

Request for Application

**TEXAS SUPPORT
FOR
HOMELESS EDUCATION PROGRAM (TEXSHEP)
2009-2012**

Year One: 2009-2010

**Authorized by
Public Law 107-110
McKinney-Vento Homeless Education Assistance Improvements Act
of 2001
CFDA #84.196**

**Region 10 Education Service Center
400 East Spring Valley Road, POB 831300
Richardson, TX 75083-1300**

DATED MATERIAL—OPEN IMMEDIATELY

Application Due Date—December 17, 2008, 4:30 p.m., CST

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See THEO website (<http://www.utdanacenter.org/theo/texshep/rfa.php>) for related appendices for the TEXSHEP2009-2012 RFA.

PLEASE NOTE

ELIGIBLE APPLICANTS

Only LEAs (Local Education Agencies) are **eligible** to apply for this grant. LEAs include:

- School Districts, including County Departments of Education
- Regional Education Service Centers
- Charter Schools
(Home-rule and open-enrollment charter schools are eligible to apply. Campus or district-contracted charter schools must apply through their district along with the rest of the school district.)

INELIGIBLE APPLICANTS

All organizations that are not LEAs are ineligible to apply for this grant. Organizations that are not LEAs and are, therefore, **not** eligible to apply include:

- Public or Private Nonprofit Organizations
- Private Schools
- Institutions of Higher Education
- Individual School Campuses
- Residential Facilities, including Title I-funded Neglected and Delinquent facilities

Although certain organizations are ineligible to apply for this grant, they may collaborate with an LEA to develop an application and administer a project. The LEA must submit the application, but the project can be a collaborative endeavor between one or more organizations and an LEA. All ineligible organizations interested in this grant are encouraged to approach an LEA to develop such a collaborative endeavor.

**If you have questions regarding eligibility to apply, please call
1-800-446-3142 (outside Austin) or
(512) 475-9702 (Austin area)**

Texas Support for Homeless Education Program

The following is provided in compliance with the 1992 U.S. Department of Education Appropriations Act:

- a) Total funds available for this project: Approximately \$4,450,875
- b) Percentage that will be financed with federal funds: 100%
- c) Amount of federal funds: Approximately \$4,450,875
- d) Percentage that will be financed from nonfederal sources: 0%
- e) Amount of nonfederal funds: \$0

Eligible applicants may apply for amounts from \$20,000 up to \$235,000. The amount for which an applicant may apply is dependent upon two variables for each participating district: the total number of students identified as homeless and the percent of students in the district identified as homeless. The total number of students identified as homeless for each participating district will be taken from the 2007-2008 *Homeless Students Enrolled Report* made to the Texas Education Agency via eGrants. THEO will verify the figures using information provided by TEA. In order to calculate the percent of students identified as homeless, the applicant will use the total students for 2007-2008 as reported in the District Profile on the Academic Excellence Indicator System (AEIS) Report for 2007-2008. The AEIS reports will be posted on the TEA website in late November 2008 and available at: <http://www.tea.state.tx.us/perfreport/aeis/2008/index.html>.

PLEASE NOTE: All grant awards are contingent upon availability and receipt of funding from the U. S. Department of Education. At the time this application was prepared, funding for the 2009-2010 and subsequent school years had not been approved by the Federal government. Should funding from the Federal government be available, grants awarded under this Request for Application will be for three years, contingent upon the applicant's satisfactory completion of program objectives and compliance with fiscal requirements.

Also at the time this application was prepared, it was anticipated that the No Child Left Behind Act would be reauthorized prior to the completion of this three-year grant cycle. Should the new legislation necessitate changes to this application, subgrantees agree to adhere to such requirements.

Procedures for Submitting an Initial Application (Year 1)—Read Carefully

The initial application for Year 1 is competitive. An **original** plus five **copies** of the Year 1 application shall be submitted, for a total of **six** sets. At least one set must contain, on *Schedule #1*, an **original signature in blue ink** of the person authorized to bind the applicant in a contract. The application with the original signature must have the word “ORIGINAL” written or stamped on it on *Schedule #1*. Six copies of the completed and assembled application must be received at Region 10 Education Service Center no later than 4:30 p.m. on Wednesday, December 17, 2008, in order to be considered for funding. Applicants are responsible for ensuring each copy of the application is complete (i.e., contains each required page) and is in proper order. Photocopying and space for assembling documents are not available at Region 10 Education Service Center.

Applications must be submitted to Region 10 using the delivery method of the applicant’s choice to the following address:

**McKinney-Vento Homeless Assistance Project
Business Office - Region 10 Education Service Center
400 East Spring Valley Road, P.O. Box 831300
Richardson, TX 75083-1300**

Do not send the application to the Texas Homeless Education Office (THEO), the Charles A. Dana Center, or the Texas Education Agency.

Facsimile (FAX) or email transmission of applications or any pages in the application will not be accepted under any circumstances.

To be eligible and considered for funding, the required number of completed applications must be received in Region 10 Education Service Center by the due date and time, regardless of the method of submitting the application. Applications not received by the deadline time and date are ineligible for review and will be returned to the applicant. In establishing the time and date of receipt, the project director will rely solely on the time/date stamp of Region 10 Education Service Center.

Region 10 ESC WILL NOT accept:

- a U.S. Postal Service postmark and/or round validation stamp;
- a mail receipt with the date of mailing stamped by the U.S. Postal Service;
- a dated shipping label, invoice or receipt from a commercial carrier, such as UPS, Federal Express, Airborne Express, Express Mail, etc.; or
- any other documentation as proof of receipt of any application by Region 10 ESC.

Region 10 ESC assumes no responsibility, due to any circumstances, for the receipt of an application after the deadline time and date established in the RFA. Applicants are further advised **not to waive signature** of receipt by Region 10 ESC if submitting the application by

Express Mail or by courier or delivery service. Waiver of signature of receipt by Region 10 ESC may result in a delay in delivery to Region 10 ESC, causing the application to be received in Region 10 ESC after the deadline date and rendering the application not eligible for consideration for funding. Applications or individual pages of applications received in Region 10 ESC's Business Office after the due date and time are ineligible for review and funding and will be returned to the applicant.

SPECIAL NOTE PERTAINING TO DELAYS IN MAILING/SHIPPING: Delays in mail, shipping, and courier service may occur for reasons beyond Region 10's control or the applicant's control. Region 10 ESC will not accept responsibility for any such delays. Region 10 ESC strongly advises applicants to allow for and anticipate any such delays by mailing/shipping the application as early as possible. Applicants may hand-deliver applications in person, but must allow ample driving time, keeping in mind that delays may be caused by traffic, construction, accidents, and/or other unforeseen variables beyond the applicant's control. **Region 10 ESC will not accept nor consider for funding any late applications due to any reason.** Accepting one late application for any reason could invalidate the entire competition and require the publication of a new RFA and re-submittal of applications by all applicants on a new deadline date. This would pose an undue burden for applicants who did meet the deadline and cause significant delays in the implementation of the grant program.

Procedures for Submitting Continuation Applications (Years 2 and 3)

Years 2 and 3 of this grant are not competitive. Continued funding for successful TEXSHEP applicants (subgrantees) during the continuation years 2 and 3 is dependent on:

- whether funding is received from the US Department of Education;
- the amount of funding received from the US Department of Education; and
- the extent to which subgrantees are making satisfactory progress toward their goals.

The amount of funding available during the continuation years 2 and 3 will depend on the total amount of funding received by the US Department of Education and the extent to which subgrantees were able to expend the funding allocated during the previous year. Subgrantees who are not able to expend funding allocated in a given year are likely to have their allocation reduced commensurately in subsequent years unless a valid extenuating circumstance occurred that prevented them from expending funds, such as a natural disaster. Region 10 will inform subgrantees in writing regarding the amounts for which they may apply in Years 2 and 3.

PART I: BACKGROUND INFORMATION

I. Background Information

Estimates by the Texas Homeless Education Office (THEO) suggest that there are as many as 190,000 school-age children and youth experiencing homelessness in Texas. These are children (eligible for preschool, prekindergarten, elementary, or secondary school programs) who, at night, are in any of the circumstances outlined below:

- sleep in shelters for homeless people (including family, children's, domestic violence, and runaway youth shelters);
- sleep in the home of relatives or friends because they lack a fixed, regular, and adequate residence;
- sleep in low-cost hotels or motels because they have no permanent housing;
- sleep in transitional housing situations (housing that has a defined beginning and ending date);
- sleep in shelters awaiting foster care, adoption, or other permanent placement; or
- sleep in a car, a tent, an abandoned building, or other place not ordinarily used as a sleeping accommodation for human beings.

In July 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act (Public Law 100-77). This act includes several provisions to help individuals without homes. One component of the Act (Subtitle VII-B) is designed to cause states to assure that children and youth experiencing homelessness have access to a free and appropriate public education. The McKinney Act requires that school districts immediately enroll children and youth without homes, even if they are not permanent residents of the school district; provide comparable services to these children and youth; and maintain the records of these children and youth so that records are made available when such a child or youth enters a new school.

In November 1990, the McKinney Homeless Assistance Act was amended by Public Law 101-645. The amended law requires that states review and revise all laws, regulations, policies, and procedures to ensure that children and youth in homeless situations have access to a free and appropriate public education. Furthermore, the amended law requires coordination between schools and other social service agencies that serve homeless children and youth, and requires states to provide staff development activities that increase the awareness and sensitivity of school personnel to the special educational needs of these children and youth. The amended legislation also authorized a grant program to provide direct services to children and youth experiencing homelessness that enable such students to enroll in, attend, and achieve success in school. This grant program (described in Section 723 of the McKinney Act) is the source of funds for this request for applications.

In October 1994, the McKinney Homeless Assistance Act was amended by Public Law 103-382. The amended law substantially revised several sections of the McKinney Act. The amended law explicitly identifies preschool education as part of the appropriate public education to which

homeless children will have access. It emphasizes providing students who have no homes with access to high-quality academics that meet the State performance standards to which all students are held, as opposed to focusing on remedial education. The amended legislation allows before- and after-school services to be provided on public and private property, including sectarian property, where it is constitutionally permissible. It requires local subgrant homeless liaisons to extend the scope of their educational program services by linking eligible homeless families, children, and youth with educational programs such as Head Start, Even Start, and local preschool programs; to expand collaboration with social services agencies such as runaway youth shelters, transitional foster care homes, youth and teen centers, and other such programs, agencies, and organizations that are funded under the Runaway and Homeless Youth Act; and to coordinate with local housing agencies that develop the comprehensive housing strategies for the purposes of stabilizing homeless families. The most significant change for the grant program is the removal of the categorical spending limits, allowing local education agencies (LEAs) much more flexibility in developing projects for educating homeless students.

In 2001, Congress again reauthorized the McKinney Education of Homeless Children and Youth Program as the *McKinney-Vento Homeless Education Assistance Improvements Act* in Title X, Part C, of the No Child Left Behind Act (Public Law 107-110). The No Child Left Behind Act, which became effective July 1, 2002, made substantial additions to the existing McKinney-Vento Act.

The amended legislation requires that **all** school districts appoint a homeless liaison, whose specific duties include, but are not limited to, the following:

- identify homeless children and youth and ensure that they have the opportunity to enroll and succeed in school;
- ensure that homeless families, children, and youth are informed about all programs and services for which they are eligible, including transportation;
- mediate enrollment disputes;
- ensure that parents have meaningful opportunities to participate in their children's education; and
- disseminate notice of the educational rights of children and youth in homeless situations.

See the THEO website for the complete text of the McKinney-Vento Act:

<http://www.utdanacenter.org/theo/mckinneylaw.html>

The legislation further requires immediate enrollment of students experiencing homelessness and transporting them to their school of origin in order to maintain school continuity. It provides for a dispute resolution process in cases where schools and students who are attempting to enroll are not in agreement regarding the students' rights to enroll in school. It strengthens the provisions regarding segregation of homeless students and clearly prohibits separate schools in all but four counties (none of which are in Texas). As well, it emphasizes the need to serve pre-school age children and unaccompanied youth. Additionally, the legislation provides definitions of several terms, including "enroll," "enrollment," "homeless children and youths," and "unaccompanied youth."

II. General Information

A. Request for Applications

The Region 10 Education Service Center (Region 10) is seeking proposals for the Texas Support for Homeless Education Program (TEXSHEP) from eligible applicants. The purpose of this program is for the recipients—local education agencies, education service centers, and/or open-enrollment charter schools—to provide supplemental academic and related assistance, beyond that provided in the general education program, to facilitate the enrollment, attendance, and academic success of students who are in homeless situations as defined by the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, which is Title X, Part C, of the No Child Left Behind Act of 2001.

This is a three-year project, with continuation funding contingent upon satisfactory completion of Years One and Two and availability and amount of funding from the U.S. Department of Education. In Year One, applicants may apply for the maximum amount of funding available based on the total number of students experiencing homelessness in the participating LEA(s) and the percent of homeless students in the participating LEA(s) as outlined in *Schedule #7—Funding Table*. Region 10 will notify subgrantees in writing regarding the amount of funding for which they may apply in Years Two and Three. Applicants should plan for the following starting and ending dates:

Year One	September 1, 2009	August 31, 2010
Year Two	September 1, 2010	August 31, 2011
Year Three	September 1, 2011	August 31, 2012

All obligation of funds for activities and services conducted must occur within these dates. All goods must be received and all services must be provided/delivered by the ending date of the grant.

B. Eligible Applicants

Entities eligible to apply include the following:

- School Districts, including County Departments of Education
- Regional Education Service Centers
- Charter Schools
(Home-rule and open-enrollment charter schools are eligible to apply. Campus or district-contracted charter schools must apply through their district along with the rest of the school district.)

Individual school campuses may not apply for funding; an individual campus may be served through a school district's project or through an education service center.

Nonprofit and similar organizations may not apply for funding. Although these organizations are ineligible to apply for this grant, they may collaborate with an eligible applicant to develop an application and administer a project. The eligible applicant must submit the application, but the project can be a collaborative endeavor between one or more organizations and an eligible applicant. All organizations interested in this grant are encouraged to approach an eligible applicant to develop such a collaborative endeavor.

Home-rule and open-enrollment charter schools must have submitted to the TEA Division of School Audits the required annual audit report for the immediate prior fiscal year. The annual audit must be determined by TEA to be in compliance with the applicable audit standards for the charter school to be eligible to receive a Notice of Grant Award (NOGA), an approved grant application, and subsequent funding.

Home-rule and open-enrollment charter schools must have a fully approved (i.e., not provisional) Certification of Financial Accounting System from the TEA Division of School Financial Audits to be eligible to receive a NOGA, an approved grant application, and subsequent funding.

Home-rule and open-enrollment charter schools must also submit current proof of nonprofit status. An applicant may show current nonprofit status by any of the following means:

1. A copy of a letter from the Internal Revenue Service recognizing that contributions to the organization are tax-deductible under Section 501(c)(3) of the Internal Revenue Code;
2. A statement from a state taxing-body or the state attorney general certifying that the organization is a nonprofit organization operating within the state and that no part of its net earnings may lawfully benefit any private shareholder or individual;
3. A certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or
4. Any item described above if that item applies to a state or national parent organization, together with a statement by the parent organization that it is a local nonprofit affiliate.

Region 10 reserves the right to reject any and all applications and to negotiate portions thereof.

C. Funding

Project funds must be used primarily to provide supplemental education and related services, beyond those required in the foundation program, to homeless students. Applicants are encouraged to use additional resources and other sources of financial support, especially Title I, to help maximize the effectiveness of the project goals and objectives. While small numbers of non-homeless students may be served incidentally, the primary target for services and funding is homeless students. Reviewers will take into consideration the numbers of homeless and non-homeless students that the applicant proposes to serve through this grant.

Approximately \$4.5 million is available for this project; 100% of the funding is from federal funds. The dollar amount for which an LEA may apply is dependent upon two variables: 1) the total number of students identified as homeless in the participating LEAs, and 2) the percent of students in the participating LEAs identified as homeless. The total number of students identified as homeless for each participating district will be taken from the 2007-2008 *Homeless Students Enrolled Report* made to the Texas Education Agency via eGrants. In order to calculate the percent of students identified as homeless, the applicant will use the total number of students enrolled for 2007-2008 as reported in the District Profile on the Academic Excellence Indicator System (AEIS) Report for 2007-2008. The AEIS reports will be posted on the TEA website in late November 2008 and available at: <http://www.tea.state.tx.us/perfreport/aeis/2008/index.html>.

Applicants must complete *Schedule #7—Funding Table* to determine the amount for which they are eligible to apply. The authorized signature on *Schedule #1* of the application certifies that the applicant understands and will comply with the following terms:

- The applicant will not necessarily receive the amount requested if a lesser amount is determined to be appropriate or for other reasons.
- Region 10 reserves the right to select the applications containing the best offer considering the outcomes desired.
- Region 10 will not be liable for any costs incurred in the preparation and submittal of the application.
- A Notification of Grant Award (NOGA), which will incorporate this RFA, the instructions for each schedule, and the approved application as negotiated by Region 10 that will constitute the binding agreement between the parties, will be issued for the applications that are approved.
- The number of projects to be funded will be dependent upon the number of applications submitted and the total dollars requested.
- Program funds shall not be obligated for expenditure prior to the effective date of the application nor after the ending date of the program.
- **Region 10 will withhold the final payment of a project's grant funds until all required reports have been submitted in an acceptable manner.**

Funds may be requested only for those items that are reasonable and necessary for accomplishing the objectives of the program as defined in this request for application and for implementing activities as described.

In general, the budget schedules must provide evidence that:

1. project costs are reasonable in relation to expected outcomes:
 - (a) the amount requested might realistically be expected to have an impact on the stated needs, and
 - (b) the expected outcomes are sufficient to justify the amounts requested;
2. the program will identify and coordinate funding from several sources; and
3. all expenditures are allowable and pertinent to and appropriate for the objectives/activities stated.

Supplement Not Supplant

Funds for this program must be used to supplement (increase the level of services) and not supplant (replace) funds from nonfederal sources. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Subgrantees must maintain documentation that clearly demonstrates the supplementary nature of these funds.

Maintenance of Effort (MOE)

The McKinney-Vento Act requires that an LEA assure that “the local educational agency's combined fiscal effort per student, or the aggregate expenditures of that agency and the state with respect to the provision of free public education by such agency for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made.”

LEAs are responsible for maintaining effort and for documenting Maintenance of Effort (MOE). Region 10 will verify each LEA’s MOE using information obtained from the Public Education Information Management System (PEIMS) database. Region 10 or its designee will notify the applicant in the event fiscal effort has not been maintained. The final grant amount will be reduced in exact proportion by which the LEA fails to meet 90 percent of the combined fiscal effort per student and aggregate expenditures (using the measure more favorable to the LEA). [P. L. 107-110, Title IX, Section 9521]

Expenditure of Funds

The purpose of the TEXSHEP subgrant is to provide direct services to children and youth experiencing homelessness. Unfortunately, there is not enough funding available to meet the needs of all Texas children and youth in homeless situations. Because the need is vastly greater than the available resources, unspent funds mean that Texas children and youth experiencing homelessness do not receive valuable assistance that could make a difference in their lives. For this reason, it is important for all applicants to know that they are expected to expend all of their allocated funds for each program year of the three-year grant cycle.

Unspent funds can indicate a miscalculation of need, a problem with the program design, an inability to implement the program effectively, a windfall from an unexpected source, communication difficulties within a district, difficulties with district processes and procedures, hiring and personnel delays, or some other combination of circumstances. Regardless of the reason, unspent funds indicate a lack of alignment between a subgrantee’s capacity to use the available resources and the amount of funding that is available.

Subgrantees who are not able to fully expend funding allocated in a given year may have their allocation reduced by the amount not spent the previous year. Unspent funds will be taken into consideration whenever reallocations of additional funding are made. Every effort will be made to ensure an alignment between a subgrantee’s capacity to use available resources and the amount of funding that it receives.

If a subgrantee determines that it cannot use the amount of funding that it has been allocated, it can *voluntarily reduce* its TEXSHEP amount for a given year. This action will not affect funding for subsequent years. Any subgrantee wanting to voluntarily reduce its TEXSHEP amount should contact THEO to make arrangements for the reduction. A reduction for a given year is not in effect until a new NOGA with the reduced amount is issued. Once a new NOGA for a reduced amount is issued to a subgrantee in a given year, the reduced amount is final and binding for the duration of that year. The subgrantee will not be able to increase its award back to its earlier level until the beginning of the subsequent program year. For more information about making a voluntary fund reduction, please see item #30 on page 41 of *Schedule #11: Grant Requirements*.

D. Project Description/Evaluation Design

States must direct a significant portion of McKinney-Vento Act dollars to local educational agencies for the purpose of facilitating the enrollment, attendance, and success of homeless children and youth in schools. Services may be provided through programs at school sites or at other facilities, including sectarian facilities where it is constitutionally permissible. Where services are provided through programs at school sites, such services may also be made available to children or youth who are determined by the local educational agency to be at risk of failing in or dropping out of schools, except that priority for such services shall be given to homeless children and youth. Students are considered to be “at risk” only if they meet one or more of the criteria set forth in Section 29.081(d) of the Texas Education Code. *NOTE:* “At risk” does **not** include individuals who are at risk of losing their housing. To the maximum extent practicable, services shall be provided through existing programs and mechanisms that integrate individuals experiencing homelessness with nonhomeless individuals. Services provided under Section 723 are not intended to replace the regular academic program.

Funds are for the purpose of developing and implementing educational and related services during school hours and/or before and after school, and on holidays, weekends, and vacations for school-age children who are experiencing homelessness. Applications that place strong emphasis on increasing the academic success of students in homeless situations are likely to receive more favorable scores from reviewers.

Project Justification

Applicants are required to provide justification for their proposed projects by identifying challenges that homeless students encounter and, based on those challenges, conducting a thorough needs assessment for students in the districts to be served by this grant. Applicants may conduct this needs assessment in any manner they choose, however, those applicants that include the homeless liaison; representatives from other federal, state, and local district programs; and community-based service providers and organizations are likely to receive a greater number of points from reviewers. The challenges identified and the needs assessment will be linked to the activities the applicant will carry out to meet the needs of students experiencing homelessness in their service area, and it will also be linked to the budget for such activities. When conducting the needs assessment, applicants must consider that this is a three-year project and plan accordingly.

Description of Activities

Applicants are required to provide a description of the objectives and activities to be provided that address the needs identified during the assessment process. The description should be detailed enough to demonstrate to reviewers that the applicant considered the challenges and needs of homeless students and developed a set of objectives and activities that will best meet these needs based on the resources available through this grant and other sources within the district(s) and community(ies).

Applicants are required to prepare a three-year timeline that describes major activities to be developed and implemented. Successful applicants may find it necessary to adjust their plan based on new needs that might arise, additional resources that might become available, or other factors that are unknown at the time the original application was prepared.

Project Evaluation

Applicants are required to plan an in-depth evaluation of their project according to the instructions on pages I-39—I-43. The applicant's signature on Schedule #1 of the application indicates agreement to perform and submit the evaluation as required. Successful applicants may find it necessary to adjust their evaluation design based on new needs that might arise, additional resources that might become available, or other factors that are unknown at the time the original application was prepared.

E. Budget

Applicants are required to submit a detailed budget using *Schedules #7A-7G* in this application. A local education agency may use funds awarded by this grant to carry out the purposes of the Education for Homeless Children and Youth Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301). Activities for which funds can be used include the following:

1. The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the mastery of the Texas Essential Knowledge and Skills (TEKS) and achievement on the Texas Assessment of Knowledge and Skills (TAKS). Tutoring or other direct educational services can be provided during regular school hours, or through before-school, after-school, weekend, holiday, or summer programs
2. The provision of expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and students with limited English proficiency, services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, programs in vocational and technical education, and school nutrition programs).

IMPORTANT: Applicants should note that the Individuals with Disabilities Education Act (IDEA) was reauthorized in December 2004, and in particular includes amendments that reinforce the timely assessment of homeless

children and youth. Thus McKinney-Vento funds should be used for this purpose only in emergency situations.

3. Professional development and other activities for educators and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this subtitle, and the specific educational needs of runaway and homeless youths. Funds may also be used to ensure that nonhomeless students are sensitive to the needs of their peers who are experiencing homelessness.
4. The provision of referral services to homeless children and youths for medical, dental, mental, and other health services.
5. The provision of assistance to defray the excess cost of transportation for students under section 722(g)(4)(A), not otherwise provided through Federal, State, or local funding, where necessary to enable students to regularly and safely attend the school selected under section 722(g)(3).
6. The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.
7. The provision of services and assistance to attract, engage, and retain homeless children and youths, and unaccompanied youths, in public school programs and services provided to nonhomeless children and youths.
8. The provision for homeless children and youths of before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities.
9. If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school, including birth certificates, immunization or medical records, academic records, guardianship records, and evaluations for special programs or services.
10. The provision of education and training to the parents of homeless children and youths about 1) the rights of, and resources available to, such children and youths, 2) how to advocate effectively for their children or, in the case of unaccompanied youth, for themselves, 3) effective parenting skills, and 4) actively participating in their children's education.
11. The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 722(g)(5).
12. The provision of pupil services (including violence prevention counseling) and referrals for such services.

13. Activities to address the particular needs of homeless children and youths that may arise from domestic violence.
14. The adaptation of space (not to exceed \$5,000) and purchase of supplies for any nonschool facilities made available under subsection (a)(2) to provide services under this subsection.
15. The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.
16. The provision of other extraordinary or emergency assistance determined by Region 10 and/or its designee needed to enable homeless children and youths to attend school.

F. Expected Sequence of Events – Critical Dates

Event	Year 1 (2009-2010)			Year 2 (2010-2011)			Year 3 (2011-2012)		
	Month	Date	Year	Month	Date	Year	Month	Date	Year
Initial or continuation applications due in Region 10 ESC	December	17	2008	April	22	2010	April	21	2011
Applicants notified of the final disposition of their application	Late March	TBD	2009						
Subgrantee training	TBD	TBD	2009	TBD	TBD	2010	TBD	TBD	2011
NOGAs to be sent by	September	1	2009	September	1	2010	September	1	2011
Projects begin	September	1	2009	September	1	2010	September	1	2011
National Association for the Education of Homeless Children and Youth (NAEHCY) Annual Conference	TBD Optional	TBD	TBD	November Required	13-16	TBD	TBD Optional	TBD	TBD
1 st Quarter Ends	November	30	2009	November	30	2010	November	30	2011
1 st Quarterly Expenditure Report due	January	15	2010	January	14	2011	January	13	2012
Anticipated Annual Expenses Chart	January	15	2010	January	14	2011	January	13	2012
1 st Data reporting period ends	December	31	2009	December	31	2010	December	31	2011
Data report for first period due	January	29	2010	January	31	2011	January	31	2012
2 nd Quarter Ends	February	28	2010	February	28	2011	February	28	2012
2 nd Quarterly Expenditure Report due	March	31	2010	March	31	2011	March	30	2012
Spring Training	Spring	TBD	2010	Spring	TBD	2011	Spring	TBD	2012
3 rd Quarter Ends	May	31	2010	May	31	2011	May	31	2012
2 nd Data reporting period ends	May	31	2010	May	31	2011	31	31	2012
Data report for 2 nd data period due	June	30	2010	June	30	2011	June	29	2012
3 rd Quarterly Expenditure Report due	June	30	2010	June	30	2011	June	30	2012
Last Day to Submit an Amendment	August	2	2010	August	1	2011	August	1	2012
3 rd and final data reporting period ends	August	31	2010	August	31	2011	August	31	2012
Project year ends	August	31	2010	August	31	2011	August	31	2012
Final data report due	September	15	2010	September	15	2011	September	17	2012
Evaluation Report due to Region 10 ESC	October	15	2010	October	17	2011	October	15	2012
Final Expenditure Report due to Region 10 ESC	October	15	2010	October	17	2011	October	15	2012
Revised Final Expenditure Report due to Region 10 ESC	October	29	2010	October	31	2011	October	29	2012
School Audit Report due to Region 10 ESC	Within 30 days of receiving school audit								

It should be noted that all of these dates **except** the due date for the Year 1 application and the starting and ending dates for Years 1-3 may vary slightly as conditions require.

Expenditure, Evaluation, and Audit reports should be sent to Region 10 ESC at:

**McKinney-Vento Homeless Assistance Project
Business Office - Region 10 Education Service Center**

**400 East Spring Valley Road, P.O. Box 831300
Richardson, TX 75083-1300**

Data reports should be sent via email to Patrick Lopez at: plopez@mail.utexas.edu

G. Coordination and Collaboration Within LEA and Community

All applicants are strongly encouraged to coordinate and collaborate with other programs located within the LEA and the community to strengthen and expand services available to students in homeless situations.

LEA Coordination and Collaboration

Examples of programs within the LEA with which to collaborate include, but are not limited to, Title I, Migrant, language programs, tutoring, special education, gifted, transportation, counseling, extra-curricular programs, teen parenting, programs for young children and for teens, all federal programs, state compensatory education, Communities in Schools, and local programs.

All applicants are strongly encouraged to consult with the applicant's business office prior to submitting the application and on an ongoing basis to ensure compliance with required accounting procedures regarding the assignment of budgeted items to the proper class/object codes. Applicants should ensure that all budgeted amounts in all columns are added correctly and that totals requested on supporting budget schedules match the totals on the budget summary (*Schedule #7A—Budget Summary*). Advance coordination with the business office will expedite negotiation and processing of the application and any amendments that might be necessary.

Community Coordination and Collaboration

Examples of programs or organizations within the community with which applicants may collaborate include, but are not limited to, local homeless coalitions, homeless service-providers, food banks, health-care and mental-health-care providers, Head Start and other organizations that provide educational and related services for young children, homeless shelters, youth-services providers, Boys' and Girls' Clubs, clothing banks, faith-based organizations, service organizations, Children's Protective Services, or housing agencies.

H. Requests For Additional Information

In order to assure that no prospective applicant may obtain a competitive advantage because of acquisition of information unknown to other prospective applicants, any additional clarifying information that is different from or in addition to information provided in the Request for Application will be provided only in response to written inquiries, including email inquiries. Copies of all such inquiries and the written answers thereto will be posted on the THEO website, <http://www.utdanacenter.org/theo>. This information will appear as a link in the News section on the homepage of the THEO website. Region 10 assumes no responsibility and holds all applicants solely responsible for obtaining any and all information, errata notices, and/or changes

to this RFA. Check the above-mentioned website periodically to obtain all information related to this RFA.

Except as otherwise noted, all inquiries for information must be made in writing to

**Barbara James, Project Director
Texas Homeless Education Office
The University of Texas at Austin - Charles A. Dana Center
2901 North IH-35, Room 2.200
Austin, TX 78722-2348
email: babawawa@austin.utexas.edu**

Applicants that do NOT have access to the Internet may obtain a copy of the FAQs, Additional/Clarifying Information, or Errata Notices by contacting Barbara James at the address above or by calling the toll-free, THEO hotline, 1-800-446-3142, the direct line to her desk, 512-475-8765, or the main line for the THEO office, 512-475-9702. The RFA number, located in the lower right corner of the front cover of this RFA, and the RFA name must be referenced in the request.

III. Data Requirements

All grant recipients will be required to report data specific to this grant and submit three student data reports each program year.

Recipients are required to report the following:

- total student enrollment in all participating LEAs;
- total numbers of students identified as homeless in all participating LEAs;
- total numbers of homeless students receiving services from the grant;
- total numbers of non-homeless, at-risk students receiving services from the grant;
- initial program contacts by month;
- total numbers of services provided;
- TAKS performance by student category

Several of the reporting tables require disaggregation by grade level and other demographic categories.

In order to fulfill the reporting requirements of the grant, applicants must be able to collect and report the required data. Funding is dependent on the ability to provide the required data as specified. Funding will be terminated for any TEXSHEP subgrantee that is unable to provide the required data as specified. Therefore, it is important for applicants to determine how they will collect and report the data as part of the grant-planning process, before the RFA is even submitted.

If the applicant is not already collecting these data, it should collaborate with other departments in participating LEAs in order to develop plans for collecting and reporting the required data. Recipients should implement any necessary provisions before the start of the program year so that the data can be collected from the start of the three-year grant cycle.

Applicants must be able to explain how they plan to collect and report all of the required data on *Schedule #6H—Data Requirements*.

PLEASE NOTE: There are many situations that require TEXSHEP subgrantees to collect additional data beyond that required by the RFA. The TEXSHEP data requirements do not limit or restrict, in any way, the data that a subgrantee may collect.

For example, in order to evaluate progress toward self-defined benchmarks, a subgrantee may have to collect data in addition to the required data.

Subgrantees should not consider themselves limited to the required data and should make certain that their program design is robust enough to include adequate data necessary for a meaningful evaluation.

IV. Evaluation Purpose and Benefits

A. Purpose

The overall purpose of the evaluation is to determine the extent to which services provided to homeless students through the grant increased the capacity of those students to enroll in, attend, and succeed in school. In order to be considered for funding, the applicant must agree that it will comply with the evaluation requirements established by Region 10 Education Service Center or its designee. The applicant also agrees that it will submit evaluation and related reports in the format requested by Region 10 Education Service Center or its designee on *Schedule #6E—Project Evaluation Reporting*. Instructions for completing this schedule are on pp. I-39—I-43. The applicant's signature on *Schedule #1—General Information* indicates its agreement to comply with the statements above.

B. Benefits

1. The evaluation process assists the subgrantee to do the following:
 - Gain an overall perspective on what has been implemented
 - Measure success of the program and its specific objectives and activities
 - Acquire ongoing feedback so that adjustments can be made throughout the grant timeframe
 - Aid and inform others
 - Support other grant and contract opportunities
 - Assist with community collaboration and identifying gaps in services
 - Ensure that all available funds are expended promptly and appropriately

2. Evaluation assists the funders and monitors to measure the following:
 - Number of children served
 - Demographics to ensure that the target population of children is being served
 - Extent to which the program, objectives and activities are effective in addressing chosen needs

3. Evaluation provides information to subgrantees, funders, and monitors regarding the following:
 - Data that can be used for comparison with other programs
 - Data that informs best practices
 - Data that will assist others in designing and implementing successful programs, identifying objectives, and implementing activities
 - Data used to make funding decisions
 - Data used to plan for policy revisions

- Data used to inform state and federal entities in advocating for legislative, policy, or funding changes
- Data used to disseminate additional funds as available
- Data used to inform the state office about practices that will be supportive of the subgrantees

V. Review Criteria and Selection for Funding

All required components of this Request for Application must be addressed in order for the application to be considered for funding.

Each application will be reviewed by an independent review panel to determine the applicant's ability to implement its proposed project. The review committee and the Region 10 Education Service Center staff will consider the extent to which each application is written according to instructions in a clear and effective manner under each category. Clarity, completeness, conciseness (brevity), and the organization of the information submitted will be critical to the successful funding of an application.

Although this grant application is the same for any LEA requesting funds under the TEXSHEP grant program, applicants are not necessarily expected to supply the same amount or type of information for each of the funding levels. Applicants should use discretion to ensure that reviewers are supplied with sufficient information in each category to justify the need for the project, to explain how it will be administered and implemented, to demonstrate responsible use of the funds requested, and to clearly indicate how it will be monitored and evaluated. The review of the applications will take into account the size of the LEA applying for the grant and the amount of funding being requested. The number of objectives and activities, for example, to be accomplished and carried out in smaller LEAs applying for less funding will, of course, not be the same as those conducted in larger LEAs with larger grants. In either case, whether a large grant or a small grant, the same level of detail and planning will be expected by the reviewers.

Each competitive application is reviewed to determine the capability of the applicant to implement its proposed program. To be considered for funding, applicants for competitive grants and continuation grants that have previously received discretionary grants from Region 10 must have a positive record in successfully managing programs. A positive record includes being in compliance with all requirements and conditions of those grants, including financial management requirements, and implementing the grant programs according to the timelines and descriptions proposed in the grant applications. To be eligible to receive a NOGA, approved application, and subsequent funding, applicants must have submitted the required annual audit report to the TEA Division of Financial Audits, must not be on warrant hold by the Texas Comptroller of Public Accounts, and must not owe Region 10 an outstanding refund for any discretionary grant.

All required components of an application must be addressed before it will be considered for funding.

In addition to the above, points will be applied to each portion of the application. Reviewers will evaluate and score all applications on a scale of 0-150 total points, distributed in the following categories:

Categories	Maximum Points
1. Project Abstract (Schedule #6)	5
2. Capacity to Implement the Project (Schedule #6A)	10
3. Policies and Procedures Implementation (Schedule #6B)	8
4. Project Justification (Schedule #6C)	25
5. Percent of economically disadvantaged students in the district (Schedule #6C- Part B, line 3)	12
6. Project Description/Evaluation Design (Schedule #6D)	45
7. Project Evaluation Reporting (Schedule #6E) <i>(This schedule is a reporting schedule for funded projects; it is submitted but not completed as part of the application.)</i>	n/a
8. Collaboration/Coordination (Schedule #6F)	10
9. Title I Services for Children and Youth in Homeless Situations (Schedule #6G)	10
10. Data Requirements (Schedule #6H)	10
11. Budget (Schedules #7 through #7G)	15
TOTAL	150

The total score will reflect the review panel’s assessment of the extent to which the applicant’s proposed project would facilitate the enrollment, attendance, retention, and educational success of children and youth in homeless situations. Applications will be evaluated on the **quality** of the proposed project, not the **quantity** of activities. See *Appendix E, Scoring of Applications Shown as Percent Value of Total Score*, for additional information.

The following guidelines describe the general criteria that will be used by the review committee to score applications for funding. Applicants are encouraged to prepare their applications with these guidelines in mind, ensuring that the requested information is provided on the appropriate schedule.

1. Schedule #6—Project Abstract (5 points)

- A “thumbnail sketch” of what is contained on all of the program schedules (Schedules #6A - #6G) and the Budget (Schedules #7 - #7G); information from Schedule 6H, Data Requirements, is not necessary
- An overview of all three years of proposed grant activity
- Complete information as required on the schedule

2. Schedule #6A—Capacity to Implement the Project (10 points)

- Complete information is provided for the homeless liaison, including the percentage of time and a description of the liaison's other duties if applicable
- Chart listing *all* positions related to the grant is completed accurately
- Quality of project personnel, including qualifications, experience, and certifications of employees, and qualifications and experience of external consultants
- Documentation of the applicant's management capabilities
- Evidence of prior successful development of projects for homeless students
- Complete information as required on the schedule

3. Schedule #6B—Policies and Procedures Implementation (8 points)

- A copy of the policies and procedures that applicant has implemented in the district(s)/LEA(s) to be served is attached
- Evidence that the LEA has implemented policies and procedures that relate to the needs of homeless children and youth in all districts that this grant will serve
- The positions responsible for developing, implementing, revising (if necessary), and carrying out the policies and procedures in the district(s)/LEA(s) are identified
- A description of the enrollment dispute resolution process is provided, along with copies of applicable forms, policies, and procedures
- Any other issues affecting homeless children and youth are briefly addressed

4. Schedule #6C—Project Justification (25 points)

- Clear demonstration of the magnitude or severity of the problem to be addressed by the proposed project
- Evidence that the applicant has identified the educational challenges encountered by homeless children and youth in all districts included in the application
- Applicant has included positions or titles of all those involved in the needs identification process and has described how they were involved, including dates when meetings were held to identify needs
- Applicant has provided a complete list of educational challenges and their accompanying needs
- Applicant has prioritized the needs to be addressed by this grant and has listed the prioritized needs
- Applicant has provided a clear and concise rationale (justification) for selecting the needs it will address in this grant
- Applicant has provided demographic information from the AEIS 2007-2008 Report
- Applicant has effectively described local economic factors and their impact on homelessness in the district(s) to be served
- FOR ESCs ONLY: Applicant has described how it will include districts not receiving direct services from the subgrant
- Applicant has provided detailed information about the student identification process:
 - how the districts locate students through outreach efforts
 - how the districts use identification forms and have included copies of such forms
 - how the districts collect information about homeless students, including a description of the information collected

- which positions are involved in the identification process and how they are involved
- how the districts train staff and service providers to identify homeless students
- a list of service providers and/or community organizations that assist with the identification process and how they help to identify students
- Applicant has presented a clear, compelling reason for why this project should be funded
- Applicant has completed all demographic charts
- Applicant will serve a greater number of homeless students than nonhomeless students
- Applicant has involved a wide array of district and community participants in the development and implementation of this grant
- Complete information as required on the schedule

5. Percent of economically disadvantaged students in the district (Schedule #6C- Part B, line 3 of 2007-2008 AEIS information chart) (12 points)

- A fixed number of points will be awarded to each applicant based on the percent of economically disadvantaged students in the district as reported in the 2007-2008 AEIS report as posted to the TEA website in late November 2008
- Applicants serving more than one district, such as an ESC, will be awarded points based on the average of all districts included in the grant proposal of the percent of economically disadvantaged students in the districts
- Points will be awarded according to the following chart:

% of economically disadvantaged students in the district	Points awarded to applicant
90% or more	12
80% or more but less than 90%	9
70% or more but less than 80%	6
Less than 70%	0

6. Schedule #6D—Project Description/Evaluation Design (45 points)

- Direct services provided by the proposed project facilitate the enrollment, attendance, and success in school, of children and youth experiencing homelessness.
- The applicant has clearly identified and listed the needs from the needs assessment (Schedule #6B) to be addressed by the proposed project (*not all needs identified must be addressed by the proposed project*)
- Objectives are given for how the proposed project will meet each selected need
- Measurable Target Outcomes are provided for each objective
- Activities are listed for accomplishing each objective, along with the time frame and measurable outcomes for each
- Time frames are clearly given for the implementation of the project, including when the proposed activities will take place during the grant period
- Sample wording for proposed changes in district policies and procedures that might be needed in order to address the selected need is provided if applicable
- If the need is to be addressed through a collaborative nature, the names of all collaborators and a description of how the collaboration will address the need is provided

- Sufficient detail is given so that persons unfamiliar with the LEA understand what the project is attempting to accomplish
- The extent to which the activities and anticipated successful results of the project are clearly specified and measurable
- The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the grant period
- The extent to which the design of the proposed project reflects current knowledge from research, effective practice, etc.
- The extent to which the proposed project might represent an exceptional or unique approach for meeting the needs of homeless children and youth
- The quality and sufficiency of strategies and activities for ensuring equitable access and participation among all eligible project participants
- The applicant describes the criteria it will use to evaluate successful outcomes for each objective; criteria are specific and provide a meaningful measure of success
- The applicant lists specific measures for each criterion it will use to evaluate success; measures are realistic, able to be completed, and meaningful
- The applicant's overall evaluation design is sufficient to allow the applicant to determine what will have worked well in the proposed project and to collect the data necessary to demonstrate these conclusions
- The applicant's overall evaluation design is sufficient to allow the applicant to prepare for the mid-year review and to prepare the reports required at the end of Years 1-3 of the grant cycle
- The applicant has submitted complete information as required on the schedule

7. Schedule #6E—Project Evaluation Reporting (0 points)

This schedule is used for reporting purposes only by funded projects; it should not be completed as part of the application.

8. Schedule #6F—Collaboration/Coordination (10 points)

- All collaborators named in the application are listed on the chart
- All collaborative agreements noted in the application are described on the collaboration chart
- Letters of commitment from each partner named describing the specific nature and scope of the commitment are included as an appendix to the application
- Complete information as required on the schedule

9. Schedule #6G—Title I Services for Children and Youth in Homeless Situations (10 points)

- The name of each district involved in the proposed grant project is listed and the amount each district will set aside from Title I, Part A, to provide services to children and youth in homeless situations is stated
- A description of the scope and nature of services to be provided through Title I, Part A, funds that help to address the challenges and needs identified in *Schedule #6B—Project Justification* is provided for each district involved in the grant, including:
 - A description of the activity/activities provided

- grade levels of students to be served
- approximate numbers to be served
- where the service(s) will be delivered
- the expected benefits to be derived from the service(s)
- other relevant information.
- Description of the ongoing collaboration between Title I programs in the district(s) and McKinney-Vento funded activities
- Information is included about how the homeless liaison will access Title I funds for homeless students in each district involved in the grant
- Complete information as required on the schedule

10. Schedule #6H—Data Requirements (10 points)

- The applicant describes how it will collect the homeless indicator data element for all students
- Applicant describes the procedures that will be used to collect and aggregate the information necessary to report the data in Table 1: District Demographics
- Applicant describes the processes and procedures that will be used to collect information about each student who receives direct services from the TEXSHEP subgrant
- Applicant describes the processes and procedures that will be used to aggregate the individual student data necessary to complete Table 2: Demographics of Students Receiving Direct Services from the TEXSHEP Subgrant and Table 3: Students Referred to TEXSHEP Subgrant by Month
- Applicant describes the processes and procedures that will be used to identify unaccompanied youth
- Applicant describes the processes and procedures that will be used to track the types of direct services provided by the TEXSHEP subgrant to each participating student
- Applicant describes the plan to aggregate the individual student data necessary to complete Table 4: Direct Services Provided by TEXSHEP Subgrant
- Applicant describes the processes and procedures that will be used to access the TAKS performance of every student identified as homeless
- Applicant describes the methods that will be used to report the TAKS performance by the two subcategories: students that received direct services from the TEXSHEP subgrant and students that did not receive direct services from the TEXSHEP subgrant
- Complete information as required on the schedule

11. Schedules #7 through #7G—Budget (15 points)

- Correct completion of the Funding Table (Schedule #7)
- Appropriateness of resources for the accomplishment of activities
- Adequacy of McKinney-Vento funds requested to accomplish the proposed activities
- Accurate calculations on all pages
- Accurate translation of subtotals from each budget schedule to the budget summary
- Complete information as required on the schedules

Awards will be considered on the basis of total points. It is important that a diversity of students and districts be represented in the operation of these programs.