



2021-2022 Texas Education for Homeless Children and Youth

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

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

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

Grant period:

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

Pre-award costs:

ARE NOT permitted for this grant

Required attachments:

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

Amendment Number

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

N/A

1. Applicant Information

Name of organization

Pawnee ISD

Campus name

N/A

CDN

013902

Vendor ID

74-6001852

ESC

02

DUNS

088479803

Address

2770 FM 163

City

Pawnee

ZIP

78145

Phone

361-456-7256

Primary Contact

Joyce Homeyer

Email

jhomeyer@pawneeisd.net

Phone

361-456-7256

Secondary Contact

Mrs. Michelle Hartmann

Email

mhartmann@pawneeisd.net

Phone

361-456-7256

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

Michelle Hartmann

Title

Superintendent

Email

mhartmann@pawneeisd.net

Phone

361-456-7256

Signature

Michelle Hartmann

Date

6/2/2021

Grant Writer Name

Maggie Rodriguez

Signature

Maggie Rodriguez

Date

Grant writer is an employee of the applicant organization.

Grant writer is not an employee of the applicant organization.

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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

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
As per the 2019-2020 Texas Academic Performance Report (TAPR), PISD had 94 (18%) of its student population classified as homeless, which is nearly 13 times the state's average. PISD has identified 46 homeless they will target.	Pawnee ISD (PISD) plans to utilize educators, nurses, and the counselors to ensure overall academic support. Further, PISD will implement early warning support systems for intervention, measuring progress, and provide academic/overall support to the massive homeless student population seen at the district.
PISD has only 88% of its homeless students attend school. This is much lower than the state's average of 95.4%. (Source: TAPR)	Ensure homeless students can attend school by providing transportation, if needed. Additionally, PISD will ensure these students are doing well on a social-emotional level for better attendance. PISD will do this through its on-staff interventionist and passion to find a way to get whatever they need.
All Pawnee ISD students are considered Title 1, while the state's avg. is much lower at 65.1%. PISD's has 84.7% classified as economically disadvantaged, which is much more than the state's of 60.3%. (Source: TAPR)	Populations such as these, as well as homeless, commonly face a lack of resources available at home. Therefore, Pawnee ISD will offer after school homework and tutoring assistance in a rigorous and academic setting. This will ensure students have resources available to meet challenging state academic standards established for all students.

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.

Pawnee ISD (PISD) created the following SMART goal: (Specific) To increase homeless student attendance, graduation and overall level of support they have available. (Measurable) An increase of 10% on state assessment scores and increase attendance of homeless students to equal the state's average. (Achievable) These goals will be attained by offering additional learning sessions (after school), reviewing and revising any barriers, and ensuring equitable access for all homeless students. (Relevant) PISD need this grant being that our homeless student population rate is huge, and we need resources to support graduation/college readiness rates. (Timely) PISD will meet its SMART goal by school year 2021-2022.

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

Pawnee ISD feels the following 1st quarter benchmarks would be best for the program:

- Ensure the designated homeless representative schedules all grant required trainings;
- Ensure staff such as educators, and the homeless representative partake in program related activities;
- Ensure homeless students are being identified for the program; and
- Ensure community partners and social service providers provide services for the targeted homeless students.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Pawnee ISD feels the following 2nd quarter benchmarks would be best for the program:

- Have attendance of homeless students increase by a minimum of 4%;
- Ensure PISD provides at least one training to parents regarding resources available to them;
- Ensure at least one student is referred to community partners or social providers; and
- Ensure progress report grades from homeless students are increased by 5%.

Third-Quarter Benchmark

Pawnee ISD feels the following 3rd quarter benchmarks would be best for the program:

- Have attendance of homeless students increase by a minimum of 5%;
- Ensure PISD provides at least one training to parents regarding resources available to them;
- Ensure PISD provides any remaining students with school supplies; and
- Ensure state benchmarks averages from homeless students increase by 5%.

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.

HOW PAWNEE ISD WILL USE PROJECT EVALUATION DATA TO DETERMINE WHEN AND HOW TO ITS PROGRAM: For Pawnee ISD to effectively determine when and how to modify the TEHCY program, monthly meetings will be conducted throughout the duration of the grant. Within these meetings, the following data will be evaluated and will be used as project evaluation data: attendance rate, tutoring sessions offered, enrollment numbers, referrals provided, teacher testimonials, student report cards, student surveys, and state benchmark scores. By utilizing the aforementioned data for project evaluation, the district will be able to guarantee it is on track to meet all the grant quarterly benchmarks. Also, by reviewing this project data, the district will be able to develop early warning support systems to identify interventions, measure progress, and ensure that appropriate academic and overall supports are in place so that homeless children.

IF PAWNEE ISD'S BENCHMARKS OR SUMMATIVE SMART GOALS DO NOT SHOW PROGRESS, DESCRIBE HOW IT WILL USE EVALUATION DATA TO MODIFY YOUR PROGRAM FOR SUSTAINABILITY: If Pawnee ISD determines it is not making progress towards its preestablished SMART goal and quarterly benchmarks, the district will make modifications for program success/sustainability. If other, more effective strategies must be implemented and cause a change in the grant, Pawnee ISD will ensure that letters are provided to the following to individuals: students, the community, administrators, and school board members. Further, Pawnee ISD will ensure that TEA is aware of any big modification (s).

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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)

PAWNEE ISD'S (PISD) PROPOSED GRANT ACTIVITIES, PROGRAMS, AND SERVICES AND THEY WILL PROMOTE EQUITABLE ACCESS TO PROGRAM SERVICES NEEDED TO IMPROVE ACADEMIC OUTCOMES FOR HOMELESS CHILDREN INCLUDE: #1 After School Assistance - PISD proposed this activity to ensure additional academic support is available for homeless students. #2 Essential Supplies- PISD proposed this activity to ensure homeless students obtain the school supplies necessary for academic success. All churches and private individuals, if necessary, will be contacted to ensure there is more than enough school supplies. #3 Homeless Students Referral Services - PISD proposed this activity to ensure the homeless students have health services, which include mental support and counseling. #4 Homeless Students Parental Services and Transportation - PISD proposed this activity to ensure parents are aware of resources available to them as well as, to engage parents in their child's(ren's) education. #5 Food Assistance – PISD works with the Coastal Bend Food Bank so that they can provide students in need with food.

RESOURCES, STRATEGIES AND/OR SYSTEMS THAT PISD WILL IMPLEMENT TO SUPPORT TARGET GOALS AND OUTCOMES, DOCUMENT PROGRESS AND MILESTONES, AND OBSERVABLE RESULTS: PISD will utilize its staff and Title I, Part A, Homeless Reservations as major resources to meet targeted goals and outcomes. Also, PISD will use project evaluation data as a strategy to ensure that target goals, outcomes, and milestones are being met. This will further allow the district to document

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.

HOW PAWNEE ISD (PISD) COORDINATED WITH OTHER LOCAL/STATE AGENCIES THAT SERVE HOMELESS: PISD coordinated with a handful of community and county partners. These agencies provide homeless students either school supplies, clothing, food, and/or social-emotional counseling. These agencies range from local churches, a local counseling organization, and the Coastal Bend Food Bank. A further note on the Coastal Bend Food Bank is that they provide PISD's students on every second Wednesday of the month with food for kids in need. B) HOW PISD'S PROPOSED USE OF FUNDS WILL FACILITATE THE ENROLLMENT, IDENTIFICATION, AND EDUCATIONAL OUTCOMES OF HOMELESS CHILDREN: With grant funding, PISD will provide funding for its personnel and designated homeless representative, to facilitate the enrollment, identification, and educational outcomes of the district's homeless children. To assist with this, the homeless representative will provide the following for homeless students: Waive enrollment documentation initially to increase enrollment speed; Coordinate their transportation, Acquire educational tools or necessary school items (pencils, notebooks, etc.); Locate avenues/resources to pay for fees and other costs associated with tracking, obtaining, and transferring their records. C) HOW PISD WILL PROMOTE THE MEANINGFUL INVOLVEMENTS OF PARENTS OR GUARDIANS: PISD will promote the involvement of parents through Zoom Sessions, parent-student meetings, and through letters detailing resources available. These Zoom Sessions will be accessible through smartphones to further promote involvement, as parents won't have to travel or require access to a computer. D) THE EXTENT TO WHICH HOMELESS STUDENTS WILL BE INTEGRATED INTO PISD'S REGULAR EDUCATION PROGRAM: PISD will incorporate homeless students into the regular education program by waving the initial enrollment documentation requirement, ensuring they are equipped with school supplies, referring them to receive assistance from its local organizations, and offering tutoring to ensure they able to handle the curriculum.

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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.

TYPES, INTENSITY, AND COORDINATION OF SERVICES PAWNEE ISD (PISD) WILL PROVIDED IN COORDINATION WITH TITLE I, PART A, HOMELESS RESERVATIONS: PISD will coordinate grant funds with Title I, Part A, Homeless Reservations to provide homeless students with activities. In addition to these activities, the district will also provide supplemental services with various funding streams. These services along with their type/intensity/coordination of services include: Nutritional services (type) through local/NSLP funds (coordination of service) on as weekly basis (intensity); Clothing services (type) through local funds (coordination of service) on holidays (intensity); and Travel through local funds (coordination of service) for students who can't attend school (type) on a daily basis (intensity). THE PROCESS TO REVIEW/DEVELOP PISD'S PLAN FOR COORDINATING SERVICES: PISD's homeless representative will review/develop the current coordination of services. If change is needed, the representative will ensure a meeting is held including the school board to address the situation. From there, the district will make changes, as necessary. DETERMINE PISD RESERVATION AMOUNT: PISD (in proportion to its district size), a huge reservation amounts in Title I, Part A funding for 2019-2020 and 2020-2021 school years. \$22,241 was set for the 19-20 and \$22,123 for 20-21. This was done for payroll costs for needed personnel. HOW PISD ASSISTS STAFF IN UNDERSTANDING ITS POLICY: PISD currently assists staff in understanding policy through annual trainings that discuss policies in place to support homeless children regardless of the Title 1 status. HOW PISD ADDRESSES THE NEEDS OF HOMELESS: PISD addresses needs of homeless children in various ways. This is because each need has its own best approach. The homeless representative and interventionist could be responsible for determining the need and its approach.

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**)

ESTABLISHED PAWNEE ISD (PISD) PROCESSES TO DEVELOP, REVIEW AND REVISE CURRENT POLICIES AND PROCEDURES TO ENSURE THAT ITS PROPOSED GRANT ACTIVITIES, PROGRAMS, AND SERVICES WILL NOT ISOLATE OR STIGMATIZE HOMELESS CHILDEN: Pawnee ISD is well aware that homeless students face additional barriers inhibiting their academic success, as well as could feel isolated/stigmatized for being homeless. With that said, PISD will ensure its designated homeless representative holds to power to freely determine and propose any current LEA policies and procedures (that may add to this isolation) that need revision. This is because these homeless students will not undergo any issues with policies that they are not in control of.

Furthermore, PISD has already instructed the homeless representative to directly look for any current LEA policy and procedure is in place that may act as a barrier including: policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.

Lastly, in regards to the McKinney-Vento Policies and Procedures Chart, Pawnee ISD has ALL POLICES in compliance. Attachment 3 shows all policies checked off for your reference. Pawnee ISD will continue to use these policies to assist the homeless students in need.

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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.

PAWNEE ISD'S POLICIES AND PROCEDURES TO ENROLL, IDENTIFY, AND PROVIDE ALL 3 LEVELS OF TEHCY SERVICES/SUPPORT FOR HOMELESS STUDENTS:

PISD's policy for students A) entering and/or returning to their schools from summer or holiday break is as follows: PISD has the parents of these students register through the Ascender Parent Portal. With this portal, parents are asked and required to submit student residency questionnaires (SRQs). This SRQ will then enable the district to enroll these homeless students.

PISD's policy for students B) experiencing homelessness after the school year has started, is as follows: PISD will identify these students through the Ascender Parent Portal. When a student's address or living situation changes, it will be updated on the portal. Once the address is updated, PISD will then begin enrolling these students.

PISD's policy for students C) who are not currently enrolled or attending school, is as follows: PISD ensures these students enroll/attend school by making a conscious effort to reach out to their families. PISD welcomes any questions the families have and may conduct conference calls to assist them with the enrollment process.

PISD's policy for students D) who are eligible for early childhood and/or prekindergarten programs, is as follows: For eligibility, PISD, as well as, its Head Start require that a student residency questionnaire (SRQ) be filled out. Pre-K and Head Start students are dually enrolled. If the parents have any questions about these programs, PISD may have homeless representative/on-board counselors schedule a meeting.

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.

PAWNEE ISD'S (PISD) ANNUAL MCKINNEY-VENTO PROFESSIONAL DEVELOPMENT (PD) PLAN. 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 PD ACTIVITIES: PISD does it best to increase awareness, support enrollment/identification, and increase staff capacity to respond to the unique educational needs of our homeless children.

That said, in the summer of the 2018-2019 school year, PISD's Principal Kim Hierholzer partook in a 1-hour external professional development training to gather more information on homeless students. Beyond just the principal, PISD has all administrator yearly receive updated information from TEA regarding all aspects of assistance for homeless students. Then, these administrators distribute this key information to one person on each campus to disseminate amongst personnel.

With the constant up-to-date information for our administrators, and constant sharing to all campus personnel, PISD is able to ensure that its staff are well trained for the support of its homeless students in need.

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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.

PAWNEE ISD's (PISD) PROPOSED GRANT ACTIVITIES, PROGRAMS, AND SERVICES FOR ELEMENTARY HOMELESS CHILDREN: To address PISD's elementary homeless students (which constitute a majority of the homeless population), PISD has proposed grant activities that include engaging hands-on activities. That said, PISD proposes activities ranging from dress up presentations, career fairs, games, and other fun/hands-on activities. PISD also understands that some parents may want to participate, so PISD will encourage parental involvement in all activities.

TIMELINE, MILESTONES, STRATEGIES, AND/OR SYSTEMS THAT PISD WILL UTILIZED TO IMPLEMENT ACADEMIC PROGRESS MONITORING, INTERVENTIONS, AND SERVICES TO SUPPORT: PISD needs to ensure that academic progress is being made with all students including elementary homeless students; therefore, the homeless representative will be responsible for monitoring timelines and milestones of the grant. This way interventions can be made for program success. Some of items that the homeless representative will closely monitor include: Attendance and engagement, On-time promotion, Coordination of targeted services for homeless students who have been identified and are receiving other special program services (e.g. Special Education, English Learners, and Gifted and Talented), Bridging program support services, Assessment interventions and scores, Discipline interventions, Tutoring services, Supplemental academic programs, and other related programs or services. Once an intervention is needed, the homeless representative will coordinate with the school board, campus principals, nurses, counselors, and administration for implementation.

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.

PAWNEE ISD's (PISD) PROPOSED GRANT ACTIVITIES, PROGRAMS, AND SERVICES FOR SECONDARY HOMELESS CHILDREN: To address the unique needs of secondary homeless students, PISD's proposed grant activities must include a blend of college and career activities, as well as fun/engaging activities. That said, PISD proposes activities ranging from professional job fairs, post-secondary discussions, transcript review, clubs in high school, athletic programs, and credit recovery or credit repair services. Being that often secondary students face less parental engagement, PISD will also encourage parents to participate.

TIMELINE, MILESTONES, STRATEGIES, AND/OR SYSTEMS THAT PISD WILL UTILIZED TO IMPLEMENT ACADEMIC PROGRESS MONITORING, INTERVENTIONS, AND SERVICES TO SUPPORT: PISD needs to ensure academic progress is made, therefore, the homeless representative will also monitor grant timelines/ milestones. In fact, they will monitor: Attendance, engagement, truancy interventions, On-time promotion, Coordination of targeted services for homeless students who have been identified and are receiving other special program services (e.g., Special Education, English Learners, and Gifted and Talented), Advanced placement and dual credit course work, Student Transcripts, Credit recovery, Assessment interventions, Discipline interventions, Four-year cohort graduation, Graduation of all homeless students (e.g., current cohort, continuers and early graduates), College and career readiness programs, and Post-secondary transition plans. Once an intervention is needed, the homeless representative will coordinate with the school board, campus principals, nurses, counselors, and administration for implementation.

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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.		
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Costs for the Homeless Representative's to attend the required grant trainings.	\$1,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Costs for PISD to provide homeless students with school supplies.	\$7,747
12.		
13.		
14.		

Other Operating Costs

15.	Costs for PISD to provide transportation to homeless students of the district.	\$1,550
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$483

TOTAL GRANT AWARD REQUESTED: \$10,780

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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