



# 2021-2022 Texas Education for Homeless Children and Youth

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

NOGA ID

Application stamp-in date and time

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

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

**Authorizing legislation:**

**Grant period:**  **Pre-award costs:**

**Required attachments:**

## Amendment Number

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

## 1. Applicant Information

Name of organization

CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

## 2. Certification and Incorporation

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

Grant writer is an employee of the applicant organization.  Grant writer is not an employee of the applicant organization.

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant.

**Check the box below if applying as fiscal agent. See Program Guidelines for SSA limitations for this grant.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. Complete the attached **TEHCY ESC SSA Member Chart**, see the Program Guidelines for further guidance on completing the attachment.

**4. Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
To close the attendance gap between students with a permanent residence, approximately 96%, and students experiencing homelessness, approximately 90%.	A social worker specialist, dedicated solely to serving the needs of identified students, will improve the quality of case management by creating a continuity of care plan for each identified student.
CCISD at-risk staff do not currently have learning relationships with staff at other districts who identify and serve students utilizing efficient strategies.	A homeless specialist, under the guidance of the CCISD Homeless Liaison, will create a strategic plan that includes a learning cohort comprised of homeless specialists from other grant recipient districts to share highly effective solutions to challenging obstacles.
37% of CCISD's identified students during the 2020-2021 school year were English Learners or Limited English Proficient and 20% had an Individualized Education Plan.	Increased professional learning on identifying and serving students and families experiencing homelessness for District staff and community resources with targeted sections on unique needs for special populations and removing barriers to equitable education during a pandemic.

**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 the 2021-2022 school year: (1) 100% of identified students and their families will be supported with a continuity of care (CoC) plan and academic counseling with a focus on academic success including basic needs; (2) The average attendance rate of identified students will increase from 90% to 91%; (3) Annual professional learning for CCISD staff will include 1 new section on special populations and 1 new section on serving identified students during a pandemic; (4) A learning cohort comprised of Homeless Specialists from CCISD and other grant recipient districts will meet to find solutions to a problem of practice for implementation during the 2021-2022 school year; and (5) The Homeless Liaison and Homeless Specialist will host 2 new professional learning sessions for community resources on best practices for collaborating with the District and one another to serve students comprehensively.

**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**

The first-quarter benchmarks will provide actionable intelligence to streamline grant activities into closer alignment with the smart goal and include: (1) 100% of identified students have a CoC plan and are receiving academic counseling and, if needed, have been provided with resources to meet basic needs; (2) Training with new sections on special populations and serving students during a pandemic has been provided to 100% of campuses and staff have been surveyed for learning growth; (3) The first nine weeks attendance rate of identified students has increased by .25% from the previous year; (4) Staff from other grant recipient districts have been identified and invited to participate in a learning cohort; and (5) The Homeless Liaison and Homeless Specialist have attended the TEHCY Program Summit.

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

The second-quarter benchmarks will provide actionable intelligence to streamline grant activities into closer alignment with the smart goal and include: (1) 100% of identified students have a CoC plan and are receiving academic counseling and, if needed, have been provided with resources to meet basic needs; (2) The second nine weeks attendance rate of identified students has increased by .50% from the previous year; (3) At a minimum, 1 professional learning session has been provided to community resources on how to access District and community services for identified students and families; (4) The Homeless Liaison and Homeless Specialist have attended the National Association for the Education of Homeless Children and Youth Conference with the Homeless Liaison's travel supported by the District; and (5) The learning cohort has identified a problem of practice and held at least 1 meeting where information from the national conference was shared with all members.

**Third-Quarter Benchmark**

The third-quarter benchmarks will provide actionable intelligence to streamline grant activities into closer alignment with the smart goal and include: (1) 100% of identified students have a CoC plan and are receiving academic counseling and, if needed, have been provided with resources to meet basic needs; (2) The third nine weeks attendance rate of identified students has increased by .75% from the previous year; (3) At a minimum, 1 professional learning session has been provided to community resources on how to access District and community services for identified students and families; and (4) The learning cohort has held at least 2 meetings where strategies to meet the problem of practice were presented.

**7. Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The fourth-quarter benchmarks will provide actionable intelligence to streamline grant activities into closer alignment with the smart goal and include: (1) 100% of identified students have a CoC plan and are receiving academic counseling and, if needed, have been provided with resources to meet basic needs; (2) The fourth nine weeks attendance rate of identified students has increased by 1% from the previous year; (3) The Homeless Specialist will survey community resource providers to determine the level of interest in the continuation of community meetings; and (4) The learning cohort has held at least 4 meetings where strategies to meet the problem of practice were presented. CCISD staff have at least 1 substantive procedural change to addressing the problem of practice within CCISD for the 2022-2023 school year to present to the Director of Counseling and Student Support Services for approval.

If by the end of the 2021-2022 school year the project smart goal has not been met:

- (1) The homeless liaison will perform biweekly check-ins with counselors who did not provide academic counseling and/or have a continuity of care plan in place for 100% of identified students for the first nine weeks of the 2022-2023 school year and then monthly for the remainder of the year;
- (2) A professional learning plan will be created for campus level faculty, staff, administrators, nurses and counselors to increase their knowledge and capacity for serving identified students;
- (3) The annual professional learning will be revised to emphasize areas where training recipients did not demonstrate learning growth;
- (4) The Homeless Specialist will survey community resource providers to determine if there is another type of informational or collaborative effort they would find useful; and
- (5) The Homeless Liaison and the Homeless Specialist will create a plan for identifying and addressing the primary barriers to addressing the learning cohort's problem of practice within CCISD to share with the Director of Counseling and Student Support Services.

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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**)

A direct correlation exists between a student's academic progress and their rate of attendance. Basic needs keep many students out of the classroom and distracted within it. Counseling provides families with the tools needed to support their student academically and a continuity of care plan used by all at-risk, behavioral, special program, and administrative staff member ensures that District efforts are streamlined and gaps in care are avoided. A Social Worker Specialist dedicated solely to supporting identified students will cut down wait times for service coordination and frequent meetings with at-risk staff and campus counselors will be used to grow efficacy in using each student's continuity of care plan. Building cycles of continuous improvement into departmental standards is a CCISD norm and the annual professional learning for CCISD staff with one new section on special populations and one new section on serving identified students during a pandemic will be supported by the Department of Counseling and Student Services, the Professional Learning Department, and the Assistant Superintendents of Elementary and Secondary Education. The learning cohort comprised of Homeless Specialists from grant recipient districts will be used to identify practices that cause gaps or delays in student identification and how to remove those barriers. The Homeless Specialist and Social Worker Specialist working on these activities in tandem supports programmatic improvements and accelerates the delivery of services to individual students. Community resource professional learning is an avenue to identify new resources and facilitate coordination between current providers and will be supported by the Homeless Liaison, Homeless Specialist, and the Department of Counseling and Student Support Services. Bi-weekly meetings with department members, monthly meetings with Director of Federal Programs, a calendar of appointments, monthly data meeting with the SDS department will provide support for all of the proposed activities.

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.

There are several departments within CCISD that collaborate to provide services and support students experiencing homelessness as they integrate into regular education programs. The Technology Department collects data from the student residency questionnaire included in the back-to-school forms for identification by the Homeless Liaison, Counseling and Student Services provide academic counseling to identified students and parents throughout the year, At-Risk staff assist with case management and pairing students and families with community resources, campus staff communicate child nutrition and transportation information to identified families, and Special Education Services and Bilingual Services provide evaluation and needed accommodations. At no cost to the family, access to English language acquisition and/or citizenship classes is also available for parents and family members at the CCISD Adult Learning Center. The Homeless Liaison is the primary contact for families of elementary and intermediate students and the Social Worker Specialist is the primary contact for high school students. Both positions, along with campus counselors, work with parents and guardians to academically support students and access basic need resources for the entire family and will increase communication during the 2021-2022 school year. Bay Area Turning Point is the local area homeless shelter and collaborates with the District to enroll students, provide basic needs, coordinate transportation to and from school and ensure student contacts are limited to their legal guardians. CCISD Cares is a 501(c)3 support organization formed to assist Clear Creek ISD families with basic needs during times of crisis through a District Social Worker Specialist. Communities in Schools Bay Area works in partnership with CCISD to create communities of support for individual campuses around counseling and supportive guidance, health and human services, parental and family involvement, pre-employment and employment, enrichment, and educational enhancement. Kids Hope and Big Brother Big Sisters both offer mentorship programs for homeless youth, while Hope Active also includes basic need support. Local YMCAs offer summer programming and food for homeless youth and CCISD intends to invite the staff of collaborating resource providers to participate in youth mental health crisis response training during the 2021-2022 school year.

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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.

Federal Programs and At-Risk staff meet at the beginning of the school year to assess the needs of identified students and any gaps in services provided. These groups then meet on a regular basis throughout the year to evaluate implementation and adjust administrative processes as needed. The reservation amount is determined using historical data, such as expenditures and enrollment numbers from the prior three years, and current events that may impact homeless populations in the area. The reservation amount for the 2019-2020 and 2020-2021 school year was \$4000 each year and the funds were used to provide identified students with basic needs such as food, clothing, etc. The District has made a commitment to sustain a culture of inclusion and collaboration where there is a collective moral imperative to invest in each person's capacity for growth and excellence. As such, leadership and campus improvement committees review at-risk student data in conjunction with stakeholder survey input to annually determine programmatic strengths and weaknesses and create action steps to include in campus improvement plans that remove barriers and increase educational opportunities for students experiencing homelessness. The Homeless Liaison also delivers professional learning each year to campus receptionists, registrars, counselors, administrators, and distributes information sheets from THEO annually to raise a greater awareness in campus staff about how McKinney-Vento funding is used to support students. The training includes policy and proper identification procedures, roles of various At-Risk staff, the range of services they provide, how student need may become evident in different settings, and how to collaborate with At-Risk staff on removing barriers to equitable education in their own roles. Academic, social, and emotional barriers are all addressed. Follow-up group and individual staff meetings are held when low identification occurs or new staff are hired during the school year. CCISD also has a website dedicated to homeless education that includes McKinney-Vento information, student resources and the Homeless Liaison and Homeless Specialist's contact information.

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**)

Policies and policy amendments may be initiated by the Superintendent, Board members, school personnel, or community citizens, but generally shall be recommended for the Board's consideration by the Superintendent. Proposed policies or amendments introduced and recommended to the Board at one regular meeting shall not be adopted until a subsequent regular meeting. Emergency adoption, however, may occur in one meeting if special circumstances demand immediate action. Newly enacted law is applicable when effective. No policy or regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable law. The Homeless Liaison remains up to date on all McKinney-Vento requirements and reviews all policies and procedures annually to ensure the District remains in compliance. Should a policy need to be revised the Homeless Liaison meets with the Director of Counseling and Student Support Services to review the needed changes and ensure the language supports a culture of inclusion and provides equitable access to educational opportunities for unaccompanied youth and students experiencing homelessness. The changes are then shared with General Counsel, and Human Resources if needed, for review. Once alterations have been shown to legally be in line with federal and state requirements, and other CCISD board policy, they are submitted for review by the Superintendent and approval by the Board. The proposed activities will grow current District procedures by increasing the training required by law to enhance staff awareness of the unique needs of special populations in identified students and create a network of learning and support for at-risk administrative staff among at least three districts within the state of Texas.

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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.

CCISD staff provide a Student Residency Questionnaire with every student enrollment packet to identify and determine the needs of individual students who may be experiencing homelessness. Staff members ascertain whether they meet the definition of homeless student or not. Then the student needs are identified based on the responses to the Student Residency Questionnaire and through interviews and other conversations with students and their families. Students can also self-refer their residency status to any campus personnel. A review of the list of students identified last year also takes place to ensure all are identified for the current year. At the end of the year, a letter will be sent home so parents understand the need to re-submit the questionnaire the following year. The Homeless Liaison coordinates the identification of homeless students with the assistance of campus personnel. Registrars, attendance clerks, counselors, principals, and assistant principals are trained annually to increase awareness of students experiencing homelessness and unaccompanied youth for identification during the school year and they in turn train teachers and other staff. The Homeless Liaison provides local organizations, the area shelter in particular, with information on identification and District coordination of services to support children and youth not currently enrolled. CCISD's website lists homeless contacts and information to increase awareness. Our staff meets with employers to inform them of district services and fliers are distributed at exit interviews for employees terminated. Homeless rights posters are placed at district buildings, area shelters, community buildings, and campgrounds. Partnerships with day cares and Child Find procedures completed by the special education department assist in the identification and enrollment of children eligible for prekindergarten.

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 CCISD professional learning calendar has not been solidified for the 2021-2022 school year, but estimated timelines have been included for the three tiers (campus-level, district-level, and community-based) of training outlined below. The Homeless Liaison delivers a 45 minute professional learning session each year to campus staff that focuses on identifying students and providing services to remove academic, social, and emotional barriers to educational opportunities. Follow-up group and individual staff meetings are held as needed. The Homeless Liaison will create new sections on the unique needs that arise during a natural disaster or pandemic as well as those of special populations within identified students, such as English Learners. CCISD also provides a 45 minute enrollment training to the local area homeless shelter staff during July. Afterward, the Homeless Liaison meets with the staff at this shelter on an as needed basis, but communication is frequent and effective due to the longstanding relationship between the organizations. The Homeless Liaison and Homeless Specialist will host at least one, 1 hour professional learning session a semester for other area resource providers on how to best collaborate with the District to provide comprehensive student and family support while also facilitating an opportunity for resource providers to build relationships with each other. The Homeless Liaison and Homeless Specialist will build a learning community with three other grant recipients to identify a problem of practice and collaborate on customized solutions for each district. These two staff members will also attend a state and national conference on educating homeless and unaccompanied students to learn up-to-date best administrative practices from their peers. To evaluate training effectiveness, pre- and post-district training surveys will be conducted to check for learning growth, at least one new community resource will be added to the District's resource toolkit, and the Homeless Liaison will present new strategies for substantive programmatic improvements that can be implemented in the 2022-2023 school year to the at-risk staff supervisor, the Director of Counseling and Student Support Services.

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**9. Program Requirements (Cont.)**

3. Provide a description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for elementary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance and engagement, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g. Special Education, English Learners, and Gifted and Talented), D) Bridging program support services, E) Assessment interventions and scores, F) Discipline interventions, G) Tutoring services, H) Supplemental academic programs, and I) Other programs or services.

The Homeless Specialist will make a determination about whether a student meets the criteria for identification within 60 days of receiving the residency questionnaire and create a continuity of care plan that includes: 1) A campus counselor providing academic counseling for students and their families with a focus on academic success including basic needs; 2) The Homeless Specialist monitoring timely coordination of program services using a newly created digital tool that decreases wait times, including Child Nutrition, Transportation, SPED, GT, and EL; 3) The Social Worker Specialist monitoring attendance and academic performance every progress period, contacting families and collaborating with campus counselors on solutions when attendance or academic performance standards are not maintained, connecting students with mentors, and providing access to community-based resources when needs arise that cannot be met by the District; 4) Tutoring services 2 days a week during the school day to address natural disaster and Covid-19 related learning loss; 5) Access to social-emotional learning such as weekly CCISD core values content and programs like Leader In Me; 6) A Behavioral Specialist creating a behavioral plan, if needed, to support identified students with Tier 3 behavioral needs; 7) Access to supplemental programs such as chess and robotics teams; 8) Access to English language acquisition and/or citizenship classes at no cost to families as needed; 9) The Social Worker Specialist working with a campus counselor to connect families with support resources needed during winter and summer breaks; and 10) The Homeless Liaison and Social Worker Specialist collaborating with other district contacts when an identified student transfers out of district in order to expedite identification and the coordination of services. Both proposed staff positions will be integral to the ongoing measures listed above and the proposed professional learning will grow the efficiency and efficacy with which services are provided.

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 Social Worker Specialist will make a determination about whether a student meets the criteria for identification within 60 days of receiving the residency questionnaire and create a continuity of care plan that includes all of the measures outlined in the previous section as well as: 1) The Social Worker Specialist coordinating efforts with truancy officers to help resolve absenteeism; 2) Student success team meetings with a campus administrator, teacher, counselor, dean of students, and possibly a special education teacher to review the success rate of specific interventions with individual students; 3) The Homeless Specialist managing end of year Kid Talk meetings to transition supports for identified students from one campus to another or from CCISD to another district; 4) Campus counselors monitoring course registration while fees are reduced or waived for advanced placement and dual credit courses, summer school, credit recovery, athletics and other electives; 5) Extended school year services are provided at a reduced cost rate of 50% with approximately 2-3 students a year receiving services at no cost on a case by case basis; 6) The Social Worker Specialist monitoring the transcripts and attendance records of four-year cohorts to help students meet graduation requirements and support early graduates and continuing students; 7) A college and career campus specialist providing guidance on how to meet preemployment and/or college admission requirements; and 8) The Social Worker Specialist supporting identified students through the Free Application for Federal Aid process. Both proposed staff position will be integral to the ongoing measures listed above and the proposed professional learning will grow the efficiency and efficacy with which services are provided.

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

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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 Specialist - 230 day work calendar full-time employee	\$73,000
2.	Extra duty pay for Social Worker Specialist services	\$28,093
3.		
4.		
5.		

**Professional and Contracted Services**

6.		
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.		
12.		
13.		
14.		

**Other Operating Costs**

15.	National Association for the Education of Homeless Children and Youth Transportation	\$650
16.	National Association for the Education of Homeless Children and Youth Lodging	\$489
17.	National Association for the Education of Homeless Children and Youth Meals & Incidentals	\$261

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: \$3,767

**TOTAL GRANT AWARD REQUESTED: \$106,260**

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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](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
<input type="text"/>	

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