekly alerts will be issued by MV Specialists to staff. Following alerts, attempted contact with the parents and subsequent interventions will be implemented. B. On Time Promotion: Attendance, the "Parent Wisely" program, tutorials, Title One, Special Education and EL services will be offered. D. Bridging Program Support Services: Campus personnel will collaborate with the Community Outreach Center, to ensure academic, social and physical needs are met. The MV Coordinator and the Director of Attendance will engage families with outside services and agencies for low income and homeless children and youth. E. Assessments, interventions and scores: The campus staff will use the weekly dashboard as well as RDA data to monitor student success. Teacher interventions, parent contacts, tutorials and other support services will be offered to MV students who are not performing well. F. Discipline Interventions: Teachers, counselors and administrators will use positive interventions for discipline. No MV students will be suspended out of school, for infractions that can be handled through In School Suspension. G. Tutorial Services: Teachers will assist students in finding after school, online and in school tutorials to improve academic success. H. Supplemental Academic Programs: Using School Counselors and MV Specialists, MV students will be informed about and encouraged to participate in supplemental academic programs. I. Other programs: Parent training, resources, Title One services, Special Education services & EL services will be offered.

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. MV campus specialists have been successful at high schools this year. Grant efforts will expand services to middle schools. Attendance will be monitored weekly through the Data Dashboard and truancy prevention measures from training will be implemented. MV students will be enrolled or engaged in a school activity, such as band, athletics or Communities in Schools and their teachers will assist with engagement and retention. B. Assessment and a family meeting with the MV specialist will determine needs and coursework. Transcript analysis will be coordinated with campus counselors to maximize credits. C. MV Specialists will advocate for Title One, Special Education, GT and EL services with district staff as needed. D. MV students will be offered equal access to advanced placement courses and dual credit scholarships, including supplemental tutoring. E. MV Specialists will coordinate efforts with campus counselors to ensure that all transcripts from other schools are received and that students are awarded credit. F. Credit recovery for MV students is offered through the Community Outreach Center. G. MV Staff will use RDA data, district "MAPS" benchmark tests, grades and feedback from campuses to determine intervention needs. Tutorials, Saturday School, MV tutorials and study materials will be offered. H. "The Ripple Effect" program will assist with socio-emotional issues, along with the "Parent Wisely" program. Specialists will assist administration with MV disciplinary referrals. No MV students will be suspended for infractions that can be handled through ISS. (I & J). MV Specialists will assist students in finding tutorials and credit recovery to ensure 4 year graduation. (K, L & M.) School Counselors and MV Specialists will offer priority enrollment and participation in AVID or CIS and will refer students to college mentoring programs and HS programs at local college campuses.

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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.	MV Grant and District Services Coordinator Salary and Benefits	\$78,000
2.	2 MV Campus Specialist @ \$77,450 Salary and Benefits	\$154,900
3.		
4.		
5.		

Professional and Contracted Services

6.	Tutorials	\$5,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Tutorial Supplies	\$500
12.	Ripple Effects Site Licenses	\$1,500
13.		
14.		

Other Operating Costs

15.	Travel to Required Meetings	\$2,000
16.		
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
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