



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):

1. Applicant Information

Name of organization

Victoria ISD

CDN 235902

Vendor ID 174-6002453

ESC 3

DUNS 069 46 81 14

Address

PO Box 1759

City

Victoria

ZIP

77902

Phone

361.576.3131

Primary Contact

Yvonne Rossman

Email

yvonne.rossman@visd.net

Phone

361.788.9294

Secondary Contact

Michelle Yates

Email

michelle.yates@visd.net

Phone

361.788.9294

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

Quintin Shepherd

Title

Superintendent

Email

quintin.shepherd@visd.net

Phone

361.788.9202

Signature

Date

5.10.21

Grant Writer Name

Yvonne Rossman

Signature

Date

5.10.21

Grant writer is an employee of the applicant organization.

Grant writer is not an employee of the applicant organization.

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RFA/SAS #

701-21-114/293-22

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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
We see a direct correlation between attendance rates and positive outcomes for students. The attendance rate for our MV population last year was 91% and non-MV rate was 94%. Need: equalized rates.	Project Success Mentors and Social Emotional Behavior Specialists will work directly with homeless students to develop individualized plans to address and remove any barriers interfering with school attendance. Coordination of these efforts is overseen by the Highly Mobile & At-Risk Student Programs Coordinator.
The percent of Title 1 homeless students in the Class of 2019 who graduated with their cohort was 90% (2016- 78%, 2017- 82%, 2018- 86%). Need: continue with Project Success to ensure rates reach 100%.	Dedicated "Project Success Mentors"(MV secondary students) will track grades and attendance every 3 weeks to ensure unmet needs or barriers interfering with either are promptly addressed. Coordination of these efforts is overseen and supported by the Highly Mobile & At-Risk Student Programs Coordinator.
The percent of Title 1 homeless students who dropped out of school during the 2019 school year was 3% (2016- 16%, 2017- 15%, 2018- 6%). Need: continue with Project Success to ensure rates reach 0%	The HM & AR Coordinator together with Project Success Mentors, will work with district and community partners to ensure that students having unmet basic needs (food, clothing/shoes and school supplies) are fulfilled by either donations or referrals to a community partner who is able to assist with these needs.

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.

The Victoria ISD's KIDZconnection (KC) staff (includes the HM & AR Coordinator, Project Success Mentors and KC Liaison), in coordination with campus staff, will lead the district in educating staff, students and parents on the rights and protections afforded to homeless students and unaccompanied youth and work to remove barriers which interfere with positive academic outcomes for these students. KC staff will ensure that homeless students and unaccompanied youth have equitable access to all available supports and resources to meet rigorous academic standards as evidenced by a 91% promotion rate, a 91% graduation rate and a 2% drop-out rate for homeless children and unaccompanied youth.

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

1. Train campus staff in McKinney-Vento identification, rights and supports available for students and families.
2. Assign 100% of all qualifying secondary students to a Project Success Mentor (PSM).
3. Conduct initial student needs assessments and provide resources to address any barriers to education.
4. Develop and foster community partnerships and submit student referrals to begin addressing any unmet needs.
5. Track secondary students credits, grades and attendance every 3 weeks of the school year.
6. Ensure interventions for students who are failing any core subject or have less than a 90% attendance rate.

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

1. Continue all 1st quarter benchmarks, in addition:
2. Conduct high school "Transcript Reviews" with Counseling & KIDZconnection staff and the Director of Student Services.
3. Attend district drop-out committee meetings.
4. Provide incentives (through community partners) for academic and attendance contract goals met.
5. Provide alternative credit recovery options.
6. Provide the choice of continued enrollment in all schools of origin, for any homeless or unaccompanied youth who moves outside of a current attendance zone using the Victoria ISD's Educational Stability Process.

Third-Quarter Benchmark

1. Continue all 1st and 2nd quarter benchmarks, in addition:
2. Conduct spring "Transcript Reviews" for all four-year cohort seniors at each high school.
3. Conduct "Spring Student and Family Surveys" to ensure our program is supporting our homeless population to their satisfaction and use survey results to drive direction of support services.
4. Participate in district level needs assessments which are on-going for the upcoming school year.
5. Survey district staff to inform future professional development trainings for staff.

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.

By conducting formative reviews each quarter, all team members remain informed of progress and collaborate to develop specific strategies to enhance student achievement. Results of quarterly reviews are shared at various district department meetings to coordinate communication and feedback to ensure continued efforts for our homeless students across the district. At the end of the year, staff will review progress of strategies and performance objectives towards meeting the SMART goals. This process of data analysis during the Comprehensive Needs Assessment to identify problem statements through the examination of their root causes, determines the next school year's Improvement Plan. Data utilized includes but is not limited to the following:

- *Number of students identified as homeless
- *Percent of homeless students receiving one or more support services
- *Student and family surveys
- *Percent of campuses/departments receiving McKinney-Vento training
- *School selection and transportation opportunities offered through the Educational Stability Waiver
- *Data comparison between homeless and non-homeless students in the areas of:
 - passing the state assessment (STAAR/EOC)
 - promotion to the next grade level
 - graduation rates
 - attendance rates
 - dropout rates

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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)

Proposed grant activities start by improving upon procedures established by the previous TEHCY Grant. District level staff, the Highly Mobile and At-Risk Student Programs Coordinator and the KIDZconnection Liaison, are funded to coordinate and align campus structures and actions to support our homeless population. Activities will include annual campus staff McKinney-Vento trainings involving identification, rights, programs and services to remove barriers and locate support for homeless students. Monthly meetings will be led by the Director of Student Services, the Truancy Prevention Coordinator and the Highly Mobile and At-Risk Student Programs Coordinator to collaborate with campus/district staff (Attendance Clerks, Student Success Facilitators and Project Success Mentors). Quarterly reviews and adjustments drive training and support in established systems. Other district groups such as Counselors, Social Emotional Behavior Specialists, Principals and Secretaries will also receive job specific information during their meetings to support student needs. Transcript Reviews will be held on campus with counseling staff, Project Success Mentors and the Student Programs Coordinator to ensure all homeless students are being actively monitored and supported to meet academic, attendance and graduation requirements. The Student Programs Coordinator will also establish and maintain positive relations with community partners for combined efforts. These intentional, coordinated systems will allow for equitable access to district programs and remove barriers (attendance, basic needs, social emotional, discipline, academic and transportation).

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) Training from the TEHCY Support Center at ESC, Region 13 and TEA's Highly Mobile and At-Risk Student Programs Division is instrumental in understanding the homeless/unaccompanied youth identification and enrollment statutes as well as best practices for services across the state. Within our community, the district's KIDZconnection Staff trains members of the Victoria Area Homeless Coalition, community agencies, businesses, law enforcement, religious organizations and health organizations. This develops a partnership where entities can support one another for the benefit of our homeless student population. District services for eligible homeless students and unaccompanied youth are coordinated through a strong partnership between KIDZconnection (KC) staff, the Student Services Department and the State & Federal Programs Department. Armed with data mentioned earlier, the Needs Assessment informs the Improvement Planning cycle and the budget. B) The proposed use of TEHCY grant funds will be used to coordinate campus and district staff training in student identification and enrollment protocols. Equitable access to education for positive outcomes and meeting student needs are supported with grant funds and community resources. This coordination will be led by a new position, the Highly Mobile and At-Risk Student Programs Coordinator. With these community partnerships, comes food, clothing and school supply donations, along with ensuring campuses have immediate help provided to their students. The KIDZconnection Liaison will be the frontline support servicing both campus staff and families for direct help. C) Parents/Guardians of our homeless students/unaccompanied youth will receive a personal welcome to the KIDZconnection Program by a campus staff member, an explanation of their rights, introduction to key campus staff/locations and an invitation to participate in a survey and/or the District's Annual Parent Advisory Meetings. Additionally, elementary parents will participate in a minimum of two face-to-face parent conferences during the year. At the secondary level, Project Success Mentors will utilize phone/virtual/face-to-face conferences and home visits to communicate with parents about student progress. D) All systems and supports are structured to ensure equitable access and representation of homeless children/unaccompanied youth to meet comparable campus-wide challenging state academic standards.

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9. Statutory Requirements (Cont.)

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

A) Victoria I.S.D. implements a Comprehensive Needs Assessment on all campuses and across district departments. Homeless and Unaccompanied Youth data is included in this process to inform the activities and coordinated budgets supporting these students. Funding being utilized includes local funding, community donated funds, Title I Part A (\$71,500 in 2019-2020 - \$ 20,232 in 2020-2021) and State Compensatory Education funding. The Highly Mobile & At-Risk Student Programs Coordinator is a member of the district's curriculum team. This allows all staff to stay focused on the progress of our homeless children and unaccompanied youth. McKinney-Vento needs, goals and strategies are part of the District Improvement Plan. Data is updated and reviewed quarterly so adjustments can be made to services ensuring student success.

B) After needs are identified and activities to address those needs are planned, the district's curriculum team, including the Superintendent align funding sources, as allowable, to meet the current District Improvement Plan goals. Local funding and community donations are utilized first with supplemental funding following to include but not limited to Title I, Part A and State Compensatory Education programming. The Highly Mobile and At-Risk Student Programs Coordinator presents a McKinney-Vento Training to ALL campuses and across district departments to inform staff on the federal and state statutes and local policies and procedures. During this training, the District Improvement Plan is shared, which includes the funding sources being utilized to support homeless children and unaccompanied youth in Victoria ISD.

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**)

Services for eligible homeless students and unaccompanied youth are coordinated through a strong partnership between Kidzconnection staff, the Student Services Department and the Federal Programs Department. Together, staff members plan program implementation and continuous progress monitoring of quarterly and annual improvement plan goals. The District Student Service's Director and the Highly Mobile and At-Risk Student Programs Coordinator maintain a prioritized budget and update policy and procedures to prevent isolation or stigmatization of homeless children and unaccompanied youth. Recommendations for policy changes are guided by annual TASB Recommendations. Details are included with the attached McKinney-Vento Policies and Procedures Chart.

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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.

VISD staff utilizes a McKinney-Vento Training Toolkit to quickly enroll, identify and support homeless students and unaccompanied youth. Campus MV staff then use this resource monthly to ensure compliance with processes and procedures. A) All students answer questions regarding current living situations through the required annual VISD registration process. Student withdrawals or address changes are monitored throughout the year to determine if the student qualifies for MV services and the right to remain at the school of origin via our Educational Stability Waiver process. Returned US mail, home visits, students not returning from summer or holiday breaks, and/or teacher communication can also alert campus MV staff to follow up on students. B) Another method for identifying a student as homeless may occur by self-disclosure to campus staff from the student or family member. If this occurs after online registration is closed, MV or KIDZconnection staff would complete a paper Student Residency Questionnaire and Intake form to determine qualification. KIDZconnection staff discreetly screens families to see if they may qualify for MV services when they visit the KIDZconnection building seeking basic needs items. C) To support youth not in school, MV staff place flyers/posters in high poverty areas of the city and the VISD Dropout Recovery Team makes home visits. D) To identify eligibility for early childhood and/or Pre-K programs, the Highly Mobile and At-Risk Student Programs Coordinator maintains communication with directors at the local Head Start program and community shelters. During the MV Intake process, young siblings of identified MV students may be enrolled in EE/Pre-K programs.

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 McKinney-Vento (MV) Toolkit, utilized at all VISD campuses by MV staff contains 10 sections of information and structures (federal law & VISD policies/procedures, school of origin, MV identification process, community resource guide, forms, peer review, resources for teachers, resources for students/parents, staff remote resources, MV special education). This toolkit is covered in depth during monthly meetings with campus MV staff who assist the Coordinator with identification and support for MV students. The dates for these trainings were: 8/20/20, 9/9/20, 10/14/20, 11/12/20, 1/13/21, 2/10/21, 3/10/21, 4/14/21 and 5/12/21. Equity training for our homeless children and unaccompanied youth is supported through evidence of meeting Campus and District Improvement Plan goals. Other trainings to increase awareness, support enrollment, identification, services, and increase capacity to support homeless children and unaccompanied youth include:

- *Community training during homeless coalition meetings: 7/23/20, 8/27/20, 9/24/20, 10/29/20, 12/17/20, 2/25/21, 3/25/21 & 4/29/21
- *The Victoria County Public Health Department training 9/2/20
- *The Victoria ISD Departments/Counselors/Social Emotional Behavior Specialists training 3/24/21 & 3/25/21
- *Principal Trainings: 9/4/20, 2/9/21

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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.

Homeless students will be highlighted in conversations and services across the district will be coordinated. District and campus staff make ongoing service referrals to immediately support homeless students. A) Campus Attendance Clerks will bring homeless student attendance data sheets to monthly Student Services Liaison Meetings to collaborate on solutions to attendance barriers. B & E) During campus RTI, campus staff monitor student progress on interventions to ensure on-time promotion and make referrals to KIDZConnection for additional support. C) The Highly Mobile & At-Risk Student Programs Coordinator attends special program meetings to train staff on McKinney-Vento requirements, district policies and procedures for identification and enrollment (eSchoolPlus), the SRQ Referral Process, data trends, and rights and resources available for students and families. D) The Highly Mobile & At-Risk Student Programs Coordinator is a member of the VISD Curriculum Team and participates in monthly meetings, which keeps the focus on equitable outcomes for elementary homeless children and unaccompanied youth. F) The Highly Mobile & At-Risk Student Programs Coordinator is consulted for support prior to disciplinary action resulting in homeless students being removed from the educational setting. G) Tutoring services are provided to unaccompanied, sheltered youth and all elementary students through Title I, Part A funding. H) Homeless students are supported with supplemental academic programs, such as Imagine Learning, are provided technology and internet access through the campus. I) During the summer, KIDZConnection, in collaboration with Mid-Coast Family Services, hosts a summer camp supporting the students' social and emotional well-being.

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.

A) KIDZconnection (KC) Project Success Mentors set goals and create plans for success for each homeless student. Ongoing truancy prevention measures support absences caused by housing instability from escalating to truancy charges. B,E,F,G,I,J) KC Project Success Mentors work with school counselors, administrators and teachers to ensure the student is receiving timely and appropriate interventions such as extended learning time or referrals for credit recovery. Transcript Reviews are held in the fall for all homeless students and in the spring for four-year cohort seniors to ensure all graduation requirements are being met. C) KC Project Success Mentors work with all departments to process qualifying students into our homeless program and make necessary referrals to specialized programs within our district. (SPED, ESL, GT) D) KC Project Success Mentors encourage students to enroll in rigorous course options and cover any necessary costs through donated funding. H) MV Staff is consulted for support prior to disciplinary action resulting in homeless students being removed from the educational setting K, L, M) Project Success Mentors assist homeless 11th and 12th grade students commit to post-secondary plans by exploring local colleges, trade programs, or military branches.

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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/ Others (school staff)	Barrier	Cultural, Linguistic or Economic Diversity
Group/ Others (parents)	Barrier	Absenteeism/Truancy
Group/ Others (school staff)	Barrier	High Mobility Rates
Group/ Others (parents)	Barrier	Lack of Support from Parents

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.	Highly Mobile and At-Risk Student Programs Coordinator (professional)	41,340
2.	KIDZconnection Liaison (paraprofessional)	29,300
3.		
4.		
5.		

Professional and Contracted Services

6.	Professional and Contracted Services	500
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Supplies and Materials	2,475
12.		
13.		
14.		

Other Operating Costs

15.	Other Operating Costs	2,475
16.		
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
<input type="text"/>	
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