



2021-2022 Texas Education for Homeless Children and Youth

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

NOGA ID

Application stamp-in date and time

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

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

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

Authorizing legislation:

Grant period: From 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 Del Valle Independent School District

CDN 227910 Vendor ID 1741472531 ESC 13 DUNS 010536803

Address 5301 Ross Road City Del Valle ZIP 78617 Phone 512-386-3000

Primary Contact Alison Fears Email alison.fears@dvisd.net Phone 512-386-3004

Secondary Contact Gabe Munoz Email gabriel.munoz@dvisd.net Phone 512-386-3060

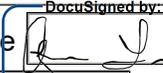
2. Certification and Incorporation

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 Dr. Annette Tielle Title Supt Email annette.tielle@dvisd.net

Phone 512 536-3010 Signature  Date 6/8/2021

Grant Writer Name Alison Fears Signature Alison Fears  Date 06/03/2021

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

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3. Shared Services Arrangements

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

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

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. 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
Provide enrichment activities to increase student engagement and increase academic achievement	Offer students opportunities to learn more about post-secondary options such as college visits and career counseling. Also provide social-emotional well being opportunities through a music and arts program.
Provide access to high quality professional development opportunities for DIVISD staff and administrators to meet student needs and provide a greater range of services	Research high quality professional development opportunities for staff to increase knowledge and skills to provide services for a wider range of student needs.
Increase student autonomy and soft skills	Identify ways to help students continue to develop soft skills by working collaboratively with counselors, teachers and administrators throughout the district.

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.

In the 2021-2022 school year, DIVISD will use the TEHCY grant funding to create and provide enrichment activities to help foster student engagement and academic success for our homeless, foster and unaccompanied youth population. District staff and administrators will work collaboratively with community stakeholders to identify and provide activities to improve student attendance and engagement by 10%.

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

Attain and Review BOY results to set baseline for school year goals. Review student engagement in enrichment activity attendance and make changes if needed.

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

Attain and Review MOY results to set baseline for school year goals. Review student engagement in enrichment activity attendance and make changes if needed. Review student attendance at mid-year point.

Third-Quarter Benchmark

Attain and Review EOY results (STAAR, EOC, etc) against baseline for school year goals. Review student engagement in enrichment activity attendance and make changes if needed. Review student attendance for gains and adjust programming as necessary.

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.

Student attendance reports and data obtained from student assessments will be reviewed on a monthly basis. This data will be used to identify student engagement with the enrichment programs, college visit attendance and academic achievement and engagement with the activities. Surveys will be sent to families and students after each college visit and throughout the school year to determine if the programming is meeting the needs and expectations of everyone involved. If it is determined that the student is not attending the enrichment activity or that the intended impact of each activity is not occurring, the activities will be adjusted to best meet the needs of the students and families. Student support staff will meet monthly with campus parent community liaisons to discuss programs, attendance and student achievement to monitor progress. By continuously monitoring attendance and related data, the program implementation can be adjusted to achieve desired results.

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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)

Del Valle ISD will use the funds to expand enrichment and educational opportunities for both student and staff through college visits, enrichment programs and ongoing professional development to help our staff meet the needs of our students and families. Research shows that early exposure to college, not only creates a college-going culture but also helps build connections for low income and underrepresented students. By using funds to help offer our homeless and unaccompanied youth the opportunities to not only attend college visits but meet with college students and get exposure to life post-graduation. Also due to the ongoing pandemic, many of our students, especially those without a stable home life, are dealing with social emotional and mental well-being issues. By offering our students an opportunity to attend enrichment camps created specifically to address the needs of our students will allow them to thrive and build community with the instructors as well as the other students. We plan to work with our fine arts department as well as community vendors to create programs in art, music, movement, and theater to give students an outlet to express themselves in healthy and creative ways. When the students feel safe and mentally well, they are able to succeed academically and they build trust with teachers and staff which will lead to greater attendance and preparedness for their schoolwork. DVISD will also use TEHCY funds to provide ongoing professional development for our student support and campus staff to build an arsenal of strategies that will help them better teach and provide guidance and resources for our students and families. We hope to build strategies in cultural competency and mental health awareness to help our students succeed through early detection and the creation of safe and healthy spaces for all.

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.

A) DVISD serves as a hub for the community of Del Valle; the district provides food, medical resources, clothing, transportation and many other basic necessities. Because of this, Del Valle already has strong ties to the community and works collaboratively with several them on an ongoing basis. DVISD works with Travis County MHMR, The University of Texas, the Junior League of Austin, and Interfaith Ministries. We will continue to collaborate with these identified partners on creating opportunities for our students and families. Travis County MHMR helps by providing mental health resources for our students and identifies students who may need additional supports for trauma or mental health related incidents. The University of Texas works with our district in several capacities but we plan to work closely with our GEAR UP coordinators to help create a college-going culture and offer opportunities for our students to gain exposure to college preparedness both academically and financially. The Junior League of Austin through their Food In Tummies program provides food for our students for the weekend and offers warm clothes during the winter months through Coats for Kids. Interfaith ministries helps to provide basic necessities for our students and families throughout the year. B) Homelessness creates significant educational barriers for children and youth. Del Valle Homeless Liaisons and student support staff provide information to campuses to help ensure that children and youth experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies. The funds from this grant will support the educational success by providing ongoing training to support identified students and families and provide access to resources as needed. C) Homeless parents have opportunities to meet with teachers and support staff to share information about their child and to receive information about their child's progress in school. Campus Parent Community Liaisons can discuss barriers faced by the family and help link the family to service providers. Parents and Guardians can utilize Skyward Family access to view/edit student and emergency contact information, assignments and grades, attendance, class schedules, messages from the school office or teachers and vaccination records. D) Homeless children and unaccompanied youth will be given access to the same resources and opportunities as all students district-wide.

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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.

Del Valle ISD ensures that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. Homeless children and youth have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homelessness creates significant educational barriers for children and youth. DVISD will use grant funds to close the achievement gap between homeless and non-homeless students by providing educational resources that are not readily available to homeless youth. Del Valle ISD provides services to each homeless child and youth that are comparable to services offered to other students in the District. These services include public preschool programs and other educational programs or services for which a homeless student meets the eligibility criteria, such as programs for children with disabilities, programs for English learners, programs in career and technical education, programs for gifted and talented students, before-and after-school programs, school nutrition programs, and transportation. Del Valle ISD receives Title I Part A funding for all campuses. All homeless students enrolled in DVISD receive the same educational supports from Title I funds as all students enrolled in the District. In addition, a reservation/set-aside amount is determined by consulting with the District's Homeless Liaison to determine if any supplemental educational supports are needed. The reservation/set-aside amount is used for items or services including, but not limited to: College visits (transportation and meals), school supplies, clothing/shoes needed for physical education classes, SAT/ACT college entrance exams, Metro bus passes, toiletries for students, community engagement events, and staff

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**)

Del Valle ISD ensures that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. Homeless children and youth have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homelessness creates significant educational barriers for children and youth. DVISD uses language that minimizes the stigmatization of the term homelessness, DVISD uses McKinney-Vento to describe the student group. DVISD will use grant funds to close the achievement gap between homeless and non-homeless students by providing educational resources that are not readily available to homeless youth.

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9. Program Requirements

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

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

(A) District staff review family circumstances, upon entering the district, to determine if there has been any events in the family that caused involuntary displacement. The McKinney-Vento Liaison is notified if there is any question in the living arrangements a family has that will qualify the family for McKinney-Vento services and supports. When families are returning to their schools from summer or holiday break, the McKinney-Vento Liaison will interview the family to determine if there are any new circumstances or changes in circumstances for new or continuation of McKinney-Vento supports.

(B) Throughout the school year and throughout the school breaks campus staff will refer families to the McKinney-Vento Liaison for follow up to provide McKinney-Vento supports and guidance.

(C) At first notification of non enrollment or in the course of interventions for non attendance campus staff will notify the McKinney-Vento Liaison with information to follow up with assistance in enrolling a student or reconnecting the student to school.

(D) District promotes and conducts early childhood and PK/KG roundups in the Spring to pre-register students. During the school year, District Student Support staff will identify these students for enrollment. McKinney-Vento qualification information is shared with campus staff to promote and provide to families so students are identified and enrolled.

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.

Trainings are held monthly for staff on the front lines of receiving and enrolling students. McKinney-Vento information is shared and best practices are reviewed and revised as needed. Identification and enrollment training is presented at each training with the most up to date guidance and information provided. Staff development is conducted annually before the beginning of each school year and current McKinney-Vento guidance and information is presented. In depth training on how to interview parents and students to gather living arrangement information is presented. District staff trained include Student Support Staff, Parent Liaisons, Counselors, Office Staff, Registration Staff, PEIMS staff, campus Administrators, campus support staff.

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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.

Teachers often survey students or hold discussions to learn about their prior experiences and what is important to them (talents, interests, etc.). This information can inform assignments and activities. Being aware of the diversity of perspectives and experiences students bring to the classroom, including socio-economic status, family structure, and community attributes helps determine any interventions needed. Additional strategies used are: teaching students to be critical readers and consumers, helping them explore different perspectives, developing lessons and activities by considering what students need to learn about themselves, classmates, community, and society, adopting student-centered methods, using a variety of assessment methods to ensure students have opportunities to demonstrate what they know and can do and encouraging interdependence and cooperative learning with flexible grouping based on students' skills and interests. Data-driven collaboration meetings with administrators and teachers are the processes used to determine necessary revisions and adjustments for instruction. Monitoring of student performance is a continuous process and appropriate interventions are implemented to ensure students meet the state student academic achievement standards. As a part of each school's response to intervention, progress monitoring occurs to ensure the effectiveness of interventions that are applied to the students. The progress monitoring will include valid curricular and norm reference assessments. The district as well as school sites work in cooperation with student services personnel-counselors, school psychologists. DVISD implements numerous strategies and supports to ensure secondary homeless students graduate on schedule and are prepared to be productive working citizens. Strategies implemented include, working to keep students in their schools of

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.

Secondary homeless youth often lack consistent guidance and support from a caring adult, and many unaccompanied homeless youths confront the challenges and stressors of homelessness on their own. DVISD supports these youths by providing targeted supports to ensure regular school attendance. This may include revising discipline policies to remove punitive consequences such as suspension and expulsion for chronically absent students and implementing supports for such students to address the underlying cause of absenteeism. Connecting youths with trained and committed mentors (including academic and peer mentors) to provide support, guidance, and a sense of connection to school. Such mentors can also help monitor youths' progress and develop graduation plans. Providing resources for homeless youths to obtain mental health supports, as needed. Referring youths to community agencies that provide housing, such as U.S. Department of Health and Human Services (HHS) and U.S. Department of Housing and Urban Development (HUD) funded programs and projects for eligible unaccompanied homeless youth, physical and mental health services, clothing, food, tutoring, and mentoring. Homeless youths often face barriers in accessing and completing postsecondary education, such as difficulties in applying for, receiving financial aid, and lacking a support network. DVISD's Homeless Liaison and Counselors ensure that all homeless high school students receive information and individualized counseling regarding college readiness, college selection, the application process, financial aid, and the availability of on-campus supports. In addition, unaccompanied youths are informed of their status as independent students and are assisted with getting

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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.	Enrichment Camps/Programs - music, art, theater, movement, etc	\$7,500
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Emergency Supplies and Clothing	\$1,600
12.		
13.		
14.		

Other Operating Costs

15.	Professional Development Opportunities Travel and Registration	\$4,000
16.	College visits - student transportation, meals, etc.	\$4,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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Statutory Requirement #1 - TEHCY Grant Activity Chart

Describe the grant activities, programs, and services that will be provided to address the unique identified needs of students experiencing homelessness. Indicate which quantifiable identified needs these grant funds will address. The information provided in this chart should be in alignment with your SMART Goal you have identified for this application and related to student outcomes that are consistent with the purpose of the grant. Limit to 10 Activities.

Activity Description and Targeted Student Outcomes	Estimated # of Participants	Position Responsible for Completing Activity	Related Identified Need	Budget Allocation
College Visits	50	McKinney-Vento Liaison, Campus Counselor	College and Career Readiness	\$4,000
Social Emotional Wellness Activities (Art, Music, Movement Opportunities)	50	Contracted Vendors, Fine Arts Coordinator	Social Emotional Wellness	\$8,000
Emergency Supplies and Clothing	100	McKinney-Vento Liaison, Student Support Officers, Parent Community Liaisons	Academic Success and Achievement	\$1,600
High Quality Professional Development for Staff/Administrators	40	McKinney-Vento Liaison, Campus Administrators, Parent Family Liaisons, Student Support Specialists	High-Quality Professional Development	\$4,000

Statutory Requirement 3a - Title I, Part A and McKinney-Vento Program Coordination:

Complete the following table regarding the use of Title I, Part A Homeless Reservation funds. For applicants applying as a SSA, complete a separate table and set of questions for each LEA.

	Homeless Reservation Amount	Use/Activities/Staffing
Actual Title I, Part A Homeless Reservation for FY20 (2019-2020)	\$2,000	Student supplies and toiletries/Student Support Specialists
Actual Title I, Part A Homeless Reservation for FY21 (2020-2021)	\$2,000	Student supplies and toiletries/Student Support Specialists

Statutory Requirement #4: Indicate if current LEA McKinney-Vento policies and procedures are current and their applicable revision date. If you indicated yes for “ Dispute Resolution ” provide the additional information requested below.	
McKinney-Vento Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
McKinney-Vento Liaison Designation and Duties: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to inform LEA and campus staff annually LEA McKinney-Vento Liaison duties and contact information.	Yes
Public Notice of Educational Rights: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to ensure the public notice of the educational rights of homeless children and unaccompanied youth.	Yes
Immediate Enrollment: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to review and revise any LEA or campus enrollment policies or practices that may act as a barrier to the enrollment of homeless children and unaccompanied youth.	Yes
Identification: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to ensure that homeless children and unaccompanied youth are identified by LEA and campus personnel.	Yes
School Selection: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to ensure homeless children and unaccompanied are able to attend their zoned school in their attendance area or remain in their school. State law also permits homeless children and unaccompanied youth to attend any LEA in Texas (TEC § 25.001(b)(5)).	Yes
Dispute Resolution Process: The LEA in collaboration with the McKinney-Vento Liaison has developed and implemented local policies and procedures to address McKinney-Vento disputes over eligibility, school selection, or enrollment in school and ensures that they are mediated and resolved in a timely manner. Do you have a local Dispute Resolution Policy? If you indicated yes, provide an attachment of the local board policy and any attachments that support this process.	Yes
School of Origin Transportation: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to ensure School of Origin transportation services are provided in a timely manner when requested by the parent, guardian, or unaccompanied youth.	Yes
Free meals: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to implement enrollment in school nutrition programs for homeless children and unaccompanied youth.	Yes
Comparable Services: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to support equitable access and continuity of comparable services to: Head Start and LEA preschool programs, Special Education, English Learners, Career and Technical Education, and Gifted and Talented programs for homeless children and unaccompanied youth.	Yes
Pre-School: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to support equitable access for homeless children and unaccompanied youth to enroll in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
Coordination of Resources: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to provide community resources to homeless students and families for health care, dental services, mental health, substance abuse, housing services, and other appropriate services.	Yes

<p>Statutory Requirement #4: Indicate if current LEA McKinney-Vento policies and procedures are current and their applicable revision date. If you indicated yes for “Dispute Resolution” provide the additional information requested below.</p>	
<p>Postsecondary Transition: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to assist homeless children and unaccompanied youth with post-secondary planning. Including but not limited to, development of a four-year plan that includes post-secondary college and career options, information on dual credit courses, assistance with career interest inventories, verification of independent status for homeless unaccompanied youth, etc.,</p>	<p>Yes</p>
<p>Training: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to provide McKinney-Vento professional development to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth.</p>	<p>Yes</p>

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ADMISSIONS
HOMELESS STUDENTS

FDC
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Liaison for Homeless Students

The Superintendent shall designate an appropriate staff person as the District liaison for students who are homeless. [See FFC]

The liaison shall receive and provide to appropriate staff members professional development regarding services required by law to identify and meet the needs of students who are homeless. In addition, the liaison shall regularly review with campus admissions personnel the laws and administrative procedures applicable to students who are homeless.

Admissions

The District shall not stigmatize or segregate a student who is homeless.

The principal and campus admissions staff shall notify the liaison for homeless students within one school day of admission of a student who is homeless.

Enrollment in School of Origin

In determining the best interest of the student for the purpose of continuing the student's education in the school of origin, as defined by law, the District shall presume that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. The District shall also consider the best interests of the student with regard to the impact of moving schools on the student's achievement, education, health, and safety, including such relevant factors as:

1. Continuity of instruction;
2. Age and grade placement of the student;
3. Distance of the commute and its impact on the student's education or special needs;
4. Personal safety of the student;
5. The student's eligibility and need for any specialized services and supports, such as Section 504, special education and related services, or bilingual or English as a second language services;
6. Length of anticipated stay in a temporary shelter or other temporary location, if applicable;
7. Likely area of the family's or youth's future housing;
8. Time remaining in the school year; and
9. School placement of siblings.

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ADMISSIONS
HOMELESS STUDENTS

FDC
(LOCAL)

Services, including transportation, that the District is required to provide shall not be considered in determining the student's school of attendance.

Continuation of Transportation

The District shall provide transportation to a student who is homeless to and from the school of origin, as provided by law. If such a student ceases to be homeless and if requested by the parent, guardian, or unaccompanied youth, the District shall continue to provide transportation to and from the school of origin through the end of the school year. [See CNA]

Dispute Resolution Process

If the District determines that it is not in the student's best interest to attend the school of origin or the requested school, the District shall provide a written explanation, in a manner and form that is understandable to the parent, guardian, or unaccompanied youth, of the reasons for the decision, including the right to appeal.

If the student, parent, or guardian has a complaint about eligibility, school selection, or enrollment decisions made by the District, that person shall use the complaint resolution procedures set out in FNG(LOCAL), beginning at Level Two. The District shall expedite local timelines in the District's complaint process, when possible, for prompt dispute resolution.

Pending final resolution of the dispute, the District shall immediately enroll the homeless student in the school in which enrollment is sought and permit the student to attend classes, receive the requested services, and participate fully in school activities.

When the principal becomes aware of a complaint, he or she shall notify the liaison for homeless students within one school day. At all times during the dispute resolution process, the liaison for homeless students or designee shall accompany and assist the student, parent, or guardian.

[See FNG(LOCAL) for all other complaints.]