



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

McKinney Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A of the ESSA (42 U.S.C. 11431 et seq.)

Authorizing legislation:

Grant period: From to 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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- 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.

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. Identify, enroll and serve students experiencing homelessness	Plans include training and coordinating with campus staff on the process to identify and enroll students, using the revised Student Residency Questionnaire and streamlining the process for online registration. Additionally, Homeless Outreach Services (HOS) staff will conduct outreach to and collaborate with district and community partners for transportation, free lunch and meeting needs.
2. Provide training on McKinney-Vento to district staff, parents, students and community partners.	The 2021 needs assessment highlighted the need for additional trainings to staff, students and community members. Virtual trainings have been recorded and are available to watch throughout the year. We will also provide in-person trainings to staff, parents, students and community members during the year.
3. Continue and increase the number of campus and community partners that Homeless Outreach Services (HOS) staff collaborate with.	HOS staff work closely with campus and community partners to refer students and families to academic services, such as tutoring and case management, and to wrap-around services such as emergency shelter, housing, food, mental health services, and transportation. HOS staff serve on and lead several district and community committees that promote this type of collaboration.

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.

Homeless Outreach Services (HOS) staff will identify, enroll and serve students experiencing homelessness in Waco ISD by providing professional development trainings to educate school staff and community partners on the mandates of the McKinney-Vento Act and work in partnership with district staff and community service partners to provide academic supports and wrap-around services that will assist students to stay in school and graduate. By partnering with district staff, parents and community organizations, dropout rates for homeless students will improve by 1% for the 2021-2022 school year, and homeless students will achieve at least an 80% overall graduation rate and a 70% cohort graduation rate for 2022.

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

- 1st Quarter Goal Benchmark:
1. Students will be identified from enrollment/registration forms. Approximately 600 students will be identified through the initial registration process.
 2. Students identified as homeless and unaccompanied in the first quarter will be served according to needs. Approximately 200 students will receive transportation services upon request, school supplies, clothing and case management services by the end of the 1st quarter.
 3. Trainings for campus administrators and counselors, parents in shelters, campus front office staff and truancy staff will be completed. This represents completing at least 33% of the trainings provided for 2021-2022.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

2nd Quarter Goal Benchmark:

1. Student identification will continue based on referrals from parent/campus/community contacts. Approximately 730 students will be identified by the end of the 2nd quarter.
2. Students identified as homeless and unaccompanied in the second quarter will be served according to needs. Approximately 400 students will receive transportation services upon request, school supplies, clothing and case management services by the end of the 2nd quarter.
3. Approximately 125 students/families will receive referrals to community and district partners.
4. The dropout rate for the first two quarters of the 2021-2022 academic year will be reduced by 1% over the previous year's dropout rate.

Third-Quarter Benchmark

3rd Quarter Goal Benchmark:

1. Student identification will continue based on referrals from parent/campus/community contacts. Approximately 800 students will be identified by the end of the 3rd quarter.
2. Students identified as homeless and unaccompanied in the third quarter will be served according to needs. Approximately 570 students will receive transportation services upon request, school supplies, clothing and case management services by the end of the 3rd quarter.
3. Approximately 140 students/families will receive referrals to community and district partners.
4. Students experiencing homelessness in Waco ISD will have an 80% overall graduation rate for 2022 and a 2022 cohort graduation rate of 70%.

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.

Data used to determine project evaluation and when and how to modify the program will include:

1. Weekly reviews of homeless students' attendance and grades, and outreach to parents, campus staff and community partners to assess needs and provide interventions such as tutoring and case management for homeless students who are struggling academically and/or with attendance
2. Weekly case management meetings on campus with homeless high school students, attending ARD (Admission, Review, Dismissal) meetings for homeless students and making student referrals to community and district programs such as tutoring, mentoring and credit recovery through Communities in Schools and the Cove
3. Monthly meetings with campus cohort counselors, principals, Bilingual/English Learners and Special Education staff to examine attendance and grades for homeless students who are at risk of falling behind. HOS staff work collaboratively with campus staff, students and parents to provide immediate interventions to assist these students
4. Quarterly meetings with district attendance and drop-out prevention staff to monitor enrollment, attendance and dropout data for students experiencing homelessness. This allows HOS staff to provide specific interventions and assistance to students who are at-risk for dropping out, such as participation in credit recovery programs
5. Bi-annual surveys are sent to district/campus staff, community partners and students/families to evaluate progress toward meeting the grant's goals and benchmarks
6. Feedback from trainings provided to district staff and community partners assists in determining the effectiveness of trainings and professional development

The data listed above will determine if benchmarks and goals have been met and if modifications are needed. Modifications to the program can include updating trainings and professional development, as well as increasing outreach to campus staff and community partners. Additionally, case management to students and families can focus on addressing the specific needs identified through the data on enrollment, attendance and grades, and from survey responses.

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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 listed below provide a general overview of activities, programs and services to address identified needs and promote equitable access. The TEHCY Grant Activity Chart (Chart) provides details of these services, which include providing staff and community trainings, referrals to tutoring and support services such as social work services, mental health services, clothing, school supplies, transportation, case management, and referrals to community partners. Documentation includes detailed case notes and call notes, as well as spreadsheets to monitor academic progress. HOS staff are active participants/leaders on community and district committees which allows staff to collaborate with shelters, food pantries, clothing providers, a resale shop, mental health agencies, housing providers, tutoring services, social work services, homeless youth drop-in centers, transportation services and a variety of campus partners to provide holistic interventions and assistance to help students stay in school and graduate. HOS staff participate in monthly cohort meetings with staff from campuses and special programs such as Special Education and English Learners, to review homeless students who are struggling with attendance and grades. We work together to follow up with families and students to include them in the process of determining needed referrals and interventions. HOS staff maintain daily and weekly contact with campus staff, students and families to monitor homeless students' progress, including attendance and grades, and to promote equitable access to program services needed to improve academic outcomes. Student data on academic progress, which is available through the district's student information system and through meetings with students/families and school staff, informs the type of interventions and referrals made by HOS staff. These can include referrals to tutoring and the type of wrap-around services listed above and on the Chart.

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.

HOS staff collaborate and partner with a variety of local agencies, and state and national organizations that serve homeless children and youth. These include TEHCY, Schoolhouse Connection, NCHE, Region 12, and NAEHCY. This allows HOS staff, who are funded by the grant, to facilitate identification, enrollment and positive academic outcomes for students and to maintain daily contact with parents for decisions about their students' education. Per district policy, homeless students are integrated into the regular education program and any special programs for which they qualify. Local partners also include:

1. Compassion Ministries-Provides shelter and transitional housing for homeless families.
2. Seventh and James Baptist Church-Directs the Clothing Program for homeless students, providing clothing donations as well as organizing and processing uniform orders that include uniform items purchased by grant funds.
3. Family Abuse Center-Provides meals, counseling, and shelter for homeless students who are victims of domestic violence
4. Prosper Waco-Provides access to the Homeless Management Information System (HMIS), a data collection application to track services provided to homeless students.
5. Salvation Army-Offers clothing, food, case management, provides transitional housing through the Sanctuary House, and emergency housing through Sally's House.
6. Baylor School of Social Work-Allocates social work interns to work with homeless youth on Waco ISD campuses
7. Communities in Schools-Provides crisis intervention, tutoring, mentoring, and community referrals
8. Waco Housing Authority-Provides transitional housing through Sanctuary House in partnership with WISD and Salvation Army
9. Unbound Waco-Educates Waco ISD staff and students on human trafficking issues and awareness, and equips staff with resources for students.
10. The Cove – Heart of Texas, Inc.-Assists with tutoring, credit and attendance recovery, homework, and college readiness; provides hygiene facilities, meals, and a safe, nurturing environment for homeless high school students after school.

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9. Statutory Requirements (Cont.)

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

A full-time position for the Homeless Liaison (Liaison) is funded through Title I, Part A Homeless Reservations. The Liaison, along with the HOS staff, executes coordination of all services for homeless students through active participation and leadership on community committees and in partnership with district staff. Coordination of services involves almost every department within Waco ISD and established procedures for this coordination have long been in place. Key internal collaborations for HOS staff include: campus registrars and Technology for enrollment, PEIMS staff for data reports, Parent Campus Liaisons for attendance, Child Nutrition Services for food, Gold Star for transportation, the Title I Coordinator for budget, campus counselors, behavioral interventionist and administration for grades, behavior, and graduation plans.

The actual reservation for 2019-2020 was \$75,000. The planned reservation for 2020-2021 is \$75,000.

The process for determining the district's reservation amount involves three key entities: (1) Campus Leadership Teams who develop Campus Improvement Plans (CIP) to identify and address specific needs of homeless students, such as tutoring. These plans are submitted to the district leadership team for final approval; (2) The Homeless Liaison who performs an annual district wide assessment to project the needs of homeless students, including an estimate of district reservation funds needed which becomes a part of the annual district budgeting process; (3) The District Leadership Team which reviews the CIPs and the Liaison's needs assessment results as a part of determining the reservation amount.

The Title I, Part A Coordinator is responsible for training district and campus staff on Waco ISD's procedures outlining use of Title I, Part A funds to support homeless students. The Coordinator also provides written guidelines and approves all Title I, Part A expenditures to ensure district compliance.

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**)

Waco ISD's policies and procedures ensure that the grant activities, programs and services will not isolate or stigmatize homeless children and unaccompanied youth. Admissions and enrollment policies guarantee that homeless children and unaccompanied youth have the right to remain in their school of origin if that is in the students' best interest, and to remove barriers to facilitate homeless students' immediate enrollment. PEIMS staff and Registrars are trained on enrollment procedures and the Student Residency Questionnaire for 2021-2022 has been revised to streamline the enrollment process for homeless students. The Homeless Liaison works closely with the Assistant Superintendent for Student Services and Support, the Executive Director for Student Support and the Director of Student Accounting to review and revise any policies or procedures that would isolate or stigmatize homeless children and unaccompanied youth. For example, in 2021, enrollment forms were revised to make it easier to complete the forms on-line or in-person, whichever the student/family preferred. Dress code policies were also revised to remove standard-mode-of-dress requirements since that could serve as a barrier for homeless children and unaccompanied youth. Additionally, all Waco ISD students are eligible for free breakfast and lunch, which removes any stigma related to receiving free and reduced school meals. TEA posters outlining McKinney-Vento policies and students' rights are posted on campuses and throughout the community. The information is also available on the district's website. Finally, HOS staff collaborates with campus and district staff to ensure that students experiencing homelessness are integrated into the regular education program and any other programs for which they qualify, such as Pre-School, Special Education, English Learners, Career and Technical Education, and Gifted and Talented programs.

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9. Program Requirements

Note to Applicants: Refer to the TEHCY Program Implementation Levels of Service and Support when addressing the four program requirements listed below.

1. Provide a description of the process and procedures that are utilized to enroll, identify, and provide all three levels of TEHCY program services and support for homeless children and unaccompanied youth who are: A) Entering and/or returning to their schools from summer or holiday break, B) Experiencing homelessness after the school year has started, C) Are not currently enrolled or attending school, and D) Are eligible for early childhood and/or prekindergarten programs.

A: School enrollment is conducted through an on-line registration program that allows families to enroll at any time throughout the year. Families/students may also come to campus in-person to complete the enrollment process. HOS staff has access to the on-line Student Residency Questionnaires (SRQ) and data from the SRQ can be queried to highlight answers that indicate student homelessness. Staff then identifies the students based on the information given or follows up with the family to answer any questions that would assist in accurate identification. Families are also contacted through HOS and campus staff to assess services needed such as clothing, school supplies, transportation, tutoring and referrals. Students who are homeless are also given priority for enrollment in early childhood and/or prekindergarten programs and special programs for which they qualify.

B: Throughout the year, students are referred to HOS by campus staff as they enroll and by referrals/calls from parents and community partners. Services are provided through the HOS office and in coordination with the parents, students and partners. An example of these coordinated services include but are not limited to: collaborating with district transportation services, providing clothing through our community clothing program, or delivering backpacks and school supplies to the student/families. Attendance, grades and engagement of students identified as McKinney-Vento is monitored by HOS staff, including the Homeless Liaison, the Parent/Community Specialist, the Homeless Population Specialist and Social Work interns. This is done in collaboration with parents and staff from all general education programs and any other programs for which homeless students are eligible.

C: Students who are identified as homeless in the current school year are compared against a list of the previous year's homeless students in order to follow-up with students who may not be currently enrolled or attending school and to assist with the re-enrollment process.

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.

WISD's annual McKinney-Vento professional development plan includes year-round trainings presented by HOS staff for district and campus staff, as well as for community members, parents and students. These efforts are presented both in-person and virtually and include but are not limited to trainings for:

1. Elementary and Secondary Counselors; PEIMs and Registrars; Parent Campus Liaisons - truancy staff: 45 minutes, "Working together to serve students experiencing homelessness." Every August/September, survey evaluations
2. Elementary and Secondary Principals; WISD School Board members: 30 minutes, "Working together to meet the mandates of McKinney-Vento." October, January, & Summer, survey evaluations
3. Student Services & Support staff: 30 minutes, "Beyond backpacks and school supplies: Serving students experiencing homelessness." January, March, survey evaluations
6. Communities in Schools of Central Texas; Baylor University freshmen secondary education students: 60 minutes, "Homelessness: what does it look like in schools." Spring, survey evaluations
7. WISD high school students: 40 minutes, "On your own: Navigating the road to independence." Every spring, survey evaluations
8. Parents in shelters: 30 minutes, "Knowing your McKinney-Vento Rights." Every August, survey evaluations
9. WISD Behavioral Interventionists: 30 minutes, "Working together to support students experiencing homelessness." Spring, survey evaluations
10. Quarterly Liaison Convenings hosted by Region 12 ESC: 60 minutes, Spring, evaluations through ESC
11. Presentation at NAEHCY annual conference: 90 minutes, "Working with a Youth Action Board," Nov, 2020

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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.

The Parent/Community Specialist for Homeless Students focuses on meeting the needs of elementary homeless students, including providing students/families with services such as transportation, supplies, and referrals to housing, tutoring and food. This position was added in 2020-2021 in order to address the increased need to support homeless elementary students and their families. The Parent/Community Specialist (PCS) is bilingual and works weekly with campus staff to monitor students' attendance, engagement and grades, on-time promotion, scores and assessments in order to determine needed interventions. Likewise, the PCS coordinates with staff from special programs to ensure that homeless students and unaccompanied youth are served by any special programs for which they qualify, including Early Childhood Intervention programs. Additionally, the PCS works closely with campus Family Engagement Specialists and Behavioral Interventionists to provide discipline interventions, and access to supplemental academic programs offered on campuses. This allows the PCS, along with HOS staff, to provide case management services in collaboration with campus staff. To date, the PCS, together with the HOS staff, has provided case management services to over 200 families/children and unaccompanied youth. These services include but are not limited to, delivering supplies, assisting families with transportation (Gold Star and Waco Transit), housing referrals (Salvation Army, Compassion Ministries, Family Abuse Center, Sanctuary House), food (Caritas, Shepherd's Heart, WISD Child Nutrition, Salvation Army), and coordinating with community partners for academic assistance (Communities in Schools). Campus Community Partnerships also provide assistance with practical needs such as clothing. These services are provided throughout the school year in coordination with the above mentioned partners.

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 Homeless Population Specialist (HPS), along with social work interns, focuses on providing case management and services to secondary homeless and unaccompanied students. Case management involves regularly tracking students attendance and grades, reviewing transcripts and graduation plans, and providing services and referrals to meet student needs. Services and referrals include transportation, supplies, food, tutoring, programming, emergency housing, work force, and assistance in applying for jobs, financial aid, and SNAP. The HPS addresses attendance and truancy by making frequent contact with students and families, truancy officers, and school staff. Monthly participation in campus cohort meetings allows collaboration with principals, counselors, special education coordinators, English language learner coordinators, to ensure wraparound services and devise action steps to intervene with students who have the highest number of absences and failing grades. The HPS works with secondary students in all grades, but the primary focus is on unaccompanied students and seniors with the goal of students graduating on time with their cohort. Due to recognition that homelessness leads to increased mobility, and therefore increased number of absences, the HPS writes attendance appeal letters advocating that homelessness should not serve as a barrier to a student's academic credit. The HPS communicates with the district's discipline office when behavioral incidents occur, advocating for behavioral interventions. Using the On Your Own: Navigating the Road to Independence curriculum, the HPS and interns teach skill development for college, career, and post graduate readiness. To date, the HPS has provided services to 381 secondary students, 88 of which are unaccompanied during the 2020-2021 school year.

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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.	Homeless Population Specialist (HPS) Salary	\$48,500
2.	Fringe/benefits for HPS	\$11,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Homeless Management Information Systems	\$400
7.	Tutors	\$3,000
8.	Other - Social Work services	\$3,650
9.		
10.		

Supplies and Materials

11.	Student supplies	\$4,000
12.	Office supplies	\$1,000
13.	Computer Hardware	\$500
14.		

Other Operating Costs

15.	NAEHCY Annual Conference and required trainings	\$2,000
16.	Homeless Students' Cap and Gowns	\$1,500
17.	In-district Travel	\$1,500

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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<input type="text"/>	

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