



2021-2022 Texas Education for Homeless Children and Youth

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

NOGA ID

Application stamp-in date and time

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

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

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

CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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

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
1. Re-establish contact with homeless students since El Paso ISD's homeless population in 2018-2019 was 1009 and the current population is 588 facing a 41.7% decline in number of identified homeless students.	Increase awareness district-wide by providing support to campuses in identifying homeless students by providing one-to-one training for new campus liaisons on an on-going basis throughout the school year and by accessing the Homeless Management Information System (HMIS) to assist in verifying services for homeless students.
2. Graduation rates for homeless students for school year 2018-2019 was 85% and has decreased by 11% in the 2019-2020 school year with a 74% rating.	Coordination of post-secondary opportunities for identified homeless students such as a mentor program, offering tutoring services and partner with in-demand fields of study that leads to high-wage, high-skill, and in-demand occupations in alignment with the Carl D. Perkins Career and Technical Education Act of 2006.
3. Attendance rate for homeless students district-wide has declined since 2019-2020 at 89.8% to this current year (2020-2021) at 77.7%	Provide wraparound services to remove barriers for students such as bus tokens, hygiene kits and collaborate with campuses to utilize Title I funds to provide additional resources such as school supplies and uniforms.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By 2024, El Paso ISD will have expanded and improved equitable services for the district's homeless students, through awareness trainings and will result in a 3% increase in identification of homeless students. Through the continuum of care for the district's homeless students, student engagement will increase and will result in a 3% increase in student academic achievement and increase graduation rate by 5%.

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

Phase I: Recruit and hire program personnel: Clerk and Mentors; Review polices and procedures to ensure effective on-boarding/enrollment for identified homeless students; Collaborate with Counseling & Advising (C&A) for beginning of the year training and to present upcoming grant-funded activities; Conduct beginning of the year training for district and campus staff; Collaborate with community partners to review wraparound services; Coordinate with community partners to launch district wide agency fair; Attend state Summit and all initial trainings; Evaluate TEHCY Cycle I End of Performance Reports to identify gaps; Evaluate the following data points: End of nine weeks grades for homeless students, attendance, discipline reports, state standardized scores, promotion rates, graduation rates and End of Course of Exam; Order program supplies and coordinate distribution to homeless students and youth

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

Phase II: Distribute resources to campuses; Continue to provide on-going training to district and campus staff; Coordinate transportation for students; Launch program activities; Coordinate campus visits; Attend mandatory trainings for program; On-going evaluation and data management on the following data points: End of nine weeks grades for homeless students, attendance, discipline reports, state standardized scores, promotion rates, benchmark graduation rates and End of Course of Exam; Continue to order program supplies and coordinate distribution to homeless students and youth;

Third-Quarter Benchmark

Phase III: Continued coordination of transportation for students; Continue to launch program activities; Coordinate campus visits; Continue to distribute resources to campuses; Continue to provide on-going training to district and campus staff; On-going evaluation and data management on the following data points: End of nine weeks grades for homeless students, attendance, discipline reports, state standardized scores, promotion rates, benchmark graduation rates and End of Course of Exam; Continue to order program supplies and coordinate distribution to homeless students and youth

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.

To guarantee program compliance, El Paso ISD will provide on-going monitoring that will offer continuous program oversight. Modifications will be based on campus and district level data.

At the campus level, the administration team (counselor, graduation coaches, and assistant principal) will assist the Homeless Liaison (HL) in collecting student achievement grades, pathways to track progress, if applicable, and students' attendance and disciplinary reports. Campus level data will allow the HL to monitor progress of students and also gauge in the areas where students are struggling to excel.

At the district level, the HL will work with El Paso ISD's Accountability, Strategy, Assessment, and PEIMS (ASAP) department to gauge the efficacy of the program and identify program gaps at district-wide level. Additionally, ASAP will perform their internal evaluation to offer opportunity for the HL to improve services. Data collected at district level will include students' state standardized scores, end of course exam, promotion rate, graduation rate, drop out rates, attendance and disciplinary reports. The HL and the ASAP department will work together to ensure that the program reaches its benchmarks and goals. Furthermore, progress of the program will be provided to the district's leaders.

Throughout the year, the HL will organize and meet with assistant principals, campus counselors, graduation coaches and PEIMS clerks to share reports of the program and services available to homeless children and unaccompanied youth. Reports will include student achievement, evaluation, pathways to track progress, attendance, grades and any other determined data necessary to evaluate program fidelity. Meetings will offer an opportunity to review and evaluate program milestones and address any implementation struggles. The HL will determine necessary actions to modify the program to guarantee effectiveness.

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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)

As a current recipient of the TEHCY Cycle 1 grant, El Paso ISD HL has been able to identify specific needs for the homeless student population in order to assure equitable access of programs and services are available. If awarded, El Paso ISD HL will continue to collaborate with El Paso Coalition for the Homeless (EPCH) and utilize the Homeless Management Information System (HMIS) that will help identify homeless students and families. Additionally the HL will increase coordination of wrap around services for all homeless children and unaccompanied youth. The HL will identify specific collaborators that can enhance services to the district's homeless students and invite them to district's Agency Fair. Other grant activities will be targeted at professional development opportunities and informational reading materials to specific campus and district staff to increase their awareness of homeless students and unaccompanied youth. This will also improve the identification process for these targeted campuses and district staff. Also, the HL will continue to provide bus tokens and hygiene kits for school of origin transportation to increase attendance for McKinney-Vento students. Based on need, the HL also identified that there is high demand for services to homeless students at the secondary level. For this upcoming grant cycle, the HL will target services for high school students. The goal for the mentoring program will be to help students develop social skills, improve academic achievement and offer positive experiences for homeless students. Other programs/services will be to offer post-secondary opportunities such a payment of college applications and provide resources to programs that partner with in-demand fields of study that leads to high-wage, high-skill, and in-demand occupations in alignment with the Carl D. Perkins Career and Technical Education Act of 2006. Each proposed activity will assist homeless student to achieve equitable access and improve their academic achievement by 4% promotion rate and graduation rate by 2024.

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.

El Paso ISD is a member of the EPCH and is able to partner with other school districts and community agencies. EPCH membership provides the HL access to list-serves, monthly meetings, committees, and access to the HMIS, a service that is able to identify and track homeless students. Agencies from the EPCH have and will continue to be invited to participate in the annual agency fair hosted by the HL. The fair is an opportunity to introduce the agencies' services to district counselors, social workers, parent engagement liaisons and other district staff. When appropriate these agencies and programs are invited to present with the HL at beginning of year trainings and other more in-depth trainings throughout the year. Programs presented such as the Foster Homeless Adopted Resources (FHAR), sponsored by the University of Texas at El Paso, provides a joint training with the HL to all regional high school counselors. FHAR also offers a tour and program that is geared toward the needs of homeless students. The Area Health Education Center at Texas Tech also provides a specific program and tour specifically for homeless students. The shelter outreach program provides professional development and resources to school nurses, counselors, and social workers to assist in the delivery of services of homeless students. If awarded, grant funds will be used for transportation costs for homeless students to participate in programs and any associated costs such as registration, supplies or materials. Other collaborations with local shelters that inform the HL of new students, which allows the coordination of shelter for unaccompanied youth and families, seamless enrollment, transportation to school, and other referrals, or supplies that they may need. Additional coordination done by the HL is educational services HL such as tutoring. Tutors are provided by the district to the Salvation Army, YWCA TLC, and La Posada Home. The HL will also collaborates with the district's Student and Family Empowerment staff to inform parents, especially those at shelters, of any opportunities for parent trainings in the community and at schools.

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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.

The HL collaborates with Budget External Funding Management (BEFM) staff annually to ensure coordination of services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. The HL oversees the daily use of control accounts that the campuses may access to provide uniforms or emergency clothing, school supplies, and transportation for tutoring at school. The HL is an approver of the purchases made by the campuses, and BEFM staff reviews and approves the purchases. The Title I Part A, reservation/set-aside amount is determined based on the needs of the homeless students and the historical expenditures. Staff is trained on policy and procedures to support homeless students using the reservation/set-aside funds during Financial Management training on an annual basis. BEFM works directly with staff to develop the budget and review relevant policy and procedures and monitor the implementation throughout the school year. The needs of homeless students are addressed through the District Improvement Plan by providing assistance with uniforms or emergency clothing, school supplies, tutors and program materials that serve students in shelter settings, provide transportation for students to attend tutoring at school. Staff communicate on an ongoing basis and meet periodically to ensure the needs are being met, and adapt resources as needed. It is a required component to address the needs of students living in homeless situations through the Campus Improvement Plan. The campuses address the specific needs identified based on the campus needs assessment. All budget provided by the Title I Part A, reservation are reflected in the District Improvement Plan and based on needs assessment.

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**)

Throughout the academic year the HL reviews the current policies and procedures that are in place for homeless children and unaccompanied youth. Policies are vetted with directors from various departments to address changes, if needed, and to ensure that current policies do not impede participation, access and/or service to homeless children and unaccompanied youth. Policies that are reviewed vary from on-boarding, school enrollment, transportation, food services and academic services. Any policy that imposes a barrier for homeless students, will be addressed with the department's director and to the district's Legal department to make necessary revisions. Once policies are approved district leaders share the changes with respective departments and campuses. Similar to policy review, the HL reviews district procedures with campus counselors and directors from various departments to ensure barriers are removed for homeless students and youth. Any procedure that needs to be revised will be addressed with district leaders and once changes are made will be shared with respective departments and campuses. The HL ensures procedures are clear and if services are required that the turnaround process is done within a reasonable time frame.
For any future policies and procedures that needs to be developed, the HL will collaborate with departments such as Counseling and Advising, Student and Parent Services, Academics and School Leadership, Transportation, Food and Nutrition Services, Health Services and Legal to ensure that barriers do not exist and that the homeless students receive equitable access to programs and/or services.

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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.

The HL participates in meetings throughout the year with the EPCH and its member agencies, which initiates the network to identify homeless youth in the region. In addition, the EPCH facilitates meetings regularly with the school districts and agencies to discuss identification, enrollment, and services to students experiencing homelessness. Through various meetings with EPCH, the HL is able to inform service providers and advocate for collaboration in identifying and enrolling students. The meetings include large group general membership meetings and small group planning meetings with shelter and/or agency staff. For the identification of individual students, the HL is able to access the HMIS through the EPCH network of shelters to identify if they are currently receiving housing or services from agencies in the continuum of care which utilize HMIS. El Paso ISD's Student Retention and Truancy Prevention Department currently operates under a state funded grant, which identifies at-risk populations (homeless, pregnancy, foster, and primary income earners), and seeks to assist in re-engaging at-risk students improving attendance and working towards satisfactory academic participation and completion. At the campus level, counselors and graduation coaches identified students who are homeless throughout the year. The reporting is primarily done by self-reporting. Campus counselors are responsible for identifying homeless students from grades Pre-K to 12th grade. Counselors may also become aware of students that may be experiencing homelessness through referrals from teachers, other campus staff, members of the community, and shelter staff. Each campus identifies students that have not enrolled for the new school year and has at least one identified person that attempts to locate the student and encourages them to return. Campus counselors collaborate with PEIMS clerks to identify homeless students through Child Find.

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.

At the beginning of the academic year, the HL will host various training opportunities for district and campus-level personnel (counselors, PEIMS clerks, executive directors, etc). These trainings will take place between July and September and will review in-depth topics such as the identification procedures, record keeping, services, community resources, and dispute resolution process. Additionally from April to May and July to September, campus PEIMS Clerks are offered training by the HL in identifying homeless students to align with TEA requirements. The HL will also be available, if needed, throughout the year to accommodate any district and campus staff that require additional training. The HL provides campus counselors and graduation coaches an awareness training that is required to be provided to all campus staff and administration. Delivery of such trainings will be in various formats: one-to-one, small group, large group and will be available in-person or using videoconferencing platforms such as zoom or Microsoft Teams. The HL attends Principal meetings, Graduation Coaches, Focus on Children and Families, and Counselor meetings to provide updates and answer questions. With the use of grant funds, training for mentors will take place in November and February and will target social and emotional development. Additionally, the HL also participates in collaborative trainings such as the district's At-Risk training in September and the New Counselor Academy that occurs monthly, and the FAFSA Orientation training that takes place in October, which is offered to independent students. The HL attends trainings to keep informed of state and national policies. State trainings such as TEA grant required training and the State Summit that takes place in the fall to offer guidance on changes to state mandates pertaining to homeless. The National Association for the Education of Homeless Children and Youth (NAEHYC) Conference provides resources to the HL in providing appropriate services to homeless children and unaccompanied youth.

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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.

El Paso ISD Board goals focus on early childhood literacy, early childhood math, and College, Career and Military Readiness. Under Board goal one for early childhood literacy El Paso ISD states the the percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 46% to 60% by June 2024. Additionally, Board goal two for early childhood math states the percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 48% to 60 by June 2024. To ensure homeless students achieve academic success in these areas the district has proposed grant activity/program that aligns with El Paso ISD's goals to promote engaging, challenging and quality learning for every student. These activities address the academic needs and are designed to remove barriers to create equitable outcomes for homeless students. To promote equitable services, the HL collaborates with district and campus staff to identify needed services through targeted interventions for elementary homeless students. Intervention plans address the academic needs, behavior interventions, attendance and truancy plans. A coordination to provide intervention and support to monitor the progress of the students is an ongoing process. For academic interventions, campus counselors, teacher(s), and administrators meet regularly to discuss the necessary interventions to improve a student's academic performance. El Paso ISD's campuses provide additional intervention such as computing aiding instruction, one-to-one tutoring, and group tutoring. Each academic intervention plan must be specialized and detailed. Data must be included in plans in order to monitor growth. Academic intervention plans help encourage all students, including homeless, participation in the classroom. As a result of the intervention plans, an increase in awareness of homeless students district-wide will lead to an increase in identifying homeless students by 2% each year. Wraparound services identified during the intervention plans will increase student engagement and attendance by 6% by 2024.

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.

In addition to prioritizing early childhood literacy and early childhood math, El Paso ISD Board goals also focuses on College, Career and Military Readiness (CCMR). Under the CCMR goal it states the percentage of graduates that meet the criteria for CCMR will increase from 62% to 90% by August 2024. To measure the progress of this goal El Paso ISD will increase the percent of students successfully completing an industry certification from 4% to 14% by August 2024. To ensure homeless students improve in their academic achievement, the proposed grant activities are created to support the CCMR Board goal. These grant activities will allow an increase in identification and awareness of the needs of students living in homeless situations by providing District and campus staff professional development opportunities. Additionally, community collaborations providing academic support through tutors, CTE support, and increased exposure to post-secondary opportunities will move El Paso ISD homeless student population closer to reaching district-wide CCMR goals. The HL will also work with the Director of Counseling & Advising, the District Lead Counselor and the Supplemental Support Counselors that oversee Graduation Coaches to review, monitor, and implement academic support services to ensure homeless students are on track for grade-level promotion, graduation, and college and career readiness. Activities will be monitored through Counselor Procedures and Objectives (CPO) and through at-risk intervention tracking logs, which will specifically address these areas for homeless students, and through various campus and district reports. The activities will increase the academic success of students living in homeless situations as evidenced by improvement in their grades in core classes, which will be reflected in a one percent increase in the graduation rate.

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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	Parents	Barrier	Transportation
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.	Clerk I (Salary & Fringe)	\$36,261
2.	Mentors (Salary & Fringe)	\$23,536
3.	Certified Tutors (Salary & Fringe)	\$11,288
4.		
5.		

Professional and Contracted Services

6.	HMIS	\$900
7.	Post Secondary Opportunities	\$4,673
8.		
9.		
10.		

Supplies and Materials

11.	CTE Supplies and Post Secondary Fees	\$800
12.	Hygiene Kits	\$500
13.	Supplies	\$354
14.		

Other Operating Costs

15.	Post Secondary Field Trips	\$5,000
16.	Travel	\$9,000
17.	Bus Tokens	\$2,000

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

For TEA Use Only:

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