



# 2021-2022 Texas Education for Homeless Children and Youth

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

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

Authorizing legislation:

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

Grant period:

From 09/01/2021 to 08/31/2022

Pre-award costs:

ARE NOT permitted for this grant

Required attachments:

Refer to the program guidelines for a description of any required attachments.

## Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

## 1. Applicant Information

Name of organization

Dallas Independent School District

CDN 057905

Vendor ID 1756001278

ESC 10

DUNS 0750963470

Address

9400 N Central Expressway

City Dallas

ZIP 75231

Phone

9727495789

Primary Contact

Ashley Marshall

Email

asmarshall@dallasisd.org

Phone

9727495789

Secondary Contact

Liliana Valadez

Email

lvaladez@dallasisd.org

Phone

9729253089

## 2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name

Michael Hinojosa

Title

Superintendent

Email

hinojosam@dallasisd.org

Phone

9729253700

Signature

Date

5/10/2021

Grant Writer Name

Ashley Marshall

Signature

Date

Grant writer is an employee of the applicant organization.

Grant writer is not an employee of the applicant organization.

### For TEA Use Only:

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

RFA/SAS #

701-21-114/293-22

2021-2022 Texas Education for Homeless Children and Youth

Page 1 of 12

**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
Improved identification of homeless families, children and youth continues to be a priority need for the program. Increasing identification will allow the HEP to provide assistance to families that, many times, are not willing to ask for help.	Grant funds will be used to support salary of homeless liaison/manager, a specialist and an administrative assistant who will create/provide training/outreach events to district staff, community organizations, parents and students on how to identify students/families in homeless situations and how to support.
Need for immediate identification enrollment of homeless students in effort to minimize time out of school. Regular training of staff regarding M/V law and rights of students when enrolling in school.	Grant funds will be used for staff that will provide regular training to campus staff, maintain/update training and online training for staff, shelters, etc. Funds will also support creation of outreach materials that convey message of immediate enrollment and how campus can best support students.
Continuing need to support the community we are trying to create/sustain between our department, schools, community partners and students/families. Developing this community so all involved know how to access needed resources and support needs.	Grant funds will be used for staff that will work on outreach program/activities to connect with partners and families. Create a Roving Outreach Center that can go to offsite events and meet families/students to determine needs and make appropriate referrals. Funding to continue support of our outreach campaign based on taeline: It's Okav to Ask for Help.

**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.

By the end of August 2022, the Homeless Education program will reduce its rate of dropout students from the current 6.7% (81/1209) to the federal guideline number of 1.8% by continuing to examine and understand the needs of homeless students in the district and move from awareness to action in strengthening the MTSS framework and case managing at least 50% of our seniors and 25% of our juniors.

**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**

At the end of November 2021, the HEP will have at least 20% of seniors and 10% of our juniors participating in at least one case management session with campus and/or HEP staff. This initial check-in will allow the department to put supports/services in place for any student that seems in danger of looking at dropping out as an option. At this point we can refer to credit recovery, Reconnect and/or tutoring sessions along with referrals to Mental Health Services as appropriate. This is also the ideal time to talk with students about the district's new Career Institutes to determine if those would be appropriate as well.

**For TEA Use Only:**

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

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

At the end of January 2022, the HEP will have at least 35% of our seniors and 15% of juniors that have had at least one case management meeting. Additionally, the first group of seniors and juniors to be case managed will have had at least two case management meetings. This mid-year check will allow campus/HEP staff to check on credits, FAFSA letters, community service hours etc. to ensure that the students we are working with are on track for graduation/promotion to next grade level.

**Third-Quarter Benchmark**

At the end of March 2022, the HEP will have had case management with all 50% of the seniors and 25% of the juniors. This includes assuring that at least half of these identified students have at least two case management meetings. Again, this will give campus/department staff a chance to work with students on next steps after graduation and next steps after being promoted to a senior.

**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.

Monthly check-ins as a department to look at data for the achievement will be the first place for our team to start. These monthly check-ins will allow us to review student data from MyDataPortal to narrow our focus on those students that have failing test scores in order to provide them supports to be successful. At the same time, our team can review student data that shows which students are scoring above average and be sure we are getting them connected with AP classes, magnet schools, college tours, etc. to also support them where they need it.

If monthly meetings indicate we are not on track to achieve our goal, the team will have enough time to reevaluate our process to get on track to achieve the goal. It will also give us time to reach out to campus staff for support if we are needing increased campus level staff involvement.

**For TEA Use Only:**

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



**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.

**For TEA Use Only:**

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

**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.

**For TEA Use Only:**

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

## 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)**

One of main activities will be continued training of district staff across all departments including School Leadership, Counseling Services, etc. Training will also be offered to parents/staff at shelters, schools, hotels, etc. in order to help them understand the rights of students under M/V law. Training will be reviewed periodically to ensure accuracy. These trainings help increase identification of students and help school/shelter/organization staff to understand rights like immediate enrollment, transportation, etc. Providing training helps ensure students are in school regularly in order to improve academics. Training will include face-to-face and/or virtual sessions. We are also working to create webinar training which is accessible at all times. We have found this to be helpful in training campus staff on how to fill out the district's SRQ for students. Training for counselors will include using SST/MTSS meetings to determine additional services/supports that can be provided to the student. Collaborate with shelters, other districts and DISD Transportation to provide school of origin transportation which is required by law as appropriate. Creating processes to provide school of origin transportation lessens the amount of out of school time for students. Work with district partners to provide after-school and out-of-school enrichment activities to shelter/hotel/homeless students. These enrichment activities are important for our students to experience so they have access to similar activities as their non-homeless peers without putting undue financial pressure on parents. Enrichment activities build confidence in our students and promote positive relationships with adults. We hope to work with partners to reopen high school drop in centers which provide a safe space for high school homeless students and where we are able to provide HEP programming. Work with shelters/hotels/schools to provide needed school supplies and uniforms so students are able to feel confident going to school. We use sign sheets, program surveys, request forms, data for evaluation.

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

The district collaborates with several local organizations to help homeless children and youth. Dallas Life, Exodus Housing, Family Place, Family Gateway, Interfaith Housing Coalition, Mosaic Services, Nexus, Salvation Army, Union Gospel Mission, Under One Roof, and Promise House all provide housing/shelter to homeless children and/or youth. We work with these shelters to provide training to staff and parents to assist with enrollment etc. Children staying at these shelters are welcome to participate in our enrichment activities and we help to provide uniforms and school supplies to them. Staff from the shelters also participate in monthly case manager meetings with us to focus on new district initiatives and/or guest speakers to keep shelter staff informed of the opportunities available to their clients. Contact information for HEP program and staff is available at all shelters to promote an open line of communication with families at the shelters.

Rainbow Days, Junior Players and FEVTutor are working with our students to provide tutoring services and enrichment activities to our students at shelters and hotels/motels. These activities help homeless students have access to enrichment activities that help build confidence and provide additional supports.

After8ToEducate is a new shelter that the district is opening in partnership with the collaborative and Promise House. Both Promise House and After8ToEducate house unaccompanied homeless youth while trying to help them move into a more permanent housing situation. The Mental Health Services department works with us to provide M/V training to all of their staff and to the staff at their Youth and Family Centers. The program also works with the Transportation Department to coordinate school of origin transportation and M/V training for bus drivers.

Grant funds for three staff members and supplies/materials allows the program to provide the training/support to these partner organizations and their families. Funds for contracted services allow us to provide those enrichment activities and additional support academically as appropriate.

### For TEA Use Only:

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

**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 district reviews homeless data from the program to determine Title I funding for the program. Based on this information, the district determines a percentage of the district's Title I, Part A funds to set aside for the homeless education program.

The HEP will address the needs of homeless students on Title I and non-Title I campuses by utilizing the majority of our Title I funding to cover the cost of two coordinators. These staff members will serve all homeless students by providing referrals, delivery of services, materials, training staff, etc. The HEP works with the Special Revenue Funds Management department to Title I department and grants management department to assure that staff understand how this funding will be used to support homeless students. These departments work together to be sure that all of the funding used is appropriately coded, allocated, and most importantly that it is used to address the needs of homeless children. The Title I Set-Aside funds are used for supplies and transportation to enrichment activities for homeless students. These enrichment activities include after school social emotional groups, spring break camps and summer camps. Unfortunately, these enrichment activities were not available during the 2020-2021 school year due to COVID. For that reason, we hope to provide additional enrichment activities during the next school year.

The District Improvement Plan includes goals to support our homeless students through continued identification/training, providing needed supports to attend school regularly, especially at high school campuses, and providing the enrichment activities mentioned above.

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**)

McKinney Vento policies and procedures are reviewed annually to ensure that LEA policies/procedures are up-to-date and reflect any changes to the law. Board policy is reviewed each summer and updated as appropriate. The LEA has a Weekly Administrative Information Packet (WAIP) for administrators and all district staff. The WAIP contains a memo at the beginning of the school year addressing immediate enrollment/identification, school selection and liaison information. All schools have TEA posters that address the educational rights of homeless students and HEP staff assist with the delivery and posting of these posters. The department works with transportation to provide school of origin transportation to Dallas ISD students and to students in the surrounding districts. This is coordinated through the use of a Google form that collects necessary information to set up transportation in a timely manner. Food and Nutrition Services has procedures to enroll students in the school nutrition program. The dispute resolution process is part of board policy and is included with this application. HEP staff work with high school counselors/community liaisons to help our students prepare for life after school and many times this includes connecting with outside organizations that might have more resources/opportunities for our students.

Annual review of policies and procedures helps the LEA

**For TEA Use Only:**

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



## 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.

District approved SRQ is part of enrollment. Families fill out SRQ for each child they are enrolling. Registrars are trained regarding M/Vrights of homeless students, use SRQ to code students correctly if indicated the student is living in homeless situation. If a school is unable to determine a student's status, the M/V liaison will help make that determination. Families are required to fill out a new set of enrollment forms at start of each school year that includes new SRQ. Included in training is guidance on identify newly homeless students and requirement to fill out new SRQ in order to indicate a student's new homeless status. The Dallas ISD HEP partners with various district departments to be sure all schools post M/V posters/flyers in and around the school to facilitate identification of homeless students at the start of the year/anytime during the year when a student may become homeless. Community groups, shelters, parents are trained on rights of homeless students and are given contact information for the HEP. HEP connects with youth orgs to assist in getting unenrolled students registered for school/connecting back to their school of origin, if appropriate. HEP works with these same orgs to provide resources/referrals to students that might not be interested in enrolling in school but need access to another avenue to help get them on path out of homelessness. The HEP provides information to organizations/shelters that serve the homeless student population in Dallas, including information on early childhood/prekindergarten programs. Child Find reaches out to shelters to identify early childhood/pre-kindergarten that may need special education testing and/or related services. HEP is involved with Metro Dallas Homeless Alliance, Dallas County CoC, the Youth Task Force to share information on services for homeless youth and possible services for early childhood/pre-kindergarten children.

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 HEP team works to create opportunities/build effective collaborations/partnerships in district and outside district. Building strong relationships has helped the HEP expand trainings not only to campus staff but also to Dallas ISD administrators. We train campus staff including but not limited to registrars, nurses, counselors, community liaisons, administrators. Trainings are adjusted according to our audience, such as in-district/out-district audience. Outside agencies and programs included in training cover many broad-based needs in the community such as local shelters, transitional living programs, housing programs, mentoring and others.

Tools we plan to provide the best training opportunities and best outcome include:

Publishing webinars on our program website; Providing training videos on the Dallas ISD HUB for staff to access. Continuing to participate in district events and programming with the HEP Roving Outreach Center (ROC). (The ROC provides a positive engagement with campus staff in efforts to support enrollment and identification) Continue to schedule trainings and refreshers with campus staff, administrators, district departments, and outside programs. Measuring effectiveness of our training by deploying evaluation surveys to be emailed to attendees the same day of the training.

Participating at mandatory STEM teachers trainings at beginning of school year. Participating in the summer program trainings for all the district librarians. Participating in the STEM Expo, where we are invited to participate with activities in relation to our program and the McKinney-Vento Act. Our goal is to train all district staff.

### For TEA Use Only:

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



**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.

Grant activities including the funding of staff, contracted services, transportation and supplies will support the HEP from September 2021 through August 2022 and will allow staff to be available at the very start of the year to continue with activities/strategies that have been developed this year. Funds for staff and graphics will support the Roving Outreach Center which will be used to support other district outreach events such as back to school events and will help us connect our identified homeless students with additional services as appropriate. HEP will continue to work closely with attendance through parent trainings and monitoring excessive student absences so connection can be made with families to offer support. Budget for professional contracted services include funds for tutoring and enrichment activities. Exposure to enrichment activities is vital to helping our students develop interests in other activities they might not otherwise be able to access. This exposure may also lead to students identifying a lifelong hobby or career. Working with school counselors/MTSS to offer meetings to families that identify ways we can additionally support a students beyond academics. We are striving to help our students holistically. The department works with special education and the special education social workers to connect students to needed services. The department has worked during the pandemic to create eye-catching outreach materials that we have already started distributing to school libraries, QuikStop locations, laundry mats, etc. We know our homeless unaccompanied older students may not be as willing to reach out. We have a QR code to our emergency resources page and a QR code for our Let's Talk app that allows someone to send an email to our program anonymously. We continue to strive to make connections and build this program in all ways.

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.

HEP is working with Counseling, Attendance for Credit, Reconnection and Attendance Improvement & Truancy Reduction on process to provide meeting with student and/or parent, various department representatives and school counselor to determine what additional supports may be needed for successful high school career. Dallas County Promise gives HS students the opportunity to attend Dallas County Community College for free up to 3 years. Education partners also hold individual counseling sessions with our students, to work on FAFSA completion, credits needed, etc. We will continue to train and work with the partners to support homeless students. The district is opening Career Institutes and all students will have an opportunity to attend one for part of the school day to learn a trade. HEP is actively involved with department to train and offer this opportunity to our students through our Roadmap to Graduation meetings. High school counselors review data for students to determine who is in need of additional supports. Campuses host Attendance Committee Meeting each six weeks to review student attendance/academics. A plan is then designed to address academic needs of the student including any needed makeup seat time. All students are assigned a counselor to monitor and address academic needs and to request services from Dallas ISD departments that can address the barriers that the student is facing. We work with counselors to ensure all of our students are afforded same opportunity and provide additional support (transportation, supplies, etc.) as needed. Attendance Improvement and Truancy Reduction works with us as well.

**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	

**For TEA Use Only:**

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.	Program Management/Administration	\$150,000
2.	Other Employee Positions-Specialist	\$ 60,000
3.	Professional Staff Extra Duty Pay	\$ 2,500
4.	Support Staff Extra Duty Pay	\$ 2,500
5.	Employee Benefits	\$ 36,695

**Professional and Contracted Services**

6.	Transportation for after-school/out of school programming	\$20,000
7.	District approved vendors to provide contracted services to homeless students	\$50,000
8.	Professional/contracted services that do not require specific approval (ex: graphics)	\$20,000
9.		
10.		

**Supplies and Materials**

11.	Supplies/Materials for homeless students	\$26,805
12.		
13.		
14.		

**Other Operating Costs**

15.	Out of State Travel for national homeless conference	\$ 2,000
16.	Other Operating Costs that do not require specific approval	\$ 4,500
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

**For TEA Use Only:**

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



**Appendix I: Negotiation and Amendments**

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov) Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page.*

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

**Section Being Negotiated or Amended**

**Negotiated Change or Amendment**

**For TEA Use Only:**

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