PART II: INSTRUCTIONS FOR COMPLETING THE SCHEDULES

GENERAL INSTRUCTIONS

Instructions for completing the individual application schedules are provided in the following pages. These instructions should be studied carefully so that accurate and complete information will be submitted. For additional guidance in completing the application, applicants should refer to Part I, Section IV of the application--*Review Criteria and Selection for Funding*. This section of the application outlines the specific criteria that reviewers will use to score the application.

Applicants should develop a project that best meets the needs of students in homeless situations attending schools in the district(s) to be served. The scope and nature of services to be provided should be congruent with the amount of funding available to the district(s) involved in the project as noted in *Schedule #7—Funding Table*.

1. As used in this application,

   a. "Region 10" means Region 10 Education Service Center;
   b. "Applicant" means the entity eligible to apply for funds offered in this application. If the application is approved, "applicant" shall become subgrantee/contractor;
   c. "Application" means the package submitted by the applicant, including those schedules indicated by an "X" in the columns entitled Year 1, Year 2, or Year 3 of *Schedule #2—Index to Application* or in the column entitled “Schedules with an ‘X’ Must be Submitted” of *Schedule#4—Index to Amended Application*;
   d. "Application for amendment" means a change being requested by the subgrantee/contractor to the approved application;
   e. “Program” means the *Texas Support for Homeless Education Program* (TEXSHEP);
   f. “Project” means the proposal outlined by the applicant in this RFA;
   g. “Subgrant” means the project described by the applicant in the RFA; and
   h. “Subgrantee” means the recipient of an approved application.

2. When formulating the budget, remember that all costs must be reasonable and necessary for the operation of the project. Clear, concise, relevant descriptions of all budgeted items will help Region 10 Education Service Center to review the application in a timely manner.

3. Enter your county-district number on every page of this application or amendment.

4. A NOGA ID/project number will be assigned by Region 10 Education Service Center on *Schedule #1—General Information*. Use this number on all amended applications and financial/programmatic reports required by this application.

5. There is no page limit on any schedule unless specifically stated on that schedule. Applicants should thoroughly describe their projects as concisely as possible. Avoid wordiness.

6. Any page of this application may be reproduced if additional space/pages are needed. Applicants may not in any case, however, exceed any specified page limits.

7. Staple each copy of the application in the top left corner. **Do not** bind the application or place in notebooks or folders.

8. The applicant must NOT submit the instructions with the application. The complete application instructions for each schedule will be incorporated by reference in the Notice of Grant Award. The applicant should retain a copy of the instructions for this purpose in case of selection to receive a grant.

9. Instructions for completing the individual application schedules are provided on the following pages. These instructions should be studied carefully so that accurate and complete information will be submitted.

   Applications not submitted on the proper forms will not be reviewed or considered for funding. Applicants are advised to comply with all page limitations on the narrative schedules. Any pages that exceed the specified page limitation on the narrative schedules will be removed from the application for the purposes of reviewing and scoring competitive grant applications.

10. Particular attention should be paid to the requirements contained in *Schedules #9* through *#14A*. **The signing of *Schedule #1—General Information* by applicant indicates acceptance of all requirements described on *Schedules #9* through *#14A* as applicable. Note: *Schedule #14* and *#14A* are on the THEO website at http://www.utdanacenter.org/theo**

11. **Amendments:** When amending the application, submit 5 copies of the amendment with an original signature on each copy of *Schedule #1—General Information*. An amendment should be submitted only after a NOGA has been received by the subgrantee.

12. **Amendments:** Submit all schedules that have any changes. Indicate the amendment number, in the space provided, on amendments only. **Submit each schedule in its entirety**, underlining any additions or changes and ~~crossing through~~ any deletions.

13. Under no circumstance will subgrantees be reimbursed for more than the amount specified on the TEXSHEP NOGA.

<u>GENERAL INSTRUCTIONS FOR *SCHEDULE #1—GENERAL INFORMATION*</u>

SCHEDULE #1 MUST BE COMPLETED AND INCLUDED IN THE APPLICATION FOR GRANT YEARS 1, 2, AND 3 AND WITH ALL AMENDMENTS.

Program Authority: This is the program authority under which you are applying for or amending funds.

Project Dates: Check the box for the year in which the applicant is applying for funds or is requesting to amend the application.. These dates are not subject to change.

Amendment: Place the number of the amendment on the line. For example, put a "1" on the line if the application is being amended for the first time in any given project year.

Applicant Name and Contact Information: Complete all parts of this section of the application.

Certification and Incorporation: This section must be signed by a person authorized to legally bind the applicant in a contract. <u>Sign the required number of copies (six) with blue ink.</u> Include the date the application was signed. For amendments, sign and include five copies.

The signing of *Schedule #1—General Information* by applicant indicates acceptance of all requirements described on *Schedules #10* through *#14A* as applicable.

<u>GENERAL INSTRUCTIONS FOR *SCHEDULE #2—INDEX TO APPLICATION*</u>

SCHEDULE #2 MUST BE COMPLETED AND INCLUDED IN THE APPLICATION FOR GRANT YEARS 1, 2, AND 3. DO NOT SUBMIT THIS APPLICATION WITH AMENDMENTS.

An "X" has been placed in the appropriate columns under Year 1, Year 2, and Year 3 to indicate each schedule that **must** be submitted as a part of the initial application for that year. The applicant **must** place an "X" in this column by each additional schedule submitted to complete the application. Ensure that these schedules are attached to the application. <u>Do not include those schedules that do not apply or for which a budget is not prepared.</u> Examples: If the project does not include payroll costs, do not include *Support Schedule #7B*. If supplies and materials are not to be funded for this project, do not include *Support Schedule #7D*.

Support Schedule #13—Grant Requirements must be submitted with the original Year 1 application only. Support *Schedules #14* and *#14A* should not be submitted with the application.

<u>GENERAL INSTRUCTIONS FOR *SCHEDULE #3—STATEMENT OF INTENT TO EXTEND ACTIVITIES*</u>

SCHEDULE #3 MUST BE COMPLETED AND INCLUDED IN THE APPLICATION FOR GRANT YEARS 2 & 3. DO NOT SUBMIT THIS SCHEDULE WITH YEAR 1 APPLICATION.

This schedule must be submitted only by subgrantees in Years 2 and 3 of the grant cycle. The purpose of this schedule is to indicate if the subgrantee will be extending the same grant activities into the next year of the project or if there will be changes to particular parts of the grant.

For each of the schedules listed, the subgrantee must determine if there will be any changes made to the description provided on that schedule. If there are absolutely no changes, then the subgrantee should mark an "X" in the column labeled "Extend" and do nothing further. If there will be any changes to the schedule, then the subgrantee should mark an "X" in the column labeled "Change" and then should include that schedule along with the changes to be made. The subgrantee should submit the schedule to reflect exactly what activities the subgrantee will conduct as outlined on the schedule. If an item is not applicable, please make an "X" in the column labeled N/A.

For example, if in the second year of the project, the subgrantee intends to add a Saturday tutoring program at a newly opened shelter, the subgrantee would have to mark an 'X" in the column labeled "Change", at minimum, on the following schedules: *#6, #6C, and #6G.* Depending on how the initial application was written, it might be necessary for the subgrantee to change additional schedules. The changed schedules must reflect all activities as they will be carried out under those schedules, including previous activities that remain unchanged.

GENERAL INSTRUCTIONS FOR *SCHEDULE #4—INDEX TO AMENDMENTS*
SCHEDULE #4 MUST BE COMPLETED AND INCLUDED IN AMENDMENTS FOR ALL GRANT YEARS

The Index to Amendments identifies the schedules that must be returned as part of the amendment. Subgrantees must not submit an amendment until the Notice of Grant Award (NOGA) has been received. The applicant must place an "X" in the third column to indicate the schedule(s) being submitted as a part of the amendment. Ensure that all schedules marked "X" are attached. Do not submit any support schedules that have no changes in them. Submit only support schedules that have changed in some way from the original application or the latest approved amended application. Place the sequential number of the amendment on all pages.

An amendment is effective on the date it is received in Region 10 in substantially approvable form. An amendment must be approved by Region 10 prior to any activities, such as purchase orders issued, funds encumbered and/or expended, goods received, or services rendered, which are affected by the amendment**.** The last day to submit an amendment to Region 10 is 30 days prior to the ending date of the grant. Region 10 will not process or approve an amendment received after that date.

GENERAL INSTRUCTIONS FOR *SUPPORT SCHEDULE #5—PURPOSE OF AMENDMENT*
SCHEDULE #5 MUST BE COMPLETED AND INCLUDED WITH ALL AMENDMENTS

1. **Do not submit *Support Schedule #5* with an original application for any grant year.** Submit a *Support Schedule #5* only when you are amending an application. See the chart that follows to determine when an amendment is required. Indicate the amendment number on amendments only. Each amendment must be sequentially numbered. Submit 5 copies of an amendment with an original signature on each copy of *Schedule #1—General Information*. The last day to submit an amendment to Region 10 ESC is 30 days prior to the ending date of the grant.

2. Do not submit an amendment until the Notice of Grant Award (NOGA) has been received by the applicant. An amendment must be approved by Region 10 Education Service Center prior to any activities such as purchase orders issued, funds encumbered and/or expended, goods received, or services rendered that are affected by the amendment. Amendments received in substantially approvable form will become effective on the date received by Region 10 Education Service Center. Amendments not received under the above condition will become effective on the date of approval (signature date) by Region 10 Education Service Center.

3. Include a brief written statement describing the changes this amendment is intended to make and place it directly behind *Schedule #5*.

4. A *Support Schedule #5—Purpose Of Amendment* must be submitted along with the affected schedules and a completed *Schedule 1—General Information* with original signatures, a completed *Schedule 4—Index to Amended Application*, and a completed *Schedule#7A—Budget Summary*.

5. Regardless of how a subgrantee distributes the funds among the class/object codes, the subgrantee is still responsible for carrying out the scope and objectives of the grant as described in the approved application.

6, Please <u>do not</u> submit an amendment if it is <u>not required</u> per the above conditions. If uncertain as to the amendment requirements, contact the Texas Homeless Education Office at the Dana Center, (512) 475-9702 or 1-800-446-3142, prior to submitting an amendment. This may prevent the completion of unnecessary paperwork and save substantial time for both the subgrantee and Region 10.

7. On *Support Schedule #5—Purpose of Amendment*, check the appropriate reason(s) for submitting an amendment.

8. Submit *Schedule #7A* even if there are no budgetary changes.

9. Include in the amendment all of the supporting budget schedules (i.e., *Support Schedules #7B-7G*), as well as any other schedules, affected by the amendment. Attach all of the required schedules to a *Schedule #1—General Information* with an original authorized signature.

10. Include any relevant schedules being amended, regardless of whether or not the changes are the result of budget changes.

11. Regardless of whether or not an amendment is required, subgrantees must comply with any requirements for maximum and/or minimum expenditures for certain categories/activities. For example, this grant requires that no more than $5,000 of the funds may be used for adaptation of space, therefore, the subgrantee must comply with this $5,000 maximum requirement.

12. Region 10 reserves the right to return unnecessary amendments without reviewing and approving them.

13. Under no circumstances will subgrantees be reimbursed for more than the amount specified in their TEXSHEP NOGA.

Reason for Amendment:

CONDITIONS FOR AMENDMENTS: Subgrantees are permitted to rebudget within the approved direct cost budget (as established on *Schedule #7A*) to meet unanticipated requirements and to make certain changes to the approved budget without written amendment. However, other types of changes require the prior written approval of Region 10 through an amendment (34 CFR 80.30).

When An Amendment is <u>NOT REQUIRED</u>:

(1) increase or decrease the <u>amount</u> of funds budgeted for a **line item on a supporting budget schedule** (i.e., **<u>within</u> a class/object code**) as long as the description of the line item does not change;

(2) increase the quantity by <u>20 percent or less</u> of **computer hardware/ equipment (not capitalized)** previously approved on the *Supplies and Materials* schedule;

(3) increase the quantity by <u>20 percent or less</u> of **capital outlay items** <u>previously included in the list</u> of articles **costing <u>less than $5,000</u>** on the *Capital Outlay* schedule (line #02);

(4) increase the amount budgeted on the *Budget Summary* schedule for *6200 Professional and Contracted Services*, *6300 Supplies and Materials*, or *6400 Other Operating Costs* by any amount, <u>regardless</u> of the percent of increase <u>as long as funds were previously approved</u> in these class object codes on the *Budget Summary*.

When Prior Written Approval From Region 10 (Through an Amendment) Is Required:

For all grants, regardless of the dollar amount, an amendment is required if the applicant is requesting to:	For grants totaling greater than $25,000, but less than or equal to $200,000, an amendment is required if the applicant is requesting to:	For grants greater than $200,000 total, an amendment is required if the applicant is requesting to:
(1) add a **class/object code** not previously budgeted on the *Budget Summary* schedule; (2) add a **new line item on any of the supporting budget schedules** (i.e., within a class/object code); (3) increase or decrease the **number of positions** approved on the *Payroll Costs* schedule; (4) add a new item, change the use/purpose, or increase the estimated quantity by more than 20 percent of **computer hardware/ equipment** (not capitalized) **approved on the *Supplies and Materials* schedule;** (5) add a new item or increase the quantity of **capital outlay item(s) approved on line 1 of the *Capital Outlay* s**chedule for articles costing $5,000 or more; (6) add a new item, change the use/purpose, or increase the estimated quantity by more than 20 percent of **capital outlay items approved on line 2 of the *Capital Outlay* schedule** (i.e., articles costing less than $5,000); (7) reduce funds **allotted for training costs** (where such costs **are direct payments/reimbursements** to trainees, primarily travel and lodging for trainees, workshop/conference registration fees, tuition, books, and related fees); (8) change **adaptation of space costs;** (9) **additional funding allocated**; (10) revise the **scope** (i.e., extent or range) **or objectives** of the grant (regardless of whether there is an associated budget revision requiring prior approval); or	(1) increase the amount budgeted on the *Budget Summary* schedule for **6100 Payroll Costs** by more than **25%** of the amount previously approved for **6100 Payroll Costs**; or (2) increase the amount for **6600 Capital Outlay** by more than **25%** of the amount previously approved for **6600 Capital Outlay**. **In no case may subgrantees expend more than the total grant award.**	(1) increase the amount budgeted on the *Budget Summary* schedule for **6100 Payroll Costs** by more than **10%** of the amount previously approved for **6100 Payroll Costs**; or (2) increase the amount for **6600 Capital Outlay** by more than **10%** of the amount previously approved for **6600 Capital Outlay**. **In no case may subgrantees expend more than the total grant award.**

GENERAL INSTRUCTIONS FOR *SCHEDULE #6—PROJECT ABSTRACT*

SCHEDULE #6 MUST BE COMPLETED AND INCLUDED IN THE APPLICATION FOR YEAR 1 AND AS APPLICABLE IN SUBSEQUENT YEARS AND AMENDMENTS

1. Provide a comprehensive overview of the project the applicant proposes to develop and implement to meet the educational challenges and needs of children and youth experiencing homelessness in the district(s) to be served. The plan should clearly outline the major activities and goals for each of the three years of the project and briefly indicate how the applicant plans to measure the project's success. Include a three-year project timeline as part of this schedule. Limit the abstract to 3 pages.

GENERAL INSTRUCTIONS FOR *SCHEDULE#6A—CAPACITY TO IMPLEMENT THE PROJECT*

SCHEDULE #6A MUST BE COMPLETED AND INCLUDED IN THE APPLICATION FOR YEAR 1 AND AS APPLICABLE IN SUBSEQUENT YEARS AND AMENDMENTS

The purpose of this schedule is for the applicant to demonstrate its capability and capacity to implement the project it proposes.

A. All school districts, education service centers, and charter schools are required under Title X, Part C, of the No Child Left Behind Act, to appoint a **homeless liaison** whose duties include the identification of students in homeless situations and provision of enrollment and other assistance to those students. Please provide the information requested for all LEAs, ESCs, and charter schools that will be involved with this grant. Failure to appoint the required liaison(s) will disqualify the application for consideration for funding.

B. Describe background, training, experience, and qualifications that demonstrate satisfactory evidence of the applicant's capability and capacity to manage and coordinate the types of activities described and to perform the required services according to an established timeline. Include any of the applicant's prior experience at providing services for homeless children and youth and the extent to which such services have been successful. Services may have been delivered through Federal and/or other funding. Include relevant information about any key personnel or external consultants who will be involved in implementing and carrying out this project. Any supporting documentation demonstrating the applicant's management capabilities should be contained in an appendix to the application.

C. Provide evidence that policies and procedures that respond to the needs of children and youth in homeless situations are in place by addressing each of the six requirements listed on *Schedule #6A***.** Include only copies of those policies that specifically refer to homeless students; do not include the district's entire policy manual. Reviewers should find it easy to locate and understand policies and procedures that affect homeless students. Applicants may wish to refer to the text of the McKinney-Vento legislation, which is available in the Laws section of the THEO website: http://www.utdanacenter.org/theo. Include separate responses for each participating district.

GENERAL INSTRUCTIONS FOR *SCHEDULE#6B—PROJECT JUSTIFICATION*

SCHEDULE #6B MUST BE COMPLETED AND INCLUDED IN THE APPLICATION FOR YEAR 1 AND AS APPLICABLE IN SUBSEQUENT YEARS AND AMENDMENTS

Use this schedule to present a thorough and compelling justification for why this proposal is essential and should be funded. Applicants should provide evidence that they have identified any challenges that impede the enrollment, attendance, or educational success of students in homeless situations. Applicants should use the identified challenges to develop a thorough assessment of the educational and related needs of homeless students in the district(s) to be served through this grant. After challenges and needs have been identified, applicants will use subsequent schedules to demonstrate how they will structure goals, objectives, and activities, as well as the evaluation and budget, to meet those challenges and needs to be addressed through this grant. All elements of the application should flow together in a cohesive, easy-to-comprehend manner.

A. Challenges and Needs Identification

1. Describe Identification Process: Describe the process the applicant used to identify educational challenges that inhibit the enrollment, attendance, and success of homeless students in the district(s) that will be served by this grant and describe the needs engendered by those challenges. Provide the position or titles of those key players involved in the process and what role they played in identifying the educational challenges and resulting needs of homeless students in the district(s) to be served. Include the positions or titles of staff from any community-based organizations involved in the process and describe how they were involved. It may be helpful to consult with local homeless shelters, homeless coalitions, food banks, and other service providers to identify educational challenges.

2. List Challenges/Needs: List all the educational challenges identified and the needs engendered by those challenges. Even if a challenge or need will not be addressed through this grant, list it anyway.

   The applicant should construct a chart similar to that below that clearly identifies the educational challenges and the needs engendered by those challenges. Applicants should spend sufficient time on this step to ensure that the educational challenges and needs are actually the critical and real needs of homeless students and not perceived needs.

Examples:

Educational Challenge	**Need**
Students are turned away from school because enrollment clerks do not understand the McKinney-Vento provisions regarding immediate enrollment	Homeless students must be enrolled immediately on all campuses in the district
Students living at XYZ Shelter frequently miss school or are absent because the shelter is located 1.8 miles from school that students are zoned to attend and the shelter cannot provide transportation for students.	Homeless students from the shelter need to be able to attend school regularly

3. Prioritize Needs: List and prioritize the needs that will be addressed by this grant funding. Number each need (1.,2.,3….). It is unlikely that the applicant will be able to address all identified needs through this grant. Some needs may be currently addressed through other funding sources or by other means. The assessment may indicate too many needs to address at once, or some needs are unable to be realistically addressed through this grant program. Thus, the needs should be prioritized to indicate those the applicant plans to address with this grant.

4. Justify Needs Selected: Briefly and concisely state why particular needs were selected that will be addressed by this funding. Some reasons for selecting certain needs over others might include: the level of need exhibited (including numbers and severity); the lack of other resources to alleviate or mitigate the need; the expertise and capacity within the LEA and/or community for

meeting the need; or the progressive nature of the need (if left unaddressed the need will become more severe and negatively impact school enrollment, attendance and/or success).

Example: District A may decide to address three of the ten of its identified needs from a thorough needs assessment. One need might be to immediately enroll children in homeless situations. The district may decide to address this need because: 1) the district is aware that a large number of children in homeless situations are being turned away from school when they do not have the required school records, 2) past experience shows that when district personnel receive training on McKinney-Vento and Texas State Plan enrollment requirements for children in homeless situations that children are enrolled more quickly, 3) it is important to have children enrolled first before academic success needs can be addressed.

B. Description of District(s) to be Served

Provide a comprehensive description of the district(s) to be served through this grant. Include information such as poverty and homelessness data, teen pregnancy statistics, dropout data, student achievement data, educational attainment levels within the community(ies) to be served, employment statistics, economic indicators, census data, and other relevant factors that describe the need for the project. If the applicant is an Education Service Center or a Shared Services Arrangement, provide this information for each participating district. This section should clearly convey to the reviewers why the proposed project is needed in the areas to be served.

C. Homeless Student Identification and Demographics

1. Student Identification Process: Describe how the applicant identifies children and youth in homeless situations. Include information below as applicable:

- A description of any outreach efforts to locate homeless students
- A description of any forms that are used and include copies of such forms as attachments
- A description of the types of information the applicant collects about the students in the identification process
- A description of the staff positions (do not include names) that are involved in the identification process and how they are involved
- A description of any training that staff members or service providers receive regarding student identification
- A list of service providers or community organizations that assist with the identification process and a description of how they help to identify students (if applicable)
- Any other information the applicant deems relevant

2. Demographics: Complete items a-c to provide demographic characteristics of the population the applicant proposes to serve. For applications including multiple districts, include the combined number or percentages of students from all participating districts where applicable.

   a. Provide an estimate of the total number of homeless students in all participating district(s) according to the students' living situations and ethnicity.

   b. Provide the estimated number of students—homeless and non-homeless, at-risk—by grade level to be served by this grant. The intent of this grant is to serve homeless students. While small numbers of non-homeless, at-risk students may be served incidentally, the primary target for services and funding is homeless students. [Note: the total number of students to be served through this grant may not correspond precisely with the total number of homeless students in the districts. Districts with large numbers of homeless students may be able to serve only a portion of eligible students.]

c. State the approximate number of school and community participants expected to become involved in this grant. For multiple districts, submit cumulative totals for all participating districts.

GENERAL INSTRUCTIONS FOR *SCHEDULE #6C—PROJECT DESCRIPTION*

SCHEDULE #6C MUST BE COMPLETED AND INCLUDED IN THE APPLICATION FOR YEAR 1 AND AS APPLICABLE IN SUBSEQUENT YEARS AND AMENDMENTS

The purpose of this schedule is to describe the project the applicant intends to implement to address its identified needs. See also *Schedule # 6G—Program Evaluation* with its accompanying instructions – understanding the evaluation criteria will assist the applicant in designing the overall program, each specific objective, all activities and timeframes, and anticipated successful results.

1. List the need(s) selected on *Schedule #6B* to be addressed through this grant along with the objectives, activities, timeframes, and anticipated successful results (outcomes) that accompany each need. The applicant may have one or more objectives for each chosen need, and one or more activities for each objective.

Objectives should be:

- formulated so that when met they alleviate or mitigate the identified need
- specific enough in detail that they can be measured at various points in the timeline for incremental success (benchmarks)
- action-oriented to more easily measure success
- written to identify a baseline or starting point
- realistic, in that it is reasonably possible to accomplish the objective, given the resources, expertise, capacity, funding, and time frames available to the LEA
- written in a way to answer the questions: "What does a successful result look like? How will the applicant know if the need has been met?"

Activities

- The applicant may have one or more activities to accomplish each objective.
- Provide information regarding collaboration on objectives and activities as applicable. Include the collaborators' names and describe the collaboration(s).
- The applicant should use research and/or past experience to identify the activities that are most likely to be successful in accomplishing the formulated objective.
- Include sample wording for any changes to local policies or procedures that might be proposed.

Timeframes

- Objectives should be time-limited. In some cases the entire three-year grant period may be the time frame in which the applicant plans to accomplish a particular objective. Other times, the applicant may have an objective that is a one-time accomplishment, completed within a short period of time. Or, the objective may be accomplished within a specific year of the grant cycle.
- Timeframes should be reasonable and include sufficient time for development, preparation, implementation, and completion.

Anticipated Successful Results (Outcomes)

State the anticipated successful results (outcomes) for meeting each <u>need</u> selected. It is helpful to envision what a successful result for meeting the chosen need will look like in order to formulate the objective(s) and accompanying activities, as well as to identify how the result will be measured for success. Results should be specific and measurable. Reviewers will take into account the challenges inherent in quantifying certain types of activities. However, most activities should be able to be measured in some way.

Example

District A has chosen to focus a portion of its application for grant funding on enrolling students in homeless situations, one of the identified needs from their challenge-and-needs assessment. (See this example in Instructions for *Schedule #6B-Project Justification*.) District A's past experience shows that there is a sharp rise in enrolling children in homeless situations on each campus after school enrollment personnel have attended a McKinney-Vento training.

Applicants may use the following example as a format for listing each identified need, objective(s), and the corresponding activities, timeframe, and anticipated successful results to be addressed in their Project Description:

Need	*Objective*	*Activities*	*Timeframe*	*Anticipated Successful Results (Outcomes)*
1. Homeless children must be enrolled immediately on all campuses in the district	*1. Enroll all children in homeless situations within 2 days of their application for enrollment on all campuses in the district*	*1.1. Provide training on McKinney-Vento requirements to all enrollment personnel on each campus at the beginning of each school year* *1.2. Disseminate McKinney-Vento information to all campuses throughout each school year* *1.3. Collect data from each campus on the enrollment timelines for each child in a homeless situation*	*06-07* *07-08* *08-09*	*For each year of the grant all campuses will report that at least 95% of all children in homeless situations are enrolled within 2 days of application for enrollment*

<u>GENERAL INSTRUCTIONS FOR *SCHEDULE #6D—COLLABORATION/COORDINATION*</u>

SCHEDULE #6D MUST BE COMPLETED AND INCLUDED IN THE APPLICATION FOR YEAR 1 AND AS APPLICABLE IN SUBSEQUENT YEARS AND AMENDMENTS

Use this schedule to summarize all collaborative agreements noted elsewhere in this application. All collaborations regarding homeless education in which the applicant is involved must be described in the application and noted in this section.

All partners—school-based, community, business, faith-based, and others—should be named. Applicants **must** include letters of commitment from each partner named on *Schedule #6D*. The letters must describe the specific nature and scope of the commitment. Brief, specific letters will receive higher scores than lengthy letters with no specific commitments. Letters should be on organization letterhead and should be signed by the person with authority to make the commitment. Attach all letters of commitment as an appendix to the application. (Sample language for letters is listed below.) Failure to include a letter of commitment from an entity identified as a collaborator will adversely affect an applicant's total score on the application.

In the first column, state only the name of the collaborator; no other information is necessary. (Contact information should appear in the letter of commitment.)

In the second column, list **all** the objectives or schedules that include the particular collaborator. More than one objective or schedule may be listed. Note page numbers where reference to collaboration activities can be found.

Applicants should use the following excerpts from sample letters as a guide (all letters should be on organization letterhead, signed by the person with the authority to make the commitment):

a. The XYZ Community Club is pleased to support Terrific ISD's application to provide supplemental services for children and youth experiencing homelessness.

   Our club commits to providing healthy after-school snacks, such as fruit and juices, for the tutoring program that will be held three times per week at the ABC shelter. Our volunteers will coordinate with the homeless education liaison to purchase and deliver the snacks according to information supplied by the liaison. This commitment will continue for the entire duration of the tutoring program.

   Signed by Club's Treasurer

b. The Special Education Department of the Transylvania ISD agrees to expedite the referral and evaluation process for all children and youth identified as homeless by the district liaison. Upon referral to the Special Education Department, cases involving children and youth in homeless situations will be acted upon within three working days and all action involving such children and youth will be completed in an expedient manner.

   The Special Education Director will arrange for the homeless liaison to present information to staff regarding the specific needs of children and youth in homeless situations. Also, the liaison will be invited to attend appropriate professional development activities to broaden his/her knowledge of the special education process and requirements.

   Signed by Special Education Department Director.

c. The Mom 'n' Pop Variety Store will provide school supplies and materials for homeless children in the Heavenly ISD for the 2006-7 school year. The total value of this commitment is $350.00. The liaison will have an account in our store with credit up to $350.00 and can purchase supplies and materials for the children until the credit is all used.

   We are glad that we can help some of the needy children in our community.

   Signed by Store Owner.

GENERAL INSTRUCTIONS FOR *SCHEDULE #6E—TITLE I SERVICES FOR CHILDREN AND YOUTH IN HOMELESS SITUATIONS*

SCHEDULE #6E MUST BE COMPLETED AND INCLUDED IN THE APPLICATION FOR YEARS 1, 2, AND 3, AND IF APPLICABLE, IN AMENDMENTS

Applicants should note that all children experiencing homelessness are eligible to receive Title I services, including academic or support services, regardless of the public school campus they attend.

The *No Child Left Behind Act* acknowledges that children and youth in homeless situations may require additional resources directed toward meeting their needs. It also recognizes that the amount of funding available through the McKinney-Vento program is not sufficient to meet these needs. Therefore, Title I, Part A, legislation contains the following provisions that apply to children and youth in homeless situations:

- An LEA may receive funding under Title I, Part A, only if the LEA has on file with the Texas Education Agency a plan, approved by TEA, that is coordinated with the McKinney-Vento Homeless Assistance Act [Section 1112(a)(1)].
- Each LEA Title I plan must include a description of the services that will be provided to homeless children, including services provided with funds from the Reservation of Funds set-aside (see below) [Section 1112(b)(1)(O)].
- LEAs must reserve such funds as are necessary to provide services comparable to those provided to children in Title I, Part A-funded schools, including providing educationally related support services to children in shelters and other locations where children may live [Section 1113(c)(3)(A)].
- A child who is homeless and attending any school in the LEA is eligible for services in a Targeted Assistance School Program [Section 1115(b)(2)(E)].

Use this schedule to demonstrate how the eligible applicants will use Title I funds to provide services to students in homeless situations.

1. Reservation of Title I, Part A Funds List each participating district and the amount of funding each will reserve from its Title I, Part A, Reservation of Funds, to provide services to students in homeless situations during the year indicated in the box at the top of this page. Education service centers should provide this information for all districts to be served through this grant. Education service centers are not required to set aside Title I funds.

   Please note that failure to set aside funds from Title I, Part A, will eliminate the applicant from final consideration for funding.

2. Scope and Nature of Title I, Part A Services Describe 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*. The description should include the activity/activities, 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), and other relevant information. If more than one district is included in this application, provide this information for each district involved. Applicants may summarize this information but should provide sufficient detail for reviewers and for those who will make final determinations regarding the outcome of the application. According to guidance issued by the US Department of Education in July 2004:

M-4. What types of services may an LEA provide to homeless students with funds reserved under Section 1113(c)(3) of Title I?

An LEA may use funds reserved under this section to provide services to eligible homeless students in both Title I and non-Title I schools that are comparable to services provided to non-homeless students in Title I schools. Services provided should assist such children in meeting the State's challenging academic content and academic achievement standards.

An LEA has the discretion to use reserved funds to provide a homeless student with services that are not ordinarily provided to other Title I students and that are not available from other sources. For example, where appropriate, an LEA at its discretion may provide a student with an item of clothing to meet a school's dress or uniform requirement so that student may effectively take advantage of educational opportunities.

Examples of activities that may be provided through Title I, Part A, funds:

- Pay for all or part of the Homeless Liaison's salary to provided enhanced services to children and youth experiencing homelessness
- Pay for social workers, counselors, parent liaisons, or other staff that will work directly with children and youth in homeless situations
- Pay for tutoring after school, during the summer, on week-ends; tutoring may occur at schools, community centers, shelters, or other non-school locations
- Pay for supplies and materials for children and youth in homeless situations
- Pay for computer hardware that will be used directly to support the technology needs of homeless children and youth; computers may be placed at shelters or other locations where homeless children and youth receive educational services

Examples of activities that may NOT be provided through Title I, Part A, funds:

- Provision of transportation to and from the school that the student attends as part of the regular school day
- Payment of rent, utilities, or motel rooms—even on a one-time or emergency basis

3. Title I/McKinney-Vento Collaboration Describe how the Title I program will collaborate on an ongoing basis with the McKinney-Vento homeless liaison to ensure that students in homeless situations will receive appropriate Title I, Part A, services. In this description, include information about how the homeless liaison will access Title I funds for homeless students. If more than one district is included in this application, provide this information for each district involved. Applicants may summarize this information, but should provide sufficient detail for reviewers and for those who will make final determinations regarding the outcome of the application.

<u>GENERAL INSTRUCTIONS FOR *SUPPORT SCHEDULE #6F—DATA COLLECTION*</u>

SCHEDULE #6F MUST BE COMPLETED AND INCLUDED IN THE APPLICATION FOR YEARS 1, 2, AND 3, AND AMENDMENTS, IF APPLICABLE

1. <u>Homeless Indicator Data Element For All Students in the District</u>: Provide a narrative description that explains how each participating district in the application will fulfill the requirement to collect a homeless indicator data element (described below) for every student in each district.

2. <u>Four Data Elements Required for Students that Receive Direct Student Services</u>: Provide a narrative description that explains how each participating district in the application will fulfill the requirement to collect the four data elements (described below) for every student in each district that receives direct McKinney-Vento student services from the applicant's proposed project.

3. <u>Reporting Requirements</u>: Provide a narrative description that explains how the applicant will use the required homeless indicator and four additional data elements to fulfill the reporting requirements outlined below.

<u>Background Information</u>

The data requirements for the Texas Support for Homeless Education Program (TEXSHEP) are comprised of two related components: data collection and data reporting. Subgrant recipients, including all participating school districts, will be obligated to comply with **all** requirements for both components.

Applicants are required to provide responses to items 1, 2, and 3 listed on *Schedule #6F*. Prior to completing this schedule, it is important for grant applicants to review all of the requirements outlined below and to consult with staff responsible for data management in each of the participating districts in their proposal. Arrangements must be made to address the data requirements prior to the program start date; the data requirements must be implemented at the beginning of the program year.

<u>Data Collection Requirements for TEXSHEP</u>

There are a total of five data elements that the subgrant is required to collect: 1) a homeless indicator for all students in the district, and 2) four data elements for students who receive direct services from the McKinney-Vento subgrant project. None of the McKinney-Vento student data required by this grant are currently part of the PEIMS data set; however, PEIMS does contain some similar data elements.

The most efficient approach to collecting the McKinney-Vento student data is to add the required data elements to the district's student data records, thereby eliminating the need for duplicate record-keeping and data entry. This will also simplify reporting; once the reports are created, they can be run whenever needed. The reporting requirements include demographic information in addition to the five required data elements. Linking the required McKinney-Vento data elements with the student information that is already being collected by the district will greatly simplify the grant reporting. Participants may fulfill the data collection and reporting requirements using other methods. All required student data must be auditable and verifiable. Individual student information must be available upon request; however, none of the information required in the three annual McKinney-Vento Student Data reports includes identifiable student information.

Data Required for All Students

A homeless indicator for each student in the district is required. This indicator will identify the homeless status of each student in the district. Therefore, each student will be identified as either "homeless" or "not homeless." Because most students in any district are not homeless, the default status for all students should be "not homeless." When a homeless student is identified, the default of "not homeless" should be changed to "homeless."

When a student is homeless, the homeless indicator will identify the living situation of the student at the time of initial identification using the following categories:

Shelter (emergency, family, youth, domestic violence, etc.)
Doubled-up (living with friends or relatives)
Unsheltered (e.g., cars or other vehicle, parks, campgrounds, abandoned buildings, substandard housing, etc.)
Hotels/Motels
Unknown

It is important to note that the living situation is recorded only once, at the time of the initial identification. It will not be necessary to maintain ongoing information about a homeless student's residency situation as it changes over time.

One data element is sufficient for collecting all of the information required of the homeless indicator. The homeless indicator should have the following categories:

Not homeless (default)
Homeless: Shelter (emergency, family, youth, domestic violence, etc.)
Homeless: Doubled-up (living with friends or relatives)
Homeless: Unsheltered (e.g., cars or other vehicle, parks, campgrounds, abandoned buildings, substandard housing, etc.)
Homeless: Hotels/Motels
Homeless: Unknown

Homeless status is assessed every school year; therefore, the homeless status of all students should be set to the default (not homeless) prior to the start of every school year.

Data Required of Students Receiving Direct Services from a McKinney-Vento Subgrant

Information for each year will be maintained by the subgrantee for at least the duration of the three-year grant cycle

For students receiving direct services from the McKinney-Vento subgrant project, the subgrantee is required to collect four data elements:

1. Date of referral to the McKinney-Vento subgrant for direct services.

2. An identifier indicating students receiving McKinney-Vento services who are not homeless, but are at-risk (yes/no, default for entire district is no). All students that are homeless would have a *no* for this indicator.

3. An identifier indicating students who are unaccompanied youth (y/n, default for entire district is n). Any student receiving services, regardless of whether they were homeless or not homeless but at-risk, could, potentially, be identified as unaccompanied.

4. Indicators identifying all the direct services, from the list below, that a student receives over the course of the given school year from the McKinney-Vento subgrant:

Academic/enrichment services provided at a school facility over a holiday/break	Family support services
Assistance with participation in other school programs (besides Title I and Special Education)	Fees (testing, tuition, etc.)
Assistance with participation in Special Education	Fines (lost textbooks, lost equipment, etc.)
Assistance with participation in Title I	Holiday food baskets
Birth Certificate	Immunizations or immunization records
Child nutrition (school lunch)	Medical/dental/visual/health services referral
College application assistance	Mentoring
College financial aid assistance	Non-emergency housing referral
Community agency referral	Parent education
Consultation with McKinney-Vento staff	Referrals for medical, dental, and other health services
Emergency clothing/referral	School records
Emergency food/referral	School supplies
Emergency shelter referral	School uniform
Emergency utility assistance referral	Summer program
Enrollment assistance	TB skin test
Expedited evaluations	Transportation
	Tutoring

<u>Reporting Requirements</u>

Data reports must be submitted three times each school year:

1. a report on the period from the start of the school year through December 31st, due no later than January 31st;
2. a report on the period from the first of the school year through May 31st, due no later than June 15th; and
3. a final report containing all of the information for the entire school year September 1-through August 31, due no later than September 15th.

The reports only ask for summary information; however, all of the reports should be auditable and specific student data should be available upon request. Each report should contain running totals as of the final date of the specified reporting period.

The Assessment Data information is only due in the final, end-of-the-year, report on August 31st of each school year.

All data reports must be sent to:

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

Index of Data Required for Reporting Tables

Table 1: Totals For Entire District

1. The total number of homeless students in the district by grade, ethnicity, gender, and migrant status.
2. The total number of non-homeless students in the district by grade, ethnicity, gender, and migrant status.
3. The total number of all students enrolled in the district by grade, ethnicity, gender, and migrant status.

Table 2: Assessment Totals for All Homeless Students in the District (Due only as part of the 3rd report each school year)

1. The total number of homeless students that took the TAKS reading and math assessments by grade.
2. The total number of homeless students that took the TAKS reading and math assessments and met or exceeded state proficiency by grade.

Table 3: Totals For Students Receiving Direct Services from the McKinney-Vento Subgrant

1. The total number of homeless students receiving direct services from the McKinney-Vento subgrant by grade, ethnicity, gender, migrant status, and unaccompanied youth status.
2. The total number of non-homeless, at-risk students receiving direct services from the McKinney-Vento subgrant by grade, ethnicity, gender, and unaccompanied youth status.
3. The total number of all students receiving direct services from the McKinney-Vento subgrant (including both homeless and non-homeless, at-risk students) by grade, ethnicity, gender, and unaccompanied youth status.

Table 4: Totals of Students Referred to McKinney-Vento Subgrant by Month

1. The total number of homeless students receiving direct services from the McKinney-Vento subgrant by month of referral to the McKinney-Vento subgrant.
2. The total number of non-homeless, at-risk students receiving direct services from the McKinney-Vento subgrant by month of referral to the McKinney-Vento subgrant.
3. The total number of all students receiving direct services from the McKinney-Vento subgrant (including both homeless and non-homeless, at-risk students) by month of referral to the McKinney-Vento subgrant.

Table 5: Totals of Services Provided by McKinney-Vento Subgrant

1. The total number of each McKinney-Vento service provided by the McKinney-Vento subgrant to homeless students.
2. The total number of each McKinney-Vento service provided by the McKinney-Vento subgrant to non-homeless, at risk students.
3. The total number of each McKinney-Vento service provided by the McKinney-Vento subgrant to all students (including both homeless and non-homeless, at-risk students).

Table 6: Assessment Totals for All Homeless Students Receiving Direct Services from the McKinney-Vento Subgrant (Due only as part of the 3rd report each school year)

1. The total number of homeless students receiving direct services from the McKinney-Vento subgrant that took the TAKS reading and math assessments by grade.

2. The total number of homeless students receiving direct services from the McKinney-Vento subgrant that took the TAKS reading and math assessments and met or exceeded state proficiency by grade.

Table 7: Assessment Totals for All Homeless Students Who Did Not Receive Direct Services from the McKinney-Vento Subgrant (Only due as part of the 3rd report each school year)

1. The total number of homeless students **who did not receive direct services** from the McKinney-Vento subgrant that took the TAKS reading and math assessments by grade.
2. The total number of homeless students **who did not receive direct services** from the McKinney-Vento subgrant that took the TAKS reading and math assessments and met or exceeded state proficiency by grade.

Reporting Tables

Forms will be downloadable as Excel spreadsheets from the THEO website.

Table 1: Totals For Entire District

		Subgrantees must provide information for the three columns (1, 2, 3) below. Across each row, cells 1 and 2 should add up to the amount in column 3.		
Category	**Subcategory**	**1 Homeless Students**	**2 Non-Homeless Students**	**3 Totals for All Students**
Enrollment by Grade	Pre-Kindergarten			
	Kindergarten			
	1			
	2			
	4			
	5			
(LEAVE ALL SHADED CELLS IN THIS COLUMN BLANK)	6			
	7			
	8			
	9			
	10			
	11			
	12			
	Total district enrollment			
Enrollment by Ethnicity	American Indian or Alaskan Native			
	Asian or Pacific Islander			
	Black, not of Hispanic Origin			
	Hispanic			
	White, not of Hispanic Origin			
Enrollment by Gender	Male			
	Female			
Migrant Students	*(Leave this cell blank.)*			

Table 2: Assessment Totals for All Homeless Students in the District (Due only as part of the 3rd report each school year)

		Subgrantees must provide information for all homeless students in the two columns (1 and 2) below.	
Category	**Grade level**	**1** **Total # of all homeless students who took the test**	**2** **Total # of all homeless students who met or exceeded TAKS proficiency**
TAKS reading assessment by grade	3		
(LEAVE ALL SHADED CELLS IN THIS COLUMN BLANK)	4		
	5		
	6		
	7		
	8		
	9		
Total TAKS reading	*(Leave this cell blank.)*		
TAKS math assessment by grade	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
Total TAKS math	*(Leave this cell blank.)*		

Table 3: Totals For Students Receiving Direct Services from the McKinney-Vento Subgrant

		Subgrantees must provide information for the three columns (1, 2, 3) below. Across each row, cells 1 and 2 should add up to the amount in column 3.		
Category	**Subcategory**	**1** **Homeless Students Receiving MV Services**	**2** **Non-Homeless, At-Risk Students Receiving MV Services**	**3** **All Students Receiving MV Services**
Students Receiving MV Services by Grade	Pre-Kindergarten			
(LEAVE ALL SHADED CELLS IN THIS COLUMN BLANK.)	Kindergarten			
	1			
	2			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
	Total students receiving direct services from MV subgrant			
Students Receiving MV Services by Ethnicity	American Indian or Alaskan Native			
	Asian or Pacific Islander			
	Black, not of Hispanic Origin			
	Hispanic			
	White, not of Hispanic Origin			
Students Receiving Services by Gender	Male			
	Female			
Migrant Students	*(Leave this cell blank.)*		*(Leave this cell blank.)*	*(Leave this cell blank.)*
Unaccompanied Students	*(Leave this cell blank.)*			

Table 4: Totals of Students Referred to McKinney-Vento Subgrant by Month

	Subgrantees must provide information for the three columns (1, 2, 3) below. Across each row, cells 1 and 2 should add up to the amount in column 3.		
Month	**1** **Homeless students receiving MV services**	**2** **Non-homeless, At-risk students receiving MV services**	**3** **All Students Receiving MV Services**
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			
July			
August			

Table 5: Totals of Services Provided by McKinney-Vento Subgrant

Services Provided	Subgrantees must provide information for the three columns (1, 2, 3) below. Across each row, cells 1 and 2 should add up to the amount in column 3.		
	1 To Homeless Students receiving MV services	2 To Non-homeless, At-risk Students receiving MV services	3 To All Students receiving MV services
Academic/enrichment services provided at a school facility over a holiday/break			
Assistance with participation in other school programs (besides Title I and Special Education)			
Assistance with participation in Special Education			
Assistance with participation in Title I			
Birth certificate			
Child nutrition (school lunch)			
College application assistance			
College financial aid assistance			
Community agency referral			
Consultation with McKinney-Vento staff			
Emergency clothing/referral			
Emergency food/referral			
Emergency shelter referral			
Emergency utility assistance referral			
Enrollment assistance			
Expedited evaluations			
Family support services			
Fees (testing, tuition, etc.)			
Fines (lost textbooks, lost equipment, etc.)			
Holiday food baskets			
Immunizations or immunization records			
Medical/dental/visual/health services referral			
Mentoring			
Non-emergency housing referral			
Parent education			
Referrals for medical, dental, and other health services			
School records			
School supplies			
School uniform			
Summer program			
TB skin test			
Transportation			
Tutoring			

Table 6: Assessment Totals for All Homeless Students Receiving Direct Services from the McKinney-Vento Subgrant (Due only as part of the 3rd report each school year)

		Subgrantees must provide information for homeless students receiving direct services from the MV subgrant in the two columns (1 and 2) below.	
Category	**Grade level**	**1** **Total # of homeless students receiving direct services from the MV subgrant who took the test**	**2** **Total # of homeless students receiving direct services from the MV subgrant who met or exceeded TAKS proficiency**
TAKS reading assessment by grade	3		
	4		
(LEAVE ALL SHADED CELLS IN THIS COLUMN BLANK)	5		
	6		
	7		
	8		
	9		
Total TAKS reading	*(Leave this cell blank.)*		
TAKS math assessment by grade	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
Total TAKS math	*(Leave this cell blank.)*		

Table 7: Assessment Totals for All Homeless Students Who Did Not Receive Direct Services from the McKinney-Vento Subgrant (Due only as part of the 3rd report each school year)

		Subgrantees must provide information for homeless students who did not receive direct services from the MV subgrant in the two columns (1 and 2) below.	
Category	**Grade level**	**1** **Total # of homeless students who did not receive direct services from the MV subgrant who took the test**	**2** **Total # of homeless students who did not receive direct services from the MV subgrant who met or exceeded TAKS proficiency**
TAKS reading assessment by grade	3		
(LEAVE ALL SHADED CELLS IN THIS COLUMN BLANK)	4		
	5		
	6		
	7		
	8		
	9		
Total TAKS reading	*(Leave this cell blank.)*		
TAKS math assessment by grade	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
Total TAKS math	*(Leave this cell blank.)*		

GENERAL INSTRUCTIONS FOR *SCHEDULE #6G—PROJECT EVALUATION DESIGN*

SCHEDULE #6G MUST BE COMPLETED AND INCLUDED IN THE INITIAL APPLICATION FOR YEAR 1 AND IF APPLICABLE, IN YEARS 2 AND 3

PROJECT EVALUATION DESIGN

1. Evaluation Design: Applicants must design a project evaluation that measures how successfully the objectives, along with their accompanying activities, have addressed the selected needs and contributed to a successful result.

   a. Describe the measurable criteria such as activities, timeframes, data collection, attendance, academic improvement, policy change, procedure change, collaborations, etc., the applicant will use to evaluate successful outcomes for each objective. Be specific and concise.

      The following question may be helpful in providing the response to this item: **What** is the applicant going to measure for each objective that will indicate progress?

For example, District A might identify as criteria to measure:

- the number of enrollment personnel, and the campuses they represent, who attend McKinney-Vento training each year;
- the number and type of informational materials disseminated to each campus each year; and
- enrollment and attendance information for children in homeless situations.

b. Describe the measures for each criterion stated above. Be specific and concise.

The following question may be helpful in providing the response to this item: H**ow** is the applicant going to measure progress for each criterion for each objective? The information measured may indicate a successful result, or the need to make project adjustments.

For example, District A:

- may collect sign-in sheets for each McKinney-Vento training provided to district personnel that identifies the number of enrollment personnel and number of campuses represented;
- keep information on the number of times written information is given to each campus;
- collect student residency questionnaires;
- request that student residency questionnaires include a line item showing the date of application for enrollment as well as the date the student was actually enrolled and attending; or
- ask each campus to keep that information and turn it in periodically.

Note: Applicants may find it helpful to consult the *McKinney-Vento Standards and Indicators* draft document, developed by the National Center for Homeless Education and posted on the THEO website, for additional guidance on developing evaluation measures.

2. Compliance Requirements: The Applicant, if awarded a subgrant, by its signature on Schedule #1agrees to participate in review activities listed below and to submit all required written reports identified below. (No narrative is required for items 2a, 2b, and 2c.)

a. Mid-year Progress Review: The Texas Homeless Education Office will conduct a review of each project to discuss progress and needed changes as indicated by analysis of data and objective benchmarks, at approximately the mid-year point of the school year. THEO staff will discuss mid-year progress with the homeless liaison by phone or in person. Items to be discussed include the following:

- analysis of progress toward achieving objectives
- measurable criteria – are the criteria appropriate or is adjustment needed?
- any changes in policy and/or procedure that might be indicated by project activities
- effectiveness of collaborative efforts – have collaborations been established?
- timeframes – are timeframes adequate and reasonable?
- any adjustments to the activities, time frames, or objectives that result from this analysis

Note: Amendments may result from this analysis and review. This mid-year review will also assist the homeless liaison in preparing for the end-of-the-year narrative.

b. Year-End Narrative Report for Years One and Two of the Grant Cycle: The subgrantee agrees to submit a written year-end narrative report of the overall success of the project, using the information gathered and analyzed for each need, objective, activity, and result at the conclusion of each grant year. The subgrantee must organize the report in the order below, capturing the critical parts of what worked and what didn't, including evidence of success and analysis of those things that were not as successful, in as concise a manner as possible. The report should follow the format below:

   I. Brief Overview
      a. brief overview of the project implemented by the subgrantee, including the identified needs

   II. Progress Made
      a. progress toward achieving benchmarks
      b. the status of each activity, including any barriers that were diminished or eliminated because of the activity and the extent to which each activity is contributes to meeting the objective
      c. status of collaborative efforts
      d. the extent to which established timeframes for each objective and each activity were met, and the degree to which the overall timeframe of the three year grant cycle is on schedule
      e. any other information deemed relevant by the subgrantee

   III. Changes for Next Year
      a. a description of the adjustments needed to make any activity more successful, including the addition or deletion of an activity
      b. any changes that will be made to district policy, procedure, or practices and how the changes will help to meet the objectives
      c. any other information deemed relevant by the subgrantee

c. Three-Year Grant Cycle Summary Final Narrative Report: The subgrantee is required to submit a written summary report of the overall success of the project for the entire three-year grant cycle at the end of the third year, using the information gathered throughout the project. The format of the report should be modeled after that of the reports submitted at the end of years one and two, while also including the information from all three years, and from the additional sources listed below, tying all three years together in reporting the overall success of objectives, activities, and anticipated results for the entire project. Issues to be addressed in the final report might include, but are not limited to, the following:

   - the data collected per project guidelines (See Data Collection Schedule)
   - the budgetary issues
   - the information reported from any collaborative or client source
   - the year end reports for years one and two
   - the analysis of the third year's success, addressing the items in number 2 b. above
   - any other necessary input to give a complete picture of the success of the entire project
   - the extent to which the completion of the project informs future district activities
   - notable best practices

<u>GENERAL INSTRUCTIONS FOR SUPPORT SCHEDULE #7—Funding Table</u>

SUBMIT SCHEDULE #7 ONLY WITH YEAR 1 APPLICATION—DO NOT SUBMIT WITH AMENDMENTS

In order to calculate the maximum amount for which an applicant is eligible to apply, complete one of the following two charts. Applicants consisting of one, single LEA should complete the *Single LEA Amount Calculation Worksheet* on page I-56; applicants consisting of multiple LEAs should complete the *Multiple LEA Amount Calculation Worksheet* on pages I-57—I-58. Use your response on the appropriate chart to complete the appropriate table on *Schedule #7—Funding Table.*

No applicant is required to apply for the maximum amount for which they are eligible. An applicant can apply for any amount up to and including the maximum. Applicants should apply for an amount that is reasonable and appropriate for meeting the objectives of their project.

Complete the appropriate worksheet according to the instructions and submit it only with Year 1 of the application. *Schedule #7* cannot be amended and will be applied to all three years of the grant. It is not to be submitted at any point after the original application.

All of the data for these worksheets, both the total student enrollment and the percent economically disadvantaged, should come from the 2004-2005 District (or ESC Region) Profile from the Academic Excellence Indicator System (AEIS). The 2004-2005 AEIS Reports are available on the TEA website: http://www.tea.state.tx.us/perfreport/aeis/2005/index.html. Reviewers will use 2004-2005 AEIS Report data from the TEA website to evaluate each application; using another source for this data could adversely affect an application's score.

It is important that applicants use the data as reported on the 2004-2005 AEIS Reports only and not any other source. The AEIS reports are long and include a great amount of information. The relevant section is in the middle of the report; however, once the page loads, conducting a text-find for "Total Students" and/or "Economically Disadvantaged" will quickly locate the appropriate data.

<u>Single LEA Amount Calculation Example</u>

Data from Midland ISD will be used for the purposes of this example. The data were obtained by going to http://www.tea.state.tx.us/perfreport/aeis/2005/index.html, and submitting a request for the Midland ISD report. An excerpt of the relevant section of the 2004-2005 AEIS report for Midland ISD is included below.

T E X A S   E D U C A T I O N   A G E N C Y

District Name: MIDLAND ISD
County Name: MIDLAND
District #: 165901

Academic Excellence Indicator System
2004-05 District Profile

STUDENT INFORMATION

		District Count	District Percent
Total Students:		20,621	100.0%
Students By Grade:	Early Childhood Education	44	0.2%
	Pre-Kindergarten	625	3.0%
	Kindergarten	1,566	7.6%
	Grade 1	1,550	7.5%
	Grade 2	1,487	7.2%
	Grade 3	1,472	7.1%
	Grade 4	1,421	6.9%
	Grade 5	1,532	7.4%
	Grade 6	1,524	7.4%
	Grade 7	1,675	8.1%
	Grade 8	1,653	8.0%
	Grade 9	1,744	8.5%
	Grade 10	1,621	7.9%
	Grade 11	1,389	6.7%
	Grade 12	1,318	6.4%
Ethnic Distribution:	African American	2,030	9.8%
	Hispanic	9,776	47.4%
	White	8,533	41.4%
	Native American	89	0.4%
	Asian/Pacific Islander	193	0.9%
Economically Disadvantaged		10,327	50.1%

In this example, the relevant information for completing the *Single LEA Amount Calculation Worksheet* is Total Students, 20,621, and percent Economically Disadvantaged, 50.1%.

*Single LEA Example (*Referring to the *Single LEA Amount Calculation Worksheet)*

For Midland ISD, Item #1, the total student population, is 20,621.

Item # 2, the percent of students economically disadvantaged, is 50.1%.

Looking at the table on the worksheet, Midland ISD is in Tier III because the total student population, 20,621, is between 10,001 and 35,000.

Tier III has two levels—level III(a) and level Ill(b). Level III(a) is for districts that have a student population between 10,001 and 35,000 with less than 65% of these students identified as economically disadvantaged. Level III(b) is for districts that have a student population between 10,001 and 35,000 with 65% or more of these students identified as economically disadvantaged. Midland ISD has reported that 50.1% of their total student population is economically disadvantaged. Therefore, Midland ISD would fall under Tier III, level (a) (between 10,001 and 35,000 total students with less than 65% identified as economically disadvantaged) and the maximum amount for which they could apply would be $125,000. Therefore, item #3, the maximum amount for which this applicant is eligible to apply, would be $125,000.

Although the maximum amount for which Midland ISD could apply is $125,000, the district would not be obligated to apply for that amount. Midland ISD could apply for any amount that did not exceed $125,000. On item #4, the applicant should specify the total amount for which they will apply. This total amount cannot exceed the maximum amount for which they are eligible to apply in item # 3.

Multiple LEA Amount Calculation Examples

For this example, hypothetical data, presented below, will be used. However, the very first step in completing this worksheet would be to obtain the correct data. The data for this worksheet, the total student enrollment and the percent economically disadvantaged for each participating district, should come from the 2004-2005 District (or ESC Region) Profile from the Academic Excellence Indicator System (AEIS). The 2004-2005 AEIS Reports are available on the TEA website: http://www.tea.state.tx.us/perfreport/aeis/2005/index.html. It is important that applicants use the data as reported on the 2004-2005 AEIS Reports only and not any other source. Submit a request for each participating district. The AEIS reports are long and include a great amount of information, most of which is not relevant for this worksheet. The relevant section is in the middle of the report; however, once the page loads, conducting a text find for "Total Students" and/or "Economically Disadvantaged" will quickly locate the appropriate data. Record the "Total Students" and "Economically Disadvantaged" amounts for each participating district to use in completing the calculations required by the worksheet.

Hypothetical data for these examples:

Hypothetical District	Total Students	% Economically Disadvantaged
District A	1,786	88%
District B	873	97%
District C	9,876	75%
District D	436	54%
District E	15,745	56%
District F	11,928	43%
District G	18,321	82%
District H	2,300	41%
District I	27,684	61%
District J	5,389	44%

*Multiple LEA Example 1 (*Referring to the *Multiple LEA Amount Calculation Worksheet)*

In the first example, District A, District B, and District C have joined together to submit an application as a multi-district project. The data that are needed to complete the worksheet are:

Hypothetical District	Total Students	% Economically Disadvantaged
District A	1,786	88%
District B	873	97%
District C	9,876	75%

The number of participating LEAs is 3; therefore, item #1 is 3.

In order to calculate the total student enrollment of all participating LEAs for item #2, simply add up the total students from each participating LEA:

Hypothetical District	Total Students
District A	1,786
District B	873
District C	9,876
TOTAL	12,535

The total student enrollment of all participating LEAs is 12,535; therefore, item #2 is 12,535.

The data for item #3—the percentage of students that are economically disadvantaged for each participating district—are simply taken from the original data:

Hypothetical District	% Economically Disadvantaged
District A	88%
District B	97%
District C	75%

For item #4, the number of participating LEAs with more than 65% of students economically disadvantaged, add up the number of participating districts with more than 65% of students economically disadvantaged. By looking at the answer to item #3, which contains a list of the rates of the economically disadvantaged in each participating district, you can see which districts have a percentage greater than 65% and which do not. In this example, each of the three participating districts has more than 65% economically disadvantaged--District A is 88%, District B is 97%, and District C is 75%. Therefore, item #4 is 3. Three districts have more than 65% of percentage of economically disadvantaged that is greater than 65%.

In order to calculate the percentage for item #5, take the total number of participating LEAs with more than 65% economically disadvantaged from item #3 (dividend) and divide it by the total number of participating LEAs from item #1 (divisor). Multiply the quotient by 100 in order to get the percentage. (Amount in #4/Total in #1)*100

In this example, 3 is the total number of participating districts with more than 65% economically disadvantaged:

3

The total number of participating districts is also 3, so:

3/3 = 1

Multiplying the quotient, 1, by 100 gives us 100. One hundred percent of the participating districts have a percentage of economically disadvantaged greater than 65%. Therefore, item #5 is 100%.

In this example, the total student population is 12,535. The percentage of participating districts that have more than 65% economically disadvantaged is 100%. Looking at the chart, the total student population of 12,535 is between 10,001 and 35,000; therefore, this application is in Tier III. Because 100% of the participating districts have more than 65% of their students economically disadvantaged, this application belongs in Tier III, Level b. The maximum that could be requested in this application is $175,000; therefore, item #6 is $175,000.

Although the maximum amount for which this applicant could apply is $175,000, the applicant would not be obligated to apply for that amount. The applicant could apply for any amount that did not exceed $175,000. On item #7, the applicant should specify the total amount for which they will apply. This total amount cannot exceed the maximum amount for which they are eligible to apply in item # 6.

*Multiple LEA Example 2 (*Referring to the *Multiple LEA Amount Calculation Worksheet)*
In this second example, District D, District E, District F, District G, District H, District I, and District J have joined together to submit an application as a multi-district project. The data that are needed to complete the worksheet are:

Hypothetical District	Total Students	% Economically Disadvantaged
District D	436	54%
District E	15,745	56%
District F	11,928	43%
District G	18,321	82%
District H	2,300	41%
District I	27,684	61%
District J	5,389	44%

The number of participating LEAs is 7; therefore, item #1 is 7.

In order to calculate the total student enrollment of all participating LEAs for item #2, simply add up the total students from each participating LEA:

Hypothetical District	Total Students
District D	436
District E	15,745
District F	11,928
District G	18,321
District H	2,300
District I	27,684
District J	5,389
TOTAL	81,803

Because the total students is greater than 35,001, consult the table to determine the tier. With a total student enrollment of all participating LEAS adding up to 81,803, this RFP is in Tier V because 81,803 is between 60,001 and 149,999. The maximum amount that this application can request is $200,000. Therefore, item #6 is $200,000.

Although the maximum amount for which this applicant could apply is $200,000, the applicant would not be obligated to apply for that amount. The applicant could apply for any amount that did not exceed $200,000. On item #7, the applicant should specify the total amount for which they will apply. This total amount cannot exceed the maximum amount for which they are eligible to apply in item # 6.

*Multiple LEA Example 3 (*Referring to the *Multiple LEA Amount Calculation Worksheet)*
In this third example, District A, District B, District D, District H, and District J have joined together to submit an application as a multi-district project. The data that are needed to complete the worksheet are:

Hypothetical District	Total Students	% Economically Disadvantaged
District A	1,786	88%
District B	873	97%
District D	436	54%
District H	2,300	41%
District J	5,389	44%

The number of participating LEAs is 5; therefore, item #1 is 5.

In order to calculate the total student enrollment of all participating LEAs for item #2, simply add up the total students from each participating LEA:

Hypothetical District	Total Students
District A	1,786
District B	873
District D	436
District H	2,300
District J	5,389
TOTAL	10,784

The total student enrollment of all participating LEAs is 10,784; therefore, item #2 is 10,784.

The data for item #3—the percentage of students that are economically disadvantaged for each participating district—is simply taken from the original data:

Hypothetical District	% Economically Disadvantaged
District A	88%
District B	97%
District D	54%
District H	41%
District J	44%

For item #4, the number of participating LEAs with more than 65% of students economically disadvantaged, add up the number of participating districts with more than 65% of students economically disadvantaged. By looking at the answer to item #3, which contains a list of the rates of the economically disadvantaged in each participating district, you can see which districts have a percentage greater than 65% and which do not. In this example, two of the five participating districts have more than 65% economically disadvantaged--District A is 88% and District B is 97%. Therefore, item #4 is 2. Two districts have more than 65% of percentage of economically disadvantaged that is greater than 65%.

In order to calculate the percentage for item #5, take the total number of participating LEAs with more than 65% economically disadvantaged from item #3 (dividend) and divide it by the total number of participating LEAs from item #1 (divisor). Multiply the quotient by 100 in order to get the percentage. (Amount in #4/Total in #1)*100

In this example, 2 is the total number of participating districts with more than 65% economically disadvantaged:

2

The total number of participating districts is 5, so:

2/5 = .4

Multiplying the quotient, .4, by 100 gives us 40. Forty percent of the participating districts have a percentage of economically disadvantaged greater than 65%. Therefore, item #5 is 40%.

In this example, the total student population is 10,784. The percentage of participating districts that have more than 65% economically disadvantaged is 40%. Looking at the chart, the total student population of 10,784 is between 10,001 and 35,000; therefore, this application is in Tier III. Because 40% of the participating districts have more than 65% of their students economically disadvantaged, this application belongs in Tier III, Level a. The maximum that could be requested in this application is $125,000; therefore, item #6 is $125,000.

Although the maximum amount for which this applicant could apply is $125,000, the applicant would not be obligated to apply for that amount. The applicant could apply for any amount that did not exceed $125,000. On item #7, the applicant should specify the total amount for which they will apply. This total amount cannot exceed the maximum amount for which they are eligible to apply in item # 6.

For assistance in determining the amount for which an applicant may apply, contact the Texas Homeless Education Office at 1-800-446-3142.

Single LEA Amount Calculation Worksheet

1. Total student enrollment of LEA ____

If total student enrollment is 35,001 or greater, skip step 2. Consult the table and proceed to step 3.

2. Percent of students that are economically disadvantaged: _______________________________

If student enrollment is:	Tier:	And the percentage of economically disadvantaged is:	The maximum amount you can apply for is:
3,000 or less	I.	I(a). Less than 65%	I(a). $25,000
		I(b). 65% or more	I(b). $75,000
From 3,001 to 10,000	II.	II(a). Less than 65%	II(a). $75,000
		II(b). 65% or more	II(a). $125,000
From 10,001 to 35,000	III.	III(a). Less than 65%	III(a). $125,000
		III(b). 65% or more	III(a). $175,000
From 35,001 to 60,000	IV.	Not applicable	IV. $175,000
From 60,001 to 149,999	V.	Not applicable	V. $200,000
150,000 or more	VI.	Not applicable	VI. $250,000

3. The maximum amount for which this applicant is **eligible** to apply: $_________________________

4. The total amount requested in this application: $__________________________________

Multiple LEA Amount Calculation Worksheet

1. Number of participating LEAs: ____

2. Total student enrollment of all participating LEAs: ____________________________________

If total student enrollment is 35,001 or greater, skip steps 3, 4, 5. Consult the table on the next page and proceed to step 6.

3. For each participating LEA, the percentage of students that are economically disadvantaged: _________

____

4. The number of participating LEAs with more than 65% of students economically disadvantaged:______

In order to calculate the percentage for #5, divide the total in #4 (the number of participating LEAs with more than 65% of students economically disadvantaged) by the total in #1 (the number of participating LEAs) and multiply by 100. (Amount in #4/Total in #1)*100

5. Percentage of all participating LEAs that are economically disadvantaged at a rate of 65% or greater:

____

Multiple LEA Funding Table

If student enrollment is:	Tier	And the total percentage of LEAs that are economically disadvantaged at a rate of 65% or greater is:	The maximum amount you can apply for is:
3,000 or less	I.	I(a). Less than 75%	I(a). $25,000
		I(b). 75% or more	I(b). $75,000
From 3,001 to 10,000	II.	II(a). Less than 75%	II(a). $75,000
		II(b). 75% or more	II(b). $125,000
From 10,001 to 35,000	III.	III(a). Less than 75%	III(a). $125,000
		III(b). 75% or more	III(b). $175,000
From 35,001 to 60,000	IV.	Not applicable	IV. $175,000
From 60,001 to 149,999	V.	Not applicable	V. $200,000
150,000 or more	VI.	Not applicable	VI. $250,000

6. The maximum amount for which this applicant is **eligible** to apply: $____________________________

7. The total amount that you are requesting in this application: $___________________________________