



2021-2022 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, May 18, 2021

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

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 Round Rock ISD

Campus name CDN 246909 Vendor ID 1746002018 ESC 13 DUNS 095101986

Address 1311 Round Rock Avenue City Round Rock ZIP 78681 Phone 512-464-5000

Primary Contact Desiree Viramontes Le Email desiree_le@roundrockisd.org Phone 512-464-5185

Secondary Contact Courtney Torres Email courtney_torres@roundrockisd.org Phone 512-464-5057

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 Daniel Presley Title Superintendent Email Superintendent_RRISD@roundrockisd.

Phone 512-464-5022 Signature  Date 5-7-21

Grant Writer Name Desiree Viramontes L Signature  Date 5/4/2021

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.

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
First, RRISD through the FiT program works to accurately identify and enroll students experiencing homelessness. RRISD serves approximately 50,748 students of which 929 students are experiencing homelessness in 2019-2020.	The plan to address the first need is to accurately identify and enroll any students experiencing homelessness throughout the school year. Travis County has reported an 11% in homelessness in 2020. To continue to make sure all students are served and are academically successful the district must continue to update and implement a Families in Transition Program.
Second, regular attendance is crucial to academic success. FiT staff collaborates with 200 RRISD staff in transportation, Information Services, various departments, and designated campus personnel.	The plan to address the second need is for students experiencing homelessness to attend school regularly with regular interventions and supports such as transportation services, attendance monitoring and early intervention. The FiT program will distribute academic supports (backpacks, mask/hand sanitizer, calculators, etc), and basic needs supports (hygiene, airbed/blankets, etc.) throughout the school year.
Students need to receive academic support and intervention services as soon as identified as homeless. Within the community there are 9 direct social service partnerships and 50 referrable community service providers.	The FiT program works with district and community partners to provide services and intervention such as tutoring to help students succeed academically and socially. The FiT program will actively monitor grade requirements so students are on track to be promoted each year, high school specific interventions and supports for graduation and postsecondary opportunities.

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.

The primary goal for the McKinney-Vento program in 2021-2022 with Round Rock ISD is to ensure that each homeless student has the same access to a free appropriate public education as any other student and to remove any barriers toward student success. The FiT program will increase information awareness about McKinney Vento rights and services for various stakeholders within the district and community by 10% to increase identification/immediate enrollment, intervention and support services for attendance and academics for all FiT students, and intentional progress monitoring for high students focusing on attendance, academics, graduation plans, and postsecondary opportunities throughout the school year.

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

Within the first quarter the FiT program will identify, enroll, and support students experiencing homelessness with academic and basic needs supports. Each campus will be prepared with the most up to date training, posters, and brochures to facilitate the identification and immediate enrollment of students. The FiT program will provide targeted campus and district staff with professional development and training through written materials and workshops in indicators of homelessness - excessive tardiness, excessive absences, a drop in grades, poor hygiene, sleepiness during the day, etc. The FiT program will provide provide in-person and virtual learning opportunities. The FiT program will work with campuses and departments on early interventions for attendance and academics.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

During the second quarter the FiT program will continue to identify, enroll, progress monitor and support students with seasonal supports and interventions. Specifically the FiT program will focus on academic support with FiT correspondence, training and collaborative phone calls with the campus administrator, designated FiT contact, Executive Director of State and Federal Programs, and the Director of Title I and Prekindergarten Programs, and, if applicable, to Directors of other academics programs (such as CTE) when students are dually identified. These e-mails remind campuses of available Title I funds to provide supplemental academic support services. FiT will conduct progress monitoring to ensure that students are making adequate progress and provide interventions for a successful school year. The FiT staff will collaborate with Information Services to verify student housing indicator, grade level, gender, ethnicity, at-risk status, attendance, academic success and types of services offered. The FiT program will continue to develop and nurture existing community collaborations with the eleven different collaborators have been identified to serve as a source of support for FiT and actively seek new partnerships to support students in the FiT program. The collaborators include community agencies and district departments.

Third-Quarter Benchmark

Early Intervention and Progress Monitoring: The FiT program utilizes a variety of reports to monitor student attendance and academic progress to achieve graduation success. Ongoing progress monitoring with weekly enrollment report by campus of students identified as homeless in PEIMS data system is cross-matched with FiT logs of identified students and reported to the Executive Director of State and Federal Programs. FiT staff sends bi-monthly enrollment reports to campus FiT contact, administrator, registrar, and Executive Director of State and Federal Programs. FiT staff tracks student progress through a cohort data report, which includes data on diploma type, to ensure on-time graduation. FiT staff review on-line cumulative folders to ensure student academic progress. The FiT staff will continue to collaborate with Information Services to verify student housing indicator, grade level, gender, ethnicity, at-risk status, attendance, academic success and types of services offered. FiT will conduct progress monitoring and intentional progress meetings with pertinent high school staff (FiT contacts, counselors, high school completion specialists, etc.) to ensure that students are making adequate progress. The FiT program will review and provide interventions based on information on SSPs/PGPs, attendance, grades, and promotion/graduation rates. FiT will monitor students STAAR/EOC scores and grades to ensure that students are making adequate academic progress.

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.

Round Rock ISD has supported a robust program for students experiencing homelessness for many years. The district is committed to making sure all students in Round Rock ISD receive a quality education and are able to graduate. Because of the history of the commitment, Round Rock ISD will continue to provide an innovative McKinney Vento FiT program to serve students changing program functions to serve families through natural disasters, the global pandemic, and through local changes in resource availability. In order to ensure that students identified as McKinney Vento receive the same education without barriers the FiT program will conduct continual self-evaluation and reflection throughout the year on a daily and monthly basis. Each day, FiT personnel examine records to determine the number of student cases reviewed and the number of students determined to be eligible for the program. This data is available to the Homeless Liaison and the Executive Director of State and Federal Programs. Monthly, the Homeless Liaison conducts an audit of records from RRISD Information Services. Through this audit the Homeless Liaison ensures all students who qualified for FiT services are coded as homeless, at-risk, and where appropriate Title I Part A in the PEIMS data system. FiT personnel also check to ensure that students who are recommended to special programs, such as ESL/Bilingual, Talented and Gifted Education, and Career and Technical Education, are in fact enrolled in these programs. FiT personnel review the accuracy of records by grade level, housing situation, ethnicity, gender, enrollment in special programs, and the number and type of services provided. The Homeless Liaison also meets monthly with the district's Grant Accountant to ensure that funds are being spent reasonably and appropriately. All records are available to the Executive Director of State and Federal Programs. The FiT program also continually updates the website to reflect accurate opportunities in the district and community. A monthly correspondence and phone calls will be conducted through the FiT office to follow-up with families and assess new concerns with appropriate district and community supports. In Round Rock ISD we will evaluate the FiT program in four specific ways. First, the Homeless Liaison conducts an audit of records from RRISD Information Services on a monthly basis. Second, the FiT program collaborates with Information Services to monitor student progress and attendance measures. Also grant fund spending and spending information are monthly monitored by the Homeless Liaison, Grant Accountant, and Executive Director of State and Federal Programs. Finally, the FiT program regards all evaluation as formative and takes it as grounds for self assessment and improvement.

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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 FiT program works with district and community partners to provide services and intervention to help students succeed academically and socially. The FiT program includes support to 56 campuses as well as a FiT resource center for families to be supplied with academic and basic need supplies to each campus or directly through the resource center. For identification and immediate enrollment RRISD includes Student Residency Questionnaire(s) in all first day packets, enrollment packets, and also as a referral form throughout the year. Campus registrars at each school securely transfer the SRQs that indicate homelessness to the Families in Transition (FiT) office. The FiT program is dedicated to developing and implementing professional development programs for campus personnel to heighten their awareness and capacity to respond to specific problems in the education of homeless children and youths. The FiT program trains front-line staff that include registrars, principals, assistant principals, counselors, attendance officers, and high school completion specialists to recognize students who may have lost housing. The second need addresses removing barriers to maintain regular attendance which is crucial to academic success. FiT staff collaborates with Information Services to obtain a list of all students who are indicated in PEIMS as homeless who are failing, by grade, subject, and campus along with attendance reports. These reports are run on a six- and nine-weeks basis. FiT e-mails the campus administrator, designated FiT contact, Executive Director of State and Federal Programs, and the Director of Title I and Prekindergarten Programs, and, if applicable, to directors of other academics programs when students are dually identified. FiT collaborates with campus personnel through correspondence, progress meetings and conversations to develop solutions for success. Simultaneously, the FiT program works with district and community partners to provide services and intervention to help students succeed academically and socially.

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.

RRISD utilizes a network of support to collaborate and support students who are experiencing homelessness for academic and basic need supports in district and the community. The FiT program coordinates and collaborates with 50 different district/community partnerships and social service agencies to support FiT students with medical, dental, mental health, vital records supports, etc. Community collaborators provide donations of basic need supports (airbed/blanket, hygiene, clothing, food); district partnerships provide academic and support services across programs to remove barriers and ensure success. To support enrollment and identification RRISD includes Student Residency Questionnaire (SRQ) in all first day packets and enrollment packets. Campus registrars at each school securely transfer the SRQs that indicate homelessness to the Families in Transition (FiT) office. FiT trains front-line staff- registrars, principals, assistant principals, counselors, attendance officers, social workers and high school completion specialists – to recognize and offer a network of support for students who may have lost housing. FiT provides posters and brochures with contact information to all community partners upon availability. Every summer RRISD has pre-k rodeo to identify and enroll homeless students. For parent/guardian support, the FiT program works directly with unaccompanied youth and families through the FiT resource center and across the 56 campuses to provide direct academic and basic needs supports. The FiT program also regularly makes presentations to the community regarding services for homeless students. It displays posters at every campus, hotels, laundromats, the Texas Baptist Childrens home, and local shelters, and provides literature at the districts annual Celebration of Families and school supply distribution for Title I eligible students. In addition, Title 1 campuses have a Parent Community Specialist. The FiT program ensures integration in the education program in four specific ways. First, the Homeless Liaison conducts an audit of records from RRISD Information Services on a monthly basis. Second, the FiT program collaborates with Information Services and key district personnel to monitor student progress and attendance measures. Also grant fund spending and spending information are monthly monitored by the Homeless Liaison, Grant Accountant, and Executive Director of State and Federal Programs. Finally, the FiT program regards all evaluation as formative and takes it as grounds for self-assessment and improvement.

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9. Statutory Requirements (Cont.)

3. Identify the types, intensity, and coordination of services to be provided in coordination with Title I, Part A, Homeless Reservations including: A) The process to review and develop the LEA's plan for coordinating services to support eligible homeless children and unaccompanied youth using Title I, Part A Homeless Reservations. Include the actual reservation for 2019 -2020 and the planned reservation for 2020 -2021 (**Complete the attached Title I, Part A and McKinney-Vento Program Coordination Chart**), and B) How the LEA determine its reservation amount for services to support homeless children and unaccompanied youth. Include how the LEA assists staff in understanding the LEA's policy or procedure to support homeless children and unaccompanied youth on all campuses regardless of the Title I status, use of these funds, and how the LEA addresses the needs of homeless children and youth in their district or campus improvement plan.

The use of Title 1 funds is determined between the Homeless Liaison and the Director of Title I and Prekindergarten are both members of the State and Federal Programs Department. The Homeless Liaison shares lists of student participants with the Director of Title I, and notifies of any student academic failures in need of additional intervention. Title I funds are set aside for homeless students at non-Title campuses and are deployed for academic intervention. Title I provides supplemental funds to assist those students experiencing homelessness who need academic intervention. Intervention includes access to supplemental instructional resources (such as earbuds, calculators) and tutoring, among other services. The needs are identified in student, family, staff surveys, focus groups, day to day conversations with stakeholders as well as accomodating needs as they develop through a natural diseaster (hurricane, winter storm) or throughout the COVID global pandemic (earbuds). The FiT program addresses the needs of homeless children in youth at all campuses with professional development, academic supports (such as backpacks, tutoring, etc.) and basic needs supports through the FiT resource center and through FiT campus contacts at each campus. For professional development/training staff members receive training through written materials and workshops in indicators of homelessness – excessive tardiness, excessive absences, a drop in grades, poor hygiene, sleepiness during the day, etc. They are also trained in district procedures for notifying FiT of students experiencing homelessness. The FiT program will also provide on-demand professional development with the district professional development department for district staff, such as the annual principal meeting or requested professional development for a counseling department these opportunities are provided in-person, virtual and as recordings so that can be accessed by all district personnel (teachers, administrators, registrars, etc).

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 FIT program conducts continual self-evaluation and reflection of LEA policies and practices to ensure the FiT program will not isolate or stigmatize students experiencing homelessness throughout the year on a daily and monthly basis. Each day, FiT personnel examine records to determine the number of student cases reviewed and the number of students determined to be eligible for the program. This data is available to the Homeless Liaison and the Executive Director of State and Federal Programs. Monthly, the Homeless Liaison conducts an audit of records from RRISD Information Services. Through this audit the Homeless Liaison ensures all students who qualify for FiT services are coded as homeless, at-risk, and where appropriate Title I Part A in the PEIMS data system. The FiT personnel also check to ensure that students who were recommended to special programs, such as ESL/Bilingual, Talented and Gifted Education, and Career and Technical Education, are in fact enrolled in these programs. FiT personnel review the accuracy of records by grade level, housing situation, ethnicity, gender, enrollment in special programs, and the number and type of services provided. The Homeless Liaison also meets monthly with the district's Grant Accountant to ensure that funds are being spent reasonably and appropriately. All records are available to the Executive Director of State and Federal Programs. The FiT program works to ensure that all students experiencing homelessness are able to access an equitable education from pre-k enrollment to postsecondary opportunities. The district network of support for McKinney Vento students works actively to monitor that policies and practices remove barriers for access and ensure success from pre-k through postsecondary planning and opportunity.

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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.

Round Rock ISD for identification and enrollment include a Student Residency Questionnaire (SRQ) in all first day packets, enrollment packets, and for use as a referral form for campus personnel throughout the school year. Campus registrars at each school securely transfer the SRQs through the districts protected share drive that indicate homelessness to the Families in Transition (FiT) office. FiT trains front-line staff- registrars, principals, assistant principals, counselors, attendance officers, and high school completion specialists – to recognize students who may have lost housing. The FiT program works directly with front line staff to identify and connect with students that are not currently enrolled or attending school to enroll in school. FiT provides posters and brochures with contact information to all community partners upon availability. The FiT staff collaborates with Information Services to verify student housing indicator, grade level, gender, ethnicity, at-risk status, attendance, academic success and types of services offered. FiT e-mails the campus administrator, designated FiT contact, Executive Director of State and Federal Programs, and the Director of Title I and Prekindergarten Programs, and, if applicable, to Directors of other academics programs when students are dually identified (SPED, ELL, TAG, CTE, etc). Every summer RRISD has pre-k rodeo to identify and enroll homeless students.

2. Provide a description of the annual McKinney-Vento professional development plan that is currently in place to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth. Include training dates, duration of training, who was trained/will be trained, and a summary of the training content and evaluation process. Include both external and internal professional development activities.

The FiT program innovates professional development opportunities and updates content for new and changing opportunities as well in consideration to the COVID pandemic or natural disasters (hurricanes, winter storm) support. The FiT program provides professional development and training for front line staff members through written materials and workshops in indicators of homelessness – excessive tardiness, excessive absences, a drop in grades, poor hygiene, sleepiness during the day, etc. They are also trained in district procedures for notifying FiT of students experiencing homelessness. The FiT program also provides on-demand professional development with the district professional development department for district staff, such as recordings and zoom meeting opportunities to discuss McKinney Vento rights and services or requested in-person professional development for a counseling department or quarterly registrar meetings. The FiT program will also develop and implement training for teachers in the district to identify students that are homeless in their classrooms. The FiT program provides in-person, zoom and recorded virtual learning opportunities to all educational stakeholders (front line staff, social workers, attendance officers, teachers, etc.) as interactive workshops in indicators of homelessness. The FiT program utilizes feedback opportunities (surveys, focus groups, conversations, etc.) to strengthen future professional development opportunities within the district and community.

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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.

Currently during the COVID-19 pandemic virtual and traditional on-campus options require innovation for attendance, engagement, on-time promotion, dual program coordination, bridged program support services, and early interventions for assessment, discipline, tutoring, supplemental academic program. The FiT program utilizes a variety of reports to monitor student attendance and academic progress to achieve graduation success. Ongoing progress monitoring with weekly enrollment reports by campus of students identified as homeless in PEIMS data system is cross-matched with FiT logs of identified students and reported to the Executive Director of State and Federal Programs. FiT staff sends bi-monthly enrollment reports to campus FiT contact, administrator, registrar, and Executive Director of State and Federal Programs. FiT staff tracks student progress through a cohort data report, which includes data on diploma type, to ensure on-time graduation. FiT staff review on-line cumulative folders to ensure student academic progress. The FiT staff review and monitor services that undergird academic success such as transportation services (transportation, meal delivery) and Free and Reduced-Price meals services provided to students experiencing homelessness including weekend meals. The FiT staff collaborates with Information Services to verify student housing indicator, grade level, gender, ethnicity, at-risk status, attendance, academic success and types of services offered. FiT e-mails the campus administrator, designated FiT contact, Executive Director of State and Federal Programs, and the Director of Title I and Prekindergarten Programs, and, if applicable, to Directors of other academics programs when students are dually identified (SPED, ELL, TAG, CTE, etc) . These emails remind campuses of available Title I funds to provide supplemental academic support services (tutoring, RRISD free online enrichment opportunities) as well as academic resources (earbuds, calculators, etc) amid a virtual environment to remove barriers. FiT conducts progress monitoring to ensure that students are making adequate progress, consulting SSPs/PGPs, attendance, grades, and promotion/graduation rates. The FiT program works directly with campus personnel (administrators, counselors, registrars), social workers, truancy officers, high school completion specialists to create a network of support for students experiencing homelessness to attend school (virtual or on-campus) successfully.

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.

The FiT program works directly with campus personnel (administrators, counselors, registrars), social workers, truancy officers, information services, high school completion specialists to create a network of support for students experiencing homelessness to attend school (virtual or on-campus) successfully. The FiT staff collaborates with Information Services to verify student housing indicator, grade level, gender, ethnicity, at-risk status, attendance, academic success and types of services offered. FiT e-mails the campus administrator, designated FiT contact, Executive Director of State and Federal Programs, and the Director of Title I and Prekindergarten Programs, and, if applicable, to Directors of other academics programs when students are dually identified (SPED, ELL, TAG, CTE, etc) .

The FiT program utilizes a variety of reports to monitor student attendance and academic progress to collaborate with campus personnel and appropriate departments for early interventions to mitigate attendance disruptions, discipline concerns, credit recovery, and a coordination of program services across departments. The FiT program and district conducts transcript review both within the school district and when applicable with a transcript service provider for appropriate full and partial credit as well as summer school tuition support and credit recovery options to assist students in on time grade promotion and graduation. Ongoing progress monitoring with weekly enrollment reports by campus of students identified as homeless in PEIMS data system is cross-matched with FiT logs of identified students and reported to the Executive Director of State and Federal Programs. FiT staff tracks student progress monthly through a variety of reports to provide collaboration and early interventions with the family and campus for on-time grade promotion. FiT staff review on-line cumulative folders to ensure student academic progress. For high school students a cohort data report, which includes data on diploma type, to ensure on-time graduation and postsecondary opportunities. The FiT program directly provides one-on-one FAFSA application support meetings as well as postsecondary transition planning (SAT preparation, Testing fee waivers/support, etc) in coordination with the counseling department to remove barriers for postsecondary opportunities.

For TEA Use Only:

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

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

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.	Project Coordinator	32,550
2.	Substitute Pay	29,290
3.	Employee Benefits	9114
4.		
5.		

Professional and Contracted Services

6.	ESC Region 13 Co-op fee	225
7.	Tuition Services/ Summer School and other Credit recovery costs	2000
8.		
9.		
10.		

Supplies and Materials

11.	Academic supplies and office supplies	26861
12.		
13.		
14.		

Other Operating Costs

15.	NAECHY National Conference	1000
16.	Other operating costs that do not require specific approval	1150
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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

Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov 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"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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