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 | Region 15 Education Service Center

| | CDN | 226905 | Vendor ID | 75-1254237 | ESC | 15 | DUNS | 042978440 |

Address | 612 S. Irene St. | City | San Angelo | ZIP | 76903 | Phone | 325-658-6571

Primary Contact | Robin Graves | Email | robin.graves@esc15.net | Phone | 325-658-6571

Secondary Contact | Carol Stevens | Email | carol.stevens@esc15.net | Phone | 325-658-6571

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 | Casey Callahan | Title | Exec. Director | Email | casey.callahan@esc15.net

Phone | 325-658-6571 | Signature | Casey Callahan | Digitally signed by Casey Callahan Date: 2021.06.03 10:59:11 -05'00' | Date

Grant Writer Name | Carol Stevens | Signature | Carol Stevens | Digitally signed by Carol Stevens Date: 2021.06.06 19:29:28 -05'00' | Date

⦿ Grant writer **is** an employee of the applicant organization.   ○ Grant writer is **not** an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are** permitted for this grant.
Check the box below if applying as fiscal agent. See Program Guidelines for SSA limitations for this grant.

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Educate: LEA administrators, educators, and staff; parents; community stakeholders	Provide targeted professional development to educate participants about the stigma related to homelessness, the awareness and sensitivity to the needs of students experiencing homelessness, and the resources, opportunities, and assistance available through the McKinney-Vento program to increase identification of students experiencing homelessness.
Mentor: Facilitate systemic program to assist in supporting students' needs	Facilitate an after school mentoring program for students experiencing homelessness to provide and/or locate enhanced supports for identified needs such as social emotional learning, enrichment, tutoring, learning gaps, attendance, on time promotion, graduation, and post secondary attainment.
Monitor: Enhanced systemic monitoring for academic success	Implement a written, enhanced monitoring system to support academic success of students experiencing homelessness through timely monitoring of attendance, grades, on-time promotion, and graduation using a proactive approach which identifies and provides clear steps to take in supporting any needs indicated from this timely monitoring.

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 August, 2022, identification and enrollment of students experiencing homelessness in the participating districts will increase from 0.82% to 0.87% through education, mentoring, and monitoring of the program as determined by PEIMS data.

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

December, 2021
Participating district homeless liaisons and ESC 15 homeless liaison, through a review of the benchmark data available i.e. identification and enrollment numbers, attendance, grades, discipline, participation in after school mentoring program, participation in professional development, etc., will review progress in the implementation of the grant activities, programs, and services provided to address the quantifiable needs identified for this grant for students experiencing homelessness and in relation to the identified summative SMART goal. As three months implementation of the grant activities, programs, and services may be limited to adequately measure progress, therefore modifications may be limited at this time unless data is indicative of negative results.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

March, 2022
Participating district homeless liaisons and ESC 15 homeless liaison, through a review of the benchmark data available i.e. identification and enrollment numbers, attendance, grades, discipline, participation in after school mentoring program, participation in professional development, etc., will review progress in the implementation of the grant activities, programs, and services provided to address the quantifiable needs identified for this grant for students experiencing homelessness and in relation to the identified summative SMART goal. If measurable progress is limited on benchmarks or the summative SMART goal, additional project evaluation and modification steps as outlined in number seven of this grant application will be implemented to consider adjustments to the program for sustainability.

Third-Quarter Benchmark

June, 2022
Participating district homeless liaisons and ESC 15 homeless liaison, through a review of the benchmark data available i.e. identification and enrollment numbers, attendance, grades, discipline, participation in after school mentoring program, participation in professional development, etc., will review progress in the implementation of the grant activities, programs, and services provided to address the quantifiable needs identified for this grant for students experiencing homelessness and in relation to the identified summative SMART goal. As three months implementation of any modifications made at second-quarter benchmark, those adjustments are only addressed at this time for areas of grant lacking adequate progress. Then, number seven of this grant application is indicated to modify these program areas for sustainability.

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.

At each quarterly benchmark, measurable progress is evaluated by participating district homeless liaisons and ESC 15 homeless liaison through review of benchmark data available i.e. identification/enrollment numbers, attendance, grades, discipline, participation in after-school mentoring/tutor program, participation in professional development, etc. Progress in implementation of grant activities, programs, and services provided to address the unique identified needs of students experiencing homelessness for each quantifiable identified need is reviewed in relation to data obtained for each benchmark an in relation to the summative SMART goal.

If benchmark or summative SMART goal shows a lack of progress at second and/or third-quarter review, participating district homeless liaisons and ESC 15 homeless liaison, with assistance from participating district administration, counselors, lead teachers, SEL curriculum providers, ESC 15 education specialists, and any other identified individuals meet, as a whole, to review benchmark data available to determine when and how to modify the program. Based on findings, which can encompass many different areas of the implementation of grant activities, programs, and services and effect different aspects of the project and student outcomes, suggested modifications are implemented.

At the end of the fourth-quarter benchmark, evaluation of data for the full year is reviewed in the previously stated manner, to modify the program, if indicated, for sustainability.

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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 2021-2022Texas 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, programs, and services include: Providing after-school mentoring/tutoring program with anticipated targeted student outcomes of increasing equity, connections of supporting mentor with student/family to learn about/address/support specific basic/academic needs of students. Opportunity to increase student skills through social emotional learning, increase outcomes in academics, discipline, on-time promotion, state assessment, graduation, and post-secondary opportunities through this enrichment program. Program includes social emotional learning curriculum, mentoring of students who attend, transportation for students, and extension activities to engage parents and students at home. Teachers facilitate program and receive after duty pay: Implementing a written systemic monitoring system for academic success with anticipated targeted student outcomes of increased identification/support/services to address arising needs which will increase student outcomes in academics, behavior, on-time promotion, state assessment, graduation, and post-secondary opportunities. This system is designed to monitor attendance, grades, behavior, on-time promotion, graduation, and post-secondary opportunities using a proactive approach which identifies and provides clear steps to take in supporting any needs indicated from this timely monitoring; and providing professional development for educators/staff/parents/community concerning stigmas related to homelessness, awareness/sensitivity to student needs, resources, opportunities, assistance through McKinney-Vento program, and community resources to increase identification/enrollment of students experiencing homelessness. Targeted student outcomes are increased identification/ enrollment, reduction in stigma of identification, increased engagement, student attendance, academic outcomes, on-time promotion, state assessment, graduation and post-secondary opportunities.

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.

Coordination/collaboration is accomplished through scheduled meetings of agencies to collaborate/ coordinate working together to address needs of students through programs/services/activities identified in grant. Local and state agencies include: Title I, Part A, Title 1, Part C, Foster Care, TEA, TEHCY, NAEHCY, ESC 15, ESC 15 LEAs, Children's Advocacy Centers, Department of Health and Human Services, Girls and Boys Club, YMCA, Department of Family and Protective Services, Goodwill, WIC Assistance, Head Start, Early Childhood Education, Local Mental Health Agencies, food banks, housing assistance, etc. Co-activities include partnerships for educational programs for students/families, service information for resource mapping/identifying services available, combining resources to provide to students, meeting to collaborate on coordination of services available/needs of students, etc. Use of funds facilitate the enrollment, identification, and educational outcomes of students experiencing homelessness through bringing awareness of the needs of students experiencing homelessness to educators, staff, parents, community and the awareness of services, resources and opportunities provided to these students through the McKinney-Vento Act and the local education agencies. De-stigmatizing the identification of being homeless, through the implementation of all grant activities, is a key focus area to increase identification and enrollment. Promoting meaningful involvement of parents or guardians in the grant program, services, and activities is achieved through engagement with LEAs in professional development targeting parent and family engagement, enrichment activities for parents and students to participate in at home relating to the after-school mentoring program and social emotional learning curriculum, and parent engagement protocols established through the systematic monitoring system for academic success implemented through the grant. Integrating homeless children and unaccompanied youth into the regular education program is achieved through educator professional development targeting the need to ensure all students have the same opportunities and what those barriers might encompass. Additional measures implemented through the grant include the written systematic monitoring system to monitor and address any barriers limiting full integration into regular education programs.

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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.

LEAs coordinate with Title I, Part A, Homeless Reservation on an as needed basis, but at least once annually, to provide needed allowable services not already available through other funding sources or through donations. These needs include clothing, school supplies, medical, dental, immunizations, food, tutorials, personal hygiene items, and clocks to help get students up for school. The LEA conducts an annual needs assessment for the district which includes the needs of students experiencing homelessness. This needs assessment includes a review of the Title I, Part A, Homeless Reservation and expenditures for previous year in alignment with the projected needs not addressed through other funding sources or through donations to determine the amount of the Title 1, Part A, Homeless Reservation. During annual in-service for administrators, faculty, and staff, the LEA's policies/procedures to support homeless children and unaccompanied youth on all their campuses, regardless of the Title I status, how funds can be used in allowable areas, and the district/campus improvement plan are reviewed to assist the administrators, faculty, and staff in understanding how the needs of homeless children and unaccompanied youth are addressed.

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**)

The LEAs conduct a needs assessment annually which includes reviewing current LEA policies/procedures, grant activities, programs, and services. An area of focus for this review is to ensure children who are experiencing homelessness and unaccompanied youth are not isolated or stigmatized due to any of the LEA policies/procedures, grant activities, programs, and/or services. Revision of current LEA policies/procedures, grant activities, programs, and services are made if these are found to isolate or stigmatize children who are experiencing homelessness and unaccompanied youth. Development of LEA policies/procedures, grant activities, programs, and services can occur if, through this needs assessment, children who are experiencing homelessness and unaccompanied youth are experiencing isolation or being stigmatized and it is not being addressed.

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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.

Process and procedures are utilized to enroll and identify children who are homeless and unaccompanied youth. Each district has a McKinney-Vento Liaison designated and trained on duties. Entering and/or returning students to schools from summer complete a student residency questionnaire (SRQ) to determine eligibility for this program. After a holiday break and after school starts, any students enrolling in the district complete a SRQ to determine eligibility. SRQs are reviewed by the McKinney-Vento Liaison for identification and an intake is conducted if needed for additional information. Identified school personnel review information for students who where enrolled in the district but have not returned to the district to ensure they have enrolled elsewhere and not homeless or unaccompanied and not enrolled in school. Staff and faculty annually attend professional development to review processes and procedures to identify children who are homeless and unaccompanied youth and report to the liaison any information learned from students that might indicate they are homeless or unaccompanied. Public notices issued in English and Spanish informing the public of eligibility for early childhood and/or prekindergarten programs in relation to McKinney-Vento Act are posted annually. All three levels of program services/support are provided through implementing the processes and procedures of the districts to ensure school enrollment, identification, assessment of services, PEIMS coding, implementation of services, program monitoring, progress monitoring, attendance, grades/credits, services, and general education and special program services. The McKinney-Vento Liaison is trained annually in the policies, processes, and procedures of the program and provides professional development on the program and responsibilities for educators and staff and routinely monitors these areas for compliance and/or adjustments,

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 current professional development plan, for participating LEAs, to increase awareness, support enrollment and identification, and increase staff capacity includes the following. INTERNAL:Two hour meeting the last Wednesday of each month through zoom with district homeless liaisons to provide technical support. Evaluation of meeting through feedback survey; One and a half hour meeting the first day of the month on a quarterly basis through zoom for participating LEA faculty and staff with guest speakers and additional training on topics to include identification and enrollment, student outcomes in academics, behavior, on-time promotion, state assessment, graduation, and post-secondary opportunities. Evaluation of meeting through feedback survey;Two hour meeting the last day of November and February with district homeless liaisons to provide technical support. Evaluation of meeting through feedback survey;On date/duration (three or sic hours) of choice from district, annual in-district meeting with homeless liaisons, counselors, and other faculty/staff to provide specifically requested professional development to include topics of identification and enrollment, student outcomes in academics, behavior, on-time promotion, state assessment, graduation, and post-secondary opportunities. Evaluation of meeting through feedback survey. EXTERNAL: ESC 15 Homeless Liaison provides information on external professional development opportunities throughout the year to homeless liaisons and counselors and encourages participation/dissemination of this information to relevant educators/parents/community. Evaluations are feedback surveys. Some of these opportunities include the following: TEA Highly-Mobile and At-Risk Youth Zooms, dates determined by TEA, 1 1/2 hrs each; TEHCY Zooms - McKinney-Vento 101,201, 301, 401, other topics as presented, 2 hrs each; TEHCY Summit – 8/3&5/2021 – Topics determined by TEHCY, 2 days: National Homeless Conference – 11/14-16/2021 – Topics determined by NAEHCY, 3 days.

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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.

Grant activities/services related to academic progress monitoring, interventions, services to address needs/support equitable outcomes for elementary homeless children and unaccompanied youth are addressed through the quantifiable needs determined in needs assessment in relation to elementary students. Timeline: Initial intake of elementary homeless children and unaccompanied youth, 1st/2nd/3rd-Quarter reviews. The strategies to address quantifiable needs are: written enhanced systemic monitoring system. Through initial intake, educational/developmental milestones and student outcomes for attendance/engagement, on-time promotion, assessment/scores, and discipline are reviewed to determine need. Services/interventions addressing needs are implemented and may include tutoring services, supplemental academic programs, behavior interventions, coordination of target services (dual identified) and bridging program support, as applicable. At quarterly intervals, or more frequently if indicated, progress is reviewed for program/service modification and/or additional implementation of other programs/services to address any areas of concern/need; An after school mentoring program for elementary students experiencing homelessness to provide and/or locate enhanced supports for needs such as social emotional learning, enrichment, tutoring, learning gaps, attendance, and on time promotion; Targeted professional development for educators/staff/parents/community is provided to educate about stigmas related to homelessness, awareness/sensitivity to elementary student needs, available resources/opportunities, assistance through McKinney-Vento program, and available community resources to increase identification/enrollment, reduction in stigma of identification, increased engagement/student attendance/on-time promotion/state assessment scores and increased academic outcomes,

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.

Grant activities/services related to academic progress monitoring, interventions, services to address needs/support equitable outcomes for secondary homeless children/unaccompanied youth are addressed through the quantifiable needs determined in needs assessment in relation to secondary students. Timeline: Initial intake of secondary homeless children/unaccompanied youth, 1st/2nd/3rd-Quarter reviews. Strategies to address needs: written systemic monitoring system. Through initial intake, educational/developmental milestones and student outcomes for attendance/engagement/truancy, on-time promotion, assessment, discipline, graduation (4 yr-current cohort/continuers/early grads), CCR (AP/DC), transcript review for full/partial credit, credit recovery/repair, and post-secondary transition are reviewed to determine need. Services/interventions addressing needs are implemented and may include tutoring services, supplemental academic programs, behavior/truancy interventions, credit recovery, and coordination of target services (dual identified), as applicable. At quarterly intervals, or more frequently if indicated, progress reviewed for program/service modification and/or additional implementation of programs/services to address areas of concern/need; After school mentoring program for secondary students experiencing homelessness to provide and/or locate enhanced supports for social emotional learning, enrichment, tutoring, learning gaps, attendance, and on-time promotion; Targeted professional development for educators/staff/parents/community to educate about stigmas related to homelessness, awareness/sensitivity to secondary student needs, resources/opportunities, assistance through McKinney-Vento program, and community resources to address identification/enrollment, stigma of identification, engagement/attendance/graduation/assessment/academics.

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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.	Space usage, room rentals, Internet/phone services	$3,000
7.	Professional and contracted services that do not require specific approval	$33,000
8.		
9.		
10.		

Supplies and Materials

11.	Supplies and materials that do not require specific approval	$10,000
12.		
13.		
14.		

Other Operating Costs

15.	Operating costs that do not require specific approval	$2,620
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:	$48,620
TOTAL GRANT AWARD REQUESTED:	$48,620

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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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