


**Florida Department of Education
Project Award Notification**

6.03(2)

1 PROJECT RECIPIENT Taylor County School District	2 PROJECT NUMBER 620-1270B-0CH01	
3 PROJECT/PROGRAM TITLE Title IX, Part A: Education for Homeless Children and Youth Project TAPS 20A006	4 AUTHORITY 84.196A Title IX Part A Homeless ESSA USDE or Appropriate Agency FAIN#: S196A190010	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2019 - 06/30/2020 Program Period: 07/01/2019 - 06/30/2020	
7 AUTHORIZED FUNDING Current Approved Budget: \$25,000.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$25,000.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 06/30/2020 Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2020 Last date for receipt of proposed budget and program amendments: 05/31/2020 Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : 07/01/2019 		
10 DOE CONTACTS Program: Skip Forsyth Phone: (850) 245-0089 Email: Skip.Forsyth@fldoe.org Grants Management: Unit A (850) 245-0496		Comptroller Office Phone: (850) 245-0401 Duns#: 106027881 FEIN#: F596000878002
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. 		
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div style="text-align: center;">  Date of Signing </div> <div style="text-align: right;">  </div> </div> <p align="right" style="color: red; font-weight: bold; font-size: 1.2em;">APPROVED</p>		

DOE-200

Revised 07/15

DEC 10 2019

By Taylor County
School Board

**Florida Department of Education
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INSTRUCTIONS
PROJECT AWARD NOTIFICATION

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9** Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10** DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11** Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

RECEIVED

Please return to: Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Title IX, Part A Education of Homeless Children and Youth Project 2019-2020 ✓ TAPS NUMBER: 20A006	DOE USE ONLY Date Received 2019 JUN 24 PM 1:04 OFFICE OF GRANTS MANAGEMENT Project Number (DOE Assigned) ✓ 620-12708-0CH01								
B) Name and Address of Eligible Applicant: Dr. Danny Glover, Jr. 318 North Clark Street Perry, 32347 <i>Taylor CSO</i>										
C) Total Funds Requested: \$25,000.00 DOE USE ONLY Total Approved Project: \$ 25,000.00	D) Applicant Contact & Business Information <table border="1"> <tr> <td>Contact Name: Sharon Hathcock</td> <td>Telephone Numbers: 850-838-2500</td> </tr> <tr> <td>Fiscal Contact Name: Ashley Valentine</td> <td>FAX: 850-838-2501</td> </tr> <tr> <td>Mailing Address: 318 North Clark Street Perry, 32347</td> <td>E-mail Addresses: sharon.hathcock@taylor.k12.fl.us</td> </tr> <tr> <td>Physical/Facility Address: 318 North Clark Street Perry, 32347</td> <td>DUNS number: 106027881 FEIN number: F596000878002</td> </tr> </table>		Contact Name: Sharon Hathcock	Telephone Numbers: 850-838-2500	Fiscal Contact Name: Ashley Valentine	FAX: 850-838-2501	Mailing Address: 318 North Clark Street Perry, 32347	E-mail Addresses: sharon.hathcock@taylor.k12.fl.us	Physical/Facility Address: 318 North Clark Street Perry, 32347	DUNS number: 106027881 FEIN number: F596000878002
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Physical/Facility Address: 318 North Clark Street Perry, 32347	DUNS number: 106027881 FEIN number: F596000878002									
<p align="center">CERTIFICATION</p> <p>I, <u>Dr. Danny Glover, Jr.</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <p>E) <u><i>Danny Glover Jr</i></u> Signature of Agency Head </p>										



A) Taylor County District School Board

Name of Eligible Recipient

TAPS Number

20A006

B) 620-1270B-0CH01

Project Number (DOE USE ONLY)

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM**

	Activity	(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE (DOE USE ONLY)	REASONABLE (DOE USE ONLY)	NECESSARY (DOE USE ONLY)
1	• Educational support services	5100	120	Classroom teachers for Summer Reading Program for Homeless Students in 2nd and 3rd Grade	0.000	\$1,800.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	• Educational support services	5100	210	Retirement @ 8.47 %	0.000	\$150.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	• Educational support services	5100	220	Social Security @ 7.65%	0.000	\$140.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	• Educational support services	5100	240	Worker's Comp @ 1.376%	0.000	\$25.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	• Case management/social work services for full participation; • Professional development (training, ta, consultation, coaching); • Educational support services	5100	510	Supplies to enable homeless students to participate successfully in school such as binders, paper, pens, pencils, and/or calculators	0.000	\$1,543.75	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	• Case management/social work services for full participation; • Professional development (training, ta, consultation, coaching); • Educational support services	5100	590	(SF 16) (as a last resort when no other funds or resources are available) and school supplies including shirts/ pants, hygiene items	0.000	\$1,000.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7	• Professional Development for Homeless Liaison and HEP staff; • Outreach to identify homeless children and youth in the community; • Case management/social work services for full participation; • Professional development (training, ta, consultation, coaching); • Educational support services	6100	130	Homeless Education Program Liaison will complete individual school level fidelity of implementation checks, parent presentations at the beginning of the school year, and ongoing identification of and assistance to homeless students. 15HRS x 12MOS(SF5)(SF4)	0.125	\$7,060.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8	• Professional Development for Homeless Liaison and HEP staff; • Outreach to identify homeless children and youth in the community; • Case management/social work services for full participation; • Professional development (training, ta, consultation, coaching); • Educational support services	6100	130	Homeless Education Assistant will provide support needed for the HEP (10 hours x 10 months)	0.070	\$3,922.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9	• Professional Development for Homeless Liaison and HEP staff; • Outreach to identify homeless children and youth in the community; • Case management/social work services for full participation;	6100	210	Homeless Education Program Liaison and Assistant retirement@ 8.47% (SF6)	0.000	\$700.00	100.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

[illegible]

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

John R. Forsyth

Name

Signature



Director, Homeless Education Program

Title

Date

8/29/19

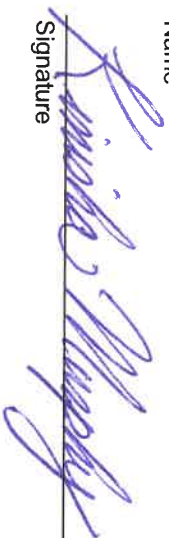
DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Kinisha Murphy

Name

Signature



Operations and Management Consultant I

Title

Date

10/07/2019

Taylor County District School Board

Title IX, Part A Education of Homeless Children and Youth Project 2018-2021: Year 2

Program Specific Assurances

In order to receive funding, the applicant (LEA) must assure that:

- Each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth;
- Homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth;
- It will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth;
- It will not separate homeless students from the mainstream school environment or segregate homeless students in a separate school, or in a separate program within a school, based on such students' status as homeless;
- Homeless children and youth have access to the education and other services that they need to in order to meet the same challenging state student academic achievement standards to which all students are held;
- Its combined fiscal effort per student, or the aggregate expenditures of the LEA and the state with respect to the provisions of free public education by the LEA 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 (unless the state receives a waiver);
- It complies with, or will use requested funds to comply with paragraphs (3) through (7) of section 722(g) of the McKinney-Vento Act;
- It will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
- It will designate an appropriate staff person, who may also be a coordinator for other federal programs, as a local educational agency liaison for homeless children and youths, to carry out the duties described in Title IX, Part A, section 722(g)(1)(6)(A);
- It will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in the McKinney-Vento Act; and,
- It will adopt policies and practices to ensure participation by the designated homeless liaison in professional development and other technical assistance provided by or as determined appropriate by, the State Homeless Education Coordinator.
- It will provide assistance to unaccompanied homeless high school youth to prepare them and improve their readiness for postsecondary education.
- If the homeless student's living arrangement in the area served by the LEA of origin terminates and the student, though continuing his or her education in the school of origin, begins living in an area served by another LEA, the LEA of origin and the LEA in which the homeless student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.
- It will meet the requirements of Title IX, Part A, section 722(g)(3).
- Qualified homeless high school students, while enrolled in high school, will earn accelerated credit, such as advanced placement courses, dual enrollment, and industry certifications.
- Homeless high school seniors who receive a standard diploma will receive a letter verifying their status as homeless for the purpose of supporting their application for Florida's state tuition and fee exemption for individuals lacking a fixed, regular and adequate nighttime residence under Section 1009.25(1)(f), Florida Statutes.

☒ Select this checkbox to indicate that your homeless education program provides for the above program specific assurances.

Needs Assessment

McKinney-Vento Standards & Measures

All measures, both primary and secondary, are part of an LEA's homeless student data profile. All will be tracked and reported annually for all projects.

Primary Standards and Measures

Need A: Identification of Homeless Children and Youth

MVA Standard	Standard 3: All children in homeless situations are identified.
Standard Measure	Homeless Student Identification Rate (HSIR): The HSIR is the total number of homeless children and youth divided by the total number of all students identified as economically disadvantaged.
Measure Justification	National reports estimate that approximately ten percent (10%) of children and youth living in poverty experience homelessness each year.
HSIR Elements	<ul style="list-style-type: none"> Identified Homeless Students (HIS): Number of students identified homeless per the McKinney-Vento Act. Economically Disadvantaged Students (EcDS): Number of students determined to be economically disadvantaged.
HSIR Project Standard	All LEAs must have a NEED A Plan that results in a HSIR of at least five percent (5%) by the end of Project Year 3.

Need B: Regular School Attendance by Homeless Children and Youth

MVA Standard	Standard 4: Within one full day of an attempt to enroll in school, homeless students are in attendance. Standard 5: All homeless students experience stability in school. Standard 8: All unaccompanied homeless youth enroll in and attend school.
Standard Measure	Homeless Student Attendance Rate (HSAR): The HSAR is the percent (portion) of school days for which homeless students are determined to be in attendance, per district policy and practice.
Measure Justification	Regular school attendance is a sign of educational environment stability and engagement in the school's educational program, which enhances academic achievement and personal development.
HSAR Elements	<ul style="list-style-type: none"> School Days Present (SDP): The total number of days homeless students were counted as present during eligible school days. School Days Absent (SDA): The total number of days homeless students were counted as absent during eligible school days.
HSAR Project Standard	All LEAs must have a Need B Plan that results in a HSAR of at least 90% by the end of Project Year 3.

Need C: Academic Progress of Homeless Children and Youth - Grade Promotion (all grades)

MVA Standard	Standard 2: All Homeless students demonstrate academic progress.
Standard Measure	All Grade Homeless Student Promotion Rate (AGHSPR): The HSPR is the percent (portion) of homeless students who are promoted to the next grade (all grades).

Measure Justification	Progression through Grades: Success in school enhances commitment to education and reduces the risk of school dropout.
Data Elements	<ul style="list-style-type: none"> • All Grades Homeless Students Promotion Plus Retention (AGP+R): The total number of homeless students identified in grades K-12 who were promoted plus those who were retained. • All Grades Homeless Students Promoted (AGP): The total number of homeless students promoted to the next grade.
Project Standard	The standard Homeless Student Promotion Rate is TBD.

Need C: Academic Progress of Homeless Children and Youth - Grade Promotion (grades 9-11)

MVA Standard	Standard 2: All Homeless students demonstrate academic progress.
Standard Measure	High School Homeless Student Promotion Rate (HSHSPR): The HSPR is the percent (portion) of homeless students who are promoted to the next grade (9-11).
Measure Justification	Progression through Grades: Success in school enhances commitment to education and reduces the risk of school dropout.
Data Elements	<ul style="list-style-type: none"> • High School Homeless Students Promoted Plus Retained (HSHSP+R): The total number of homeless students identified in grades 9-11 who were promoted plus those who were retained. • High School Homeless Student Promotion (HSHSP): The number of homeless students (IHS) promoted to the next grade.
Project Standard	The standard High School Promotion Rate is 90%.

Need C: Academic Progress of Homeless Children and Youth - Cohort Graduation Rate

MVA Standard	Standard 2: All Homeless students demonstrate academic progress.
Standard Measure	Homeless Student Cohort Graduation Rate (HSCGR): The four-year adjusted HSCGR is the number of students who experience homelessness from the 9th grade and graduate in four years with a regular high school diploma divided by the total number of students who form the adjusted cohort for the graduating class and who experienced homelessness at least once during the cohort period. Adjusted Cohort and Cohort Period: students who enter the 9th grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die by the end of the fourth year after entering 9th grade for the first time.
Measure Justification	On-time Receipt of a Standard Diploma: On-time graduation of all students is the ultimate goal of the Florida Education System.
Data Elements	<ul style="list-style-type: none"> • Cohort Homeless Standard Diploma Recipients; CHSDR: The total number of high school recipients of a standard diploma who also experienced homelessness at least once within four years of enrolling in the 9th grade. • Cohort Homeless High School Students; CHHS: The total number of high school cohort members who experienced homelessness within four years of enrolling in 9th grade.
Project Standard	The standard High School Homeless Student Cohort Graduation Rate is TBD.

Need A: Homeless Student Identification Trends

LEA Homeless Student Identification Rate (HSIR) Trend Data

	2015 - 2016	2016 - 2017	2017 - 2018		2015-2018 Three-year Average Rate
Number of Homeless Students Identified (IHS):	127	126	126		
Number of Economically Disadvantaged Students (EcDS):	1821	2461	2004		
HSIR Calculation (IHS/EcDS) x 100:	6.97%	5.12%	6.29%	→	6.13%

LEA HCY Housing at Time of Identification

Year	Shelters	Shared Housing	Motels	Unsheltered
2014-2015	2%	77%	9%	13%
2015-2016	4%	82%	5%	9%
2016-2017	3%	64%	11%	21%
2017-2018	0%	79%	5%	14%

- HCY = Homeless Children and Youth
- Shelters = Living in emergency or transitional shelters
- Sharing = Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; "doubled-up"
- Unsheltered = Living in cars, parks, campgrounds, public spaces, abandoned buildings, substandard housing, bus or train stations
- Motels = Living in hotels or motels

Anticipated HSIR

Do you anticipate that the annual rate for 2018-2019 will be:

☐ Higher
 ☐ Lower
 ☒ About the same

Why?

Based upon our current HSIR, it is predicted that our homeless student population will remain fairly constant. The TCSD's aggregated count is approximately 100 at this time. The TCSD Homeless Education Program relies heavily on each school's front-line staff to identify homeless children and youth. Over the past 6 years, as we have provided training, school staff have gotten better at identifying homeless children and youth, as the figures show. We are proud of this accomplishment, but we recognize that more training is needed. Taylor County also is facing more mobility of homeless families are leaving the district due to the absence of local support services (such as shelter). It is difficult to predict the impact of such movement on the number of homeless children and youth in TCSD; however, we are confident that our increasing ability to recognize and identify these children and youth will result in a net gain, rather than a net loss, of identified students. Currently, we are encouraged that local governmental agencies are investigating the need and available resources for homeless individuals with a specific focus on housing.

Need A: Homeless Student Identification Snapshot

Previous year grade-level identification-related data

Data Element	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	LEA Totals
# of HCY identified	<11	12	15	11	13	16	12	<11	12	<11	<11	<11	<11	<11	124
# of FRL enrollment per grade	153	195	173	185	205	165	170	115	138	123	120	101	90	71	2004
# of HCY at 5% Grade HSIR	7.65	9.75	8.65	9.25	10.25	8.25	8.5	5.75	6.9	6.15	6	5.05	4.5	3.55	100.2
# of UHY identified	<11	0	0	0	<11	0	<11	<11	<11	<11	0	<11	<11	<11	15

Additional Data Elements

Identification of Homeless Children and Youth Indicators: State Demographics Reports (Survey 5, FDOE)

Data Element	Data Value	Data Source
No records found.		

Discussion

Discuss what the data and input says about the needs of the LEA's homeless children and youth.

Essentially the district has identified approximately 5% of the FR population across the grade levels. There may be a variance when comparing percentage identified grade level to grade level.

Need B: Homeless Student Attendance Trends**LEA Homeless Student Attendance Rate (HSAR) Trend Data**

	2015 - 2016	2016 - 2017	2017 - 2018	2015-2018 Three-year Average Rate
Percent of Days Present for Homeless Students (SDP)	86.9%	85%	86.55%	
Percent of Days Absent for Homeless Students (SDA)	13.1%	15%	13.44%	
HSAR Calculation: (SDP/(SDP+SDA)) x 100	86.9%	85%	86.56%	86.15%

Threats to HCY Attendance: HMLS vs. NHMLS

Year	% Out of School Suspension		% Expulsion		% HS Dropout	
	HMLS	NHMLS	HMLS	NHMLS	HMLS	NHMLS
2015 - 2016	18.0 %	13.0 %	1.0 %	0.0 %	7.0 %	2.0 %
2016 - 2017	19.0 %	13.0 %	0.0 %	0.0 %	0.0 %	0.0 %
2017 - 2018	6.0 %	6.0 %	1.0 %	0.0 %	0.0 %	1.0 %

Anticipated HSAR

Do you anticipate that the annual rate for 2018-2019 will be:

☐ Higher
 ☐ Lower
 ☒ About the same

Why?

The Taylor County School District and the Homeless Education Program staff diligently monitor and provide support for chronically absent and truant students. The overall average daily attendance rate for the school district has only increased incrementally; therefore, it is anticipated that HSAR will show little improvement. Taylor County has a district-wide attendance problem and continues to address it in multiple ways, including Family Outreach events; attendance goals within school improvement plans; and heightened monitoring of student attendance at both the school and district levels. To ensure that appropriate attention is focused on homeless children and youth within these district-wide efforts, the TCSD Homeless Education Program has worked with the district's parent liaisons, school resource officers, assistant principals, deans, and district directors to locate barriers to attendance and identify resources that are responsive to the needs of homeless students.

Need B: Homeless Student Attendance Snapshot

Previous year grade-level HCY attendance-related data

Data Element	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	LEA Totals
HCY % of Days Present	97%	83.4%	80.5%	84%	89.6%	87.6%	89%	88.2%	90.5%	93.5%	89%	78%	84.4%	80.1%	
UHY % of Days Present	NA	NA	NA	NA	NA	NA	89.3%	93.6%	85.3%	96%	NA	66.8%	84.4%	80.1%	83.1%
NCHY % of Days Present	94.7%	90.3%	92.9%	92.5%	92.1%	91.9%	92.2%	91.5%	90.9%	90.9%	85.4%	85.8%	85.8%	87%	90.6%

Additional Data Elements

McKinney-Vento Act Student Enrollment and Attendance Indicators: State Demographics Reports (Survey 5, FDOE)

Data Element	Data Value	Data Source
No records found.		

Discussion

Discuss what the data and input says about the needs of the LEA's homeless children and youth.

Chronic absenteeism is a definitely a problem in the Taylor County School District. According to the 2017-18 ADA State data, the district is ranked in the 66th in the state. Research points out the fact that homeless students have an even greater percentage of missed school days. One of our HEP goals is to provide support and assist homeless students in attending school regularly.

Need C: Homeless Student Academic Trends**LEA Homeless Student Academic Achievement Trend Data****Homeless Student Grade Promotion Rate (K-11 - HSPM-AG)**

	2015 - 2016	2016 - 2017	2017 - 2018	2015-2018 Three-year Average Rate
Number of Homeless Students in Grades K-11 Who Were Promoted or Retained (HSP+R)	103	101	89	
Number of Homeless Students in Grades K-11 Promoted to Next Grade (HSP)	94	94	81	
HSPR (HSP/(HSP+R)) * 100	91.26%	93.07%	91.01%	? 91.78%

Homeless Student Grade Promotion Rate (grades 9-11 - HSPM-HS)

	2015 - 2016	2016 - 2017	2017 - 2018	2015-2018 Three-year Average Rate
Number of Homeless Students in Grades 9-11 Who Were Promoted or Retained (HSP+R)	19	16	9	
Number of Homeless Students in Grades 9-11 Promoted to Next Grade (HSP)	16	14	5	
HSPR (HSP/(HSP+R)) * 100	84.21%	87.5%	55.56%	? 75.76%

Homeless High School Student Cohort Graduation Rate (HSCGR)

	2015 - 2016	2016 - 2017	2017 - 2018	Three-year Average Rate
Homeless Student Graduation Cohort* Members Who Received a Standard Diploma and Experienced Homelessness at least once during High School HSCSD)	2	2	0	
Homeless Student Cohort Members Who Experienced Homelessness (HSGC)	6	4	0	
Annual HSCGR Calculation (HSGCSD/HSGC) x 100	33.33%	50%	0%	? 27.78%

* Student Graduation Cohort = students who enter the 9th grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die by the end of the fourth year after entering 9th grade for the first time.

Threats to Academic Progress – HMLS vs. NHMLS

Year	Grade Retention Rate (all grades)			% Grade Retention Rate (9-11)			FSA ELA % Level 3			FSA Math % Level 3		
	HMLS	NHMLS	Gap	HMLS	NHMLS	Gap	HMLS	NHMLS	Gap	HMLS	NHMLS	Gap
2014-2015	3%	7%	4%	16%	22%	6%	40%	43%	2%	63%	50%	-13%
2015-2016	9%	7%	-2%	12%	9%	-3%	33%	41%	8%	54%	50%	-4%
2016-2017	7%	6%	-1%	13%	15%	2%	15%	42%	27%	18%	49%	32%
2017-2018	9%	8%	-1%	44%	18%	-27%	42%	45%	2%	40%	50%	10%

Anticipated Academic Progress

Do you anticipate that the annual rates for the HSPR Rate for the current year will be:

☐ Higher ☐ Lower ☒ About the same

Why?

The TCSD HEP works closely with the Director of Instruction, constantly reviewing student performance data through the early warning system, benchmark achievement tests, and the student information system. The HEP compares the progress of homeless and non-homeless students. This data is used to identify and remove barriers for homeless student success. Individual homeless student academic and attendance data is reviewed after the first 20 days of school and at the end of every 9 weeks, thereafter. Additionally, , the HEP will network to secure targeted academic supports for homeless students. The provision of these services should contribute to the reduction in achievement gaps.

Need C Homeless Student Academic Trends Snapshot

Instructions: The data from the previous year's State Demographics Reports that are embedded in the following table.

Previous year grade-level academic-related data

Data Element	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	LEA Totals
% HCY per grade	0%	4.7%	6.1%	4.1%	4.6%	6.5%	4.8%	1%	6.1%	3.6%	1.5%	5.1%	1.1%	0%	4.2%
% UHY per grade	0%	0%	0%	0%	0.4%	0%	1.2%	0.5%	0.5%	0.5%	0%	2.3%	0.6%	0%	0.4%
% UHY who took FSA/Math	NA	NA	NA	NA	100%	NA	100%	0%	0%	100%	NA	NA	NA	NA	71.4%
% UHY scoring Level 3 or Above – FSA/Math	NA	NA	NA	NA	0%	NA	0%	0%	0%	100%	NA	NA	NA	NA	20%
% UHY who took FSA/ELA	NA	NA	NA	NA	100%	NA	100%	0%	0%	100%	NA	25%	NA	NA	54.5%
% UHY scoring Level 3 or Above – FSA/ELA	NA	NA	NA	NA	0%	NA	0%	0%	0%	0%	NA	100%	NA	NA	16.7%
% HCY who took FSA ELA	NA	NA	NA	NA	100%	83.3%	83.3%	100%	88.9%	100%	100%	83.3%	NA	NA	90%
% HCY who took FSA Math	NA	NA	NA	NA	100%	90.9%	83.3%	100%	66.7%	100%	85.7%	NA	NA	NA	87.5%
% HCY scoring Level 3 or Above – FSA/ELA	NA	NA	NA	NA	55.6%	50%	20%	100%	25%	80%	0%	20%	NA	NA	42.2%
% HCY scoring Level 3 or Above – FSA/Math	NA	NA	NA	NA	44.4%	50%	20%	0%	33.3%	80%	16.7%	NA	NA	NA	40.5%
% HCY promoted	NA	90.9%	91.7%	88.9%	100%	100%	100%	100%	87.5%	100%	100%	50%	0%	NA	91%
% UHY promoted	NA	NA	NA	NA	NA	NA	100%	100%	100%	100%	NA	0%	0%	NA	62.5%

Additional Data Elements

McKinney-Vento Student Academic Achievement Indicators: State Demographics Reports (Survey 5, FDOE)

Data Element	Data Value	Data Source
No records found.		

Discussion

Discuss what the data and input says about the needs of the LEA's homeless children and youth.

Our academic data points to the fact that our homeless students are highly transient and many do not even have FSA scores; thus, the lack of scores and test history contribute to the inability of the teachers and schools to effectively differentiate services to efficiently meet student deficiencies. Hopefully, through Title IX grant funded initiatives, we can continue to complete timely reviews of student academic data and intervene on the child's behalf.

Project Operations Assessment

Current Staffing: Homeless Liaison

Instructions

Provide the following information for the LEA's current Homeless Liaison or the person acting as the LEA's Homeless Liaison.

First Name: Rhonda
Last Name: Brooks
Mailing address, city, and zip code: 1600 East Green Street
Phone Number: 8508382530 (i.e. 8005551212)
Fax Number: 8508381379 (i.e. 8005551212)
Email Address: rhonda.brooks@taylor.k12.fl.us
Bachelor's Degree: Social Services
Master's Degree:
Doctoral Degree:
Other relevant education or training:
Number of years serving as the LEA Homeless Liaison: 9
Number of years working in homeless education: 9
Number of years working in the education field: 24
Other relevant work experience that assures that the person is qualified to carry out the duties described in ESSA, Title IX, Part A, s.722(g)(6): Serves as District Social Worker and Foster Student Contact

Indicate the percent of the FTE that will be devoted to the following activities.

Homeless Education Program: 9.00%
Other Title I, Part A responsibilities: 1.00%
Other federal program responsibilities: 0.00%
Other non-federal LEA-level responsibilities: 90.00%
Other school-level responsibilities: 0.00%

Current Staffing: Additional Staff

Person's Name	Position	Position FTE %	HEP Duties	HEP FTE %	HEP Funding	HEP Training
Betsy Stephens	Homeless Education Asst.	.07	Outreach and identification; Title IX Project activities; Coordinate community services;	.07	Title IX, Part A Sub-Grant;	LEA Homeless Students Policy; LEA homeless children and youth identification and enrollment procedures;

Need A: Homeless Student Identification Operations Assessment

Consider the current year when responding to the following questions.

Who are your homeless children and youth identification partners? Select all that assist in working with the LEA to identify homeless children and youth.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> School homeless contacts | <input checked="" type="checkbox"/> School guidance counselors | <input checked="" type="checkbox"/> School building administrators |
| <input checked="" type="checkbox"/> Social workers | <input checked="" type="checkbox"/> District Student Services Program | <input type="checkbox"/> Food Services |
| <input checked="" type="checkbox"/> Transportation (bus drivers) | <input checked="" type="checkbox"/> Truancy officers | <input type="checkbox"/> Homeless shelter |
| <input type="checkbox"/> Runaway shelter | <input checked="" type="checkbox"/> Community food pantry | <input type="checkbox"/> County health department |
| <input checked="" type="checkbox"/> Local law enforcement | <input type="checkbox"/> Parents and guardians of homeless children and youth | |

For the current school year:

1. **Summarize how the LEA's homeless education program is organized and operates to identify homeless children and youth.**

In order to assess the needs of homeless children and youth and the operations of the Taylor County School District's Homeless Education Program, we did the following at the end of the 2018-19 school year in preparation for writing this application. (1) We reviewed our local educational data concerning student achievement, absenteeism, graduation and promotion, and other "early warning" factors. The TCSD has an early warning system that it uses to identify students at risk. (2) TCSD reviewed current research especially in the area of rural homelessness from NCHE and SERVE. (3) TCSD reviewed "in-house" documentation of requested services and needs, compared with data received through the local Shared Services Network (Whole Child Tri-County). (4) Reviewed District Level Homeless Education Staff and Stakeholder Survey Results. (5) TCSD consulted with local entities that serve our homeless population. To establish project priorities, TCSD identified areas of strength and weakness, and determined that there were three overarching needs: (1) to better identify children and youth experiencing homelessness, especially at the secondary level; (2) to assess and meet their homeless student educational needs; and (3) supports for our twelfth-grade (senior) homeless youth to ensure access to post-secondary school and community supports as they transition from the K12 system. With the challenges of rural homelessness, basic identification seems to be a huge barrier to timely provisions of supports and services. However, we believe that the ability to offer targeted educational services to identified children and youth will greatly assist in being able to identify such students, as parents will view these services as helpful and desirable.

2. **Describe how HEP and school staff and district and community partners are engaged and equipped to identify HCY.**

The TCSD HEP staff will network through the Shared Services Network of Taylor County and other LEA communication systems to publicize pertinent McKinney-Vento/homeless information, updates, and professional development opportunities. In our rural community it is crucial that we collaborate closely with our service providers.

3. **For each of the following partner groups, summarize 1) the strengths of their contributions to identifying homeless children and youth and 2) the challenges they face in the areas of knowledge, skills, abilities, and material inadequacies in order to improve the effectiveness of their contributions.**
 - a. **HEP Staff (as the program staff is described above)**

The Taylor County School District Homeless Education Program/Homeless Liaison has a clear understanding of the district attendance policy and is proactive in assisting homeless students in obtaining services needed that impact student attendance in school. However, resources dedicated to carrying out the Homeless Education Program are limited within the district therefore, school level McKinney-Vento requirements are randomly implemented at some school sites. The three policies, processes, or practices that can be most readily strengthened within the Taylor

County Homeless Education Program are: 1. Increase the knowledge of school level staff in identification, enrollment, and services provision for homeless students. 2. Provide additional Homeless Educational Program staff to carry out McKinney-Vento requirements. 3. Work to enhance communication/ collaboration practices with community partners regarding school attendance policies.

b. School-level Staff

School Level Staff within the TCSD have learned more about the requirements of the McKinney Vento Program over the past 3 years. School sites more efficiently use the student residency form and follow-up with TCSD HEP staff when there is a concern or when data indicates a need for additional student support. Our local stakeholder input and survey results indicate that there is a need for additional outreach or training on homeless student identification.

c. LEA-level Partners

LEA Level Partners assist the TCSD HEP with identification and related supports for homeless students. The TCSD HEP staff networks with school district entities to promote awareness and identification of homeless students and unaccompanied youth.

d. Community Partners

The identified local organizations will assist the TCSD HEP with identification and enrollment of homeless students and the services they need. When non-instructional support services are addressed, homeless students are more successful in school. The TCSD HEP staff networks with all local organizations and entities to promote awareness and provide support services for homeless students and unaccompanied youth.

4. Given this assessment of the LEA's homeless education program and capabilities:

- a. Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to achieve improved performance of the LEA's effort to identify homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work at this time.)**

The program operation and partner contribution challenge that the TCSD HEP would like to address in the next year is "to better identify children and youth experiencing homelessness, especially at the secondary level," as indicated in the needs assessment section. As Taylor County homeless numbers indicate, the district continues to under-identify homeless children and youth.

- b. Identify and describe the most important program operation or partner contribution challenge to address in the next year in order to achieve sustained high performance of the LEA's effort to identify homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work at this time.)**

Ongoing outreach and training will be necessary at both the LEA and community levels to enable the HEP to achieve sustained high performance in the area of identifying and supporting the educational needs of homeless children and youth. The challenge was selected due to our low identification percentage rate within the LEA.

Need B: Homeless Student Attendance Support Operations Assessment

Consider the current year when responding to the following questions.

Who are your homeless children and youth attendance partners? Check all that assist in working with the LEA to support school attendance.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> School homeless contacts | <input checked="" type="checkbox"/> School guidance counselors | <input checked="" type="checkbox"/> Social workers |
| <input checked="" type="checkbox"/> School discipline deans | <input checked="" type="checkbox"/> District Student Services Program | <input checked="" type="checkbox"/> District Transportation Office |
| <input checked="" type="checkbox"/> Truancy office | <input type="checkbox"/> Homeless shelter | <input type="checkbox"/> Runaway shelter |
| <input checked="" type="checkbox"/> County health department | <input checked="" type="checkbox"/> Food pantry | <input checked="" type="checkbox"/> Parents and guardians of homeless children and youth |

For the current school year:

- 1. Summarize how the LEA's homeless education program is organized and operates to identify and remove barriers to regular school attendance of homeless children and youth.**

The TCSD HEP is organized and operates to identify and remove barriers to regular school attendance of homeless children and youth through ongoing networking and regular contact with community entities. Reviewing program identification protocols with local service agencies serves to enable seamless services for homeless students and their families; thus removing barriers to school attendance.

- 2. Describe how HEP and school staff and district and community partners are engaged and equipped to identify barriers to attendance for HCY and to take steps to remove or overcome those barriers.**

Attendance protocols and procedures for homeless students will be shared with each collaborative partner. The TCSD HEP staff will network and communicate pertinent McKinney-Vento/homeless attendance related information. The identified service providers will assist the TCSD HEP with attendance monitoring and related supports for chronically absent homeless students. The TCSD HEP staff continually networks with all community agencies to promote awareness of the importance of attendance of all students, but especially homeless students and unaccompanied youth. To assist with homeless student attendance monitoring, community service providers will be urged to contact the HEP staff if homeless students miss appointments or services.

- 3. For each of the following partner groups, summarize 1) the strengths of their contributions to identifying and removing or overcoming barriers to regular school attendance by HCY and 2) the challenges they face in areas of knowledge, skills, abilities and material inadequacies to address in order to improve the effectiveness of their contributions.**

a. HEP Staff (as the program staff is described above)

The Taylor County School District Homeless Education Program/Homeless liaison is very familiar with the district attendance policy and is proactive in assisting homeless students in obtaining services needed that impact student attendance in school. However, resources dedicated to carrying out the Homeless Education Program are limited within the district therefore, school level McKinney-Vento requirements are randomly implemented at some school sites. There is a true need to develop and implement communication/collaboration practices regarding school attendance policies. Challenges faced by HEP staff in improving homeless student attendance is a system by which homeless student chronic absenteeism is efficiently monitored in a timely fashion.

b. School-level Staff

Although School Level Staff have improved in the area of identifying chronically absent homeless students, there is still a need for a more proactive, responsive networking system between HEP staff and school level staff. Some school sites have newly hired staff in front-line positions.

c. LEA-level Partnership Strengths

Small rural district job duties often overlap. Networking within the district is relatively simple, especially through the use of email and face to face meetings.

d. Community Partnership Strengths

Taylor County is a small rural school district where all community service agencies readily work together to meet the needs of all students and their families, especially homeless. Logistically face to face meetings and contacts are easy to facilitate in most cases.

4. Given this assessment of the LEA's homeless education program and capabilities:

- a. Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to strengthen staff and partner ability to identify and remove barriers to attendance by HCY? Why did you select this challenge? (Do not describe how you will do this work.)**

Improve communication between food bank, community clothes closets, and other local service providers to relay information back to TCSD HEP regarding potential identification of homeless students who present with needs that could potentially be barriers to school attendance will be one of the easiest partner contribution challenge to address in the next year to strengthen services and remove barriers to attendance by our HCY.

- b. Identify and describe the most important program operation or partner contribution challenge to address in the next year in order to achieve and sustain a high level of school attendance by homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work.)**

The most important program operation or partnership challenge that will be addressed in the next year is timely communication between service providers regarding identified HCY with attendance/chronic absenteeism issues. Effective, immediate communication about homeless student needs and supports will enable these children to achieve and sustain a high level of school attendance. Lack of school attendance lessens the HCY's ability to achieve academically, attain successful grade level promotions, and ultimately graduate.

Need C: Homeless Student Academic Support Operations Assessment

Consider the current year when responding to the following questions.

Who are your homeless children and youth academic support partners? Check all that assist in working with the LEA to provide academic support.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> School homeless contacts | <input checked="" type="checkbox"/> School guidance counselors | <input checked="" type="checkbox"/> School social workers |
| <input checked="" type="checkbox"/> Instructional coaches | <input checked="" type="checkbox"/> District Student Services Program | <input checked="" type="checkbox"/> District Curriculum Office |
| <input checked="" type="checkbox"/> District Testing Support Office | <input checked="" type="checkbox"/> Local college | <input checked="" type="checkbox"/> Local technical school |
| <input checked="" type="checkbox"/> Parents and guardians of homeless children and youth | | |

For the current school year:

1. **Summarize how the LEA's homeless education program is organized to support the academic achievement of HCY.**

In the past, the Taylor County School District Homeless Education Program has worked to develop a system to efficiently access and review pertinent HCY data. The TCSD HEP staff will develop a McKinney-Vento/homeless student ELA and Math achievement list by the end of August. This list will be used to identify homeless students in need of academic support. HEP staff will collaborate with TCSD partners and homeless students' families to ensure that students have opportunities to benefit from additional educational interventions and support.

2. **Describe how HEP and school staff and district and community partners are engaged and equipped to support the academic achievement of HCY.**

The identified service providers will assist the TCSD HEP with additional MTSS supports in the areas of ELA and math for academically challenged homeless students. The TCSD HEP staff will coordinate with school district entities to ensure homeless students and unaccompanied youth have access to all supplemental instructional supports.

3. **For each of the following partner groups, summarize 1) the strengths of their contributions to supporting homeless children and youth to high academic achievement and 2) the areas of partner knowledge, skills, abilities and material inadequacies to address in order to improve the effectiveness of their contributions.**
 - a. **HEP Staff (as the program staff is described above)**

The Taylor County Homeless Education Program will ensure that every identified homeless student's academic progress is monitored and will consult with teachers, administrators, students, and parents to ensure academic success and when necessary refer students for remediation and tutorial services. Title I and Title V intervention programs will be accessed as needed to assist struggling HCY.

- b. **School-level Staff**

All K-12 teachers will receive training on the identification and specific needs of homeless students through school level orientations and ongoing emails related to serving homeless students effectively. Training and written resources shared will serve as an ongoing educational component aimed at strengthening teacher knowledge and abilities to improve services and supports provided for HCY.

- c. **LEA-level Partners**

The TCSD HEP staff continually networks with all local organizations and entities to promote awareness of the student achievement. Service providers within the LEA are consulted to assist with meeting the academic needs of our homeless students.

d. Community Partners

The identified local organizations will assist the TCSD HEP with provision of needed services. Examples of services that would be provided in a number of ways such as after school tutoring at the Boys and Girls Club, the Backpack food program may provide weekend meals, and needed mental health counseling services.

4. Given this assessment of the LEA's homeless education program and capabilities:

- a. Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to strengthen academic support of HCY? Why did you select this challenge? (Do not describe how you will do this work.)**

In addition to the ongoing review of our homeless student academic data, the TCSD HEP Program is committed to meeting the educational needs of all Level 1 Bottom Quartile students as identified on the FSA ELA test results. At the beginning of the school year, HEP staff will review bottom quartile lists to determine if there are any identified homeless students on this list. Students scoring Levels 1 and 2 on the FSA ELA will be identified for tutoring and other available academic supports. Since, we have developed a system to collect HCY data, this challenge should be relatively easy to address.

- b. Identify and describe the most important program operation or partner contribution challenge to address in the next year in order to achieve and sustain a high level of academic performance by homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work.)**

Our greatest partner contribution challenge will be keeping an accurate list of homeless students needing academic intervention in a timely manner. The transiency of our homeless student population makes this task quite difficult. The district office will work with HEP staff to keep track of current student data and communicate it with the school level staff.

Project Design

Need A: Identifying HCY

1. Goals, Outcomes, and Objective

Instructions:

Fill in the LEA's Annual Objective goals for Years 1 and 2, or fill in the Alternative Outcome Description section instead.

Outcome and Objectives

Need A	Identification of Homeless Children and Youth
Goal	To identify all homeless children and youth in the LEA
Standard: Homeless Student Identification Rate (HSIR)	All Florida LEAs will identify a number of homeless children and youth in their community that is equal to at least 5% of their FRPL enrollment.
2014 - 2017 Three-year HSIR	5.55%
Three-year Outcome	The LEA's three-year HSIR was above the standard of 5%; by June 30, 2021, the LEA's HSIR will be at least 5.55%.
Year 1 HSIR Objectives	By June 30, 2019, the LEA's HSIR will be 5.70 %.
Year 2 HSIR Objectives	By June 30, 2020, the LEA's HSIR will be 5.90 %.

2. Within Year Progress Indicators

Instructions:

Identify at least one and up to three data elements that will be tracked during the school year to determine progress toward the annual objective for this sub-grant year.

- **Data Element Name:** a descriptor for the information that will be tracked.
- **Justification:** an explanation of how this data element is relevant to the project annual objective for Need A. (I.e. What will it tell you about whether you are on track to meet the annual objective for Need A?)
- **Collection Schedule:** a description of how the data is collected, who collects it, and when it is collected during the year.
- **Data Source:** a description of where the data is stored, and how it is made available to the program.

Data Element Name	Justification	Collection Schedule	Data Source
Homeless Student Identification Rate	National reports estimate that approximately ten percent of children and youth living in poverty experience homelessness each year.	Ongoing in the Student Information System	Student Information System. TCSD HEP logs homeless students and services provided to them.
Number of Schools Completing Professional Development on Homeless Student Identification	Changes in school level registrar and data entry staff	Ongoing, as students enter the district	Agendas and sign-in sheets for each training will document the PD that has been provided. Successful, immediate registration and data entry of homeless students will determine success of training.

Need B: Regular School Attendance

1. Goals, Outcomes, and Objective

Instructions:

Fill in the LEA's Annual Objective goals for Years 1 and 2, or fill in the Alternative Outcome Description section instead.

Outcome and Objectives

Need B	Enrollment and Attendance of Homeless Children and Youth
Goal	All homeless students will attend school regularly.
Standard: Homeless Student Attendance Rate (HSAR)	The overall "days present" rate for homeless students for each Florida LEA will be at least 90%.
2014 - 2017 Three-year HSAR	87.2%
Three-year Outcome	The LEA's three-year HSAR was below the standard of 90%; by June 30, 2021, the LEA's HSAR will be at least 90%.
Year 1 HSAR Objectives	By June 30, 2019, the LEA's HSAR will be 88.32 %.
Year 2 HSAR Objectives	By June 30, 2020, the LEA's HSAR will be 90.00 %.

2. Within Year Progress Indicators

Instructions:

Identify at least one and up to three data elements that will be tracked during the school year to determine progress toward the annual objective for this sub-grant year.

- **Data Element Name:** a descriptor for the information that will be tracked.
- **Justification:** an explanation of how this data element is relevant to the project annual objective for Need B. (I.e. What will it tell you about whether you are on track to meet the annual objective for Need B?)
- **Collection Schedule:** a description of how the data is collected, who collects it, and when it is collected during the year.
- **Data Source:** a description of where the data is stored, and how it is made available to the program.

Data Element Name	Justification	Collection Schedule	Data Source
Immediate School Start Date	Increase HCY enrollment and improve networking between school level registrars and HEP staff.	SIS on-demand reporting. Data will be collected during the registration and orientation process.	FOCUS
Ongoing data collection of HCY attendance, grades, and progress monitoring data.	Monitor HCY enrollment and supports provided	Data input as services and supports are required	FOCUS

Need C: Academic Support

1. Goals, Outcomes, and Objective

Instructions:

Fill in the LEA's Annual Objective goals for Years 1 and 2, or fill in the Alternative Outcome Description section instead.

Outcome and Objectives

Need C	Academic Achievement of Homeless Student
Goal	All homeless students demonstrate academic progress.
Standard: Homeless Student Promotion Rate (HSPR)	The overall LEA grade promotion rates for homeless students in grades K through 8 in each Florida LEA will be at least 90%.
2014 - 2017 Three-year HSPR	93.24% (HSPM-AG [All Grades]) 78.07% (HSPM-HS [9-11])
Three-year Outcome	The LEA's three-year HSPR was above the standard of 90%; by June 30, 2021, the LEA's HSPR will be at least 93.24%.
Year 1 HSPR Objectives	By June 30, 2019, the LEA's HSPR will be 94.00 %.
Year 2 HSPR Objectives	By June 30, 2020, the LEA's HSPR will be 95.00 %.

2. Within Year Progress Indicators

Instructions:

Identify at least one and up to three data elements that will be tracked during the school year to determine progress toward the annual objective for this sub-grant year.

- **Data Element Name:** a descriptor for the information that will be tracked.
- **Justification:** an explanation of how this data element is relevant to the project annual objective for Need A. (I.e. What will it tell you about whether you are on track to meet the annual objective for Need A?)
- **Collection Schedule:** a description of how the data is collected, who collects it, and when it is collected during the year.
- **Data Source:** a description of where the data is stored, and how it is made available to the program.

Data Element Name	Justification	Collection Schedule	Data Source
ELA Achievement Data	Identifying HCY with academic challenges	Minimum of 5 times per year: EWS-20 day window, bi-monthly October, December, February, and April	Performance Matters Targeted List will include all grades, including ELA, STAR and I-Ready progress and monitoring data.

Program Operations Improvement Activities

Need A: Identification of Homeless Children and Youth

Easiest to address:

The program operation and partner contribution challenge that the TCSD HEP would like to address in the next year is "to better identify children and youth experiencing homelessness, especially at the secondary level," as indicated in the needs assessment section. As Taylor County homeless numbers indicate, the district continues to under-identify homeless children and youth.

Most important to address:

Ongoing outreach and training will be necessary at both the LEA and community levels to enable the HEP to achieve sustained high performance in the area of identifying and supporting the educational needs of homeless children and youth. The challenge was selected due to our low identification percentage rate within the LEA.

Need B: Regular School Attendance of Homeless Students

Easiest to address:

Improve communication between food bank, community clothes closets, and other local service providers to relay information back to TCSD HEP regarding potential identification of homeless students who present with needs that could potentially be barriers to school attendance will be one of the easiest partner contribution challenge to address in the next year to strengthen services and remove barriers to attendance by our HCY.

Most important to address:

The most important program operation or partnership challenge that will be addressed in the next year is timely communication between service providers regarding identified HCY with attendance/chronic absenteeism issues. Effective, immediate communication about homeless student needs and supports will enable these children to achieve and sustain a high level of school attendance. Lack of school attendance lessens the HCY's ability to achieve academically, attain successful grade level promotions, and ultimately graduate.

Need C: Academic Support of Homeless Students

Easiest to address:

In addition to the ongoing review of our homeless student academic data, the TSCD HEP Program is committed to meeting the educational needs of all Level 1 Bottom Quartile students as identified on the FSA ELA test results. At the beginning of the school year, HEP staff will review bottom quartile lists to determine if there are any identified homeless students on this list. Students scoring Levels 1 and 2 on the FSA ELA will be identified for tutoring and other available academic supports. Since, we have developed a system to collect HCY data, this challenge should be relatively easy to address.

Most important to address:

Our greatest partner contribution challenge will be keeping an accurate list of homeless students needing academic intervention in a timely manner. The transiency of our homeless student population makes this task quite difficult. The district office will work with HEP staff to keep track of current student data and communicate it with the school level staff.

1. **Of the six operational weaknesses identified in the needs assessment, which two will be addressed in Project Year 1? Select one "easy" weakness to address and the "most important" weakness to address. How will the weaknesses be addressed?**

Easiest to address: Need C

Most important to address: Need B

2. **Explain why these were selected and how overcoming these challenges will strengthen the homeless education program (do not describe how you will overcome the challenge).**

Although the identification of eligible HCY is very important and the HEP will continue to provide training, information, and support to front-line staff, we truly realize the need for regular school attendance and academic supports for struggling HCY. Networking with service providers to meet identified needs and effectively connecting HCY with academic supports will assist in overcoming the academic achievement challenge.

Project Implementation Plan

MVA Compliance and Achievement Summaries

Implementation Narrative

1. **Summarize the LEAs approach to identifying homeless children and youth to meet the provisions of the McKinney-Vento Act and achieve the identification outcome of this project. Include the activities that will be employed (and described in this application) and the roles that will be played by schools staff, district staff, community partners, and the homeless liaison and program staff.**

In order to assess the needs of homeless children and youth and the operations of the Taylor County School District's Homeless Education Program, we annually review all local data in the following manner: (1) We reviewed our local educational data concerning student achievement, absenteeism, graduation and promotion, and other "early warning" factors. The TCSD has an early warning system that it uses to identify students at risk. (2) TCSD reviewed current research especially in the area of rural homelessness from NCHE and SERVE. (3) TCSD reviewed "in-house" documentation of requested services and needs, compared with data received through the local Shared Services Network. (4) TCSD consulted with local entities that serve our homeless population, including Refuge House; Taylor County Public Health Department; and the Backpack Food program. All community, school, and HEP will partner to ensure that sufficient supports will be provided for homeless students and their families to the greatest extent possible. TCSD HEP staff will work with HCY individually to assess and address educational needs and remove barriers to school success.

2. **Summarize the LEAs approach to assuring that LEA meets the requirements of the school attendance and participation provisions of the McKinney-Vento Act and achieves the homeless student school attendance outcome of this project. Include the activities that will be employed (and described in this application) and the roles that will be played by schools staff, district staff, community partners, and the homeless liaison and program staff.**

The Taylor County School District will strive to meet the requirements of the McKinney-Vento Act and needs of its HCY. Homeless Education Program staff are all very familiar with the school district protocols and student population and are proactive in assisting homeless students in obtaining services needed that impact student attendance and success in school. However, resources dedicated to carrying out the Homeless Education Program are limited within the district therefore, supports provided to assist in meeting school level McKinney Vento requirements are very necessary. Attendance protocols and procedures for homeless students will be shared with each internal collaborative partner. The TCSD HEP staff will network using the LEA communication system to publicize pertinent McKinney-Vento/homeless attendance related information. The identified service providers will assist the TCSD HEP with attendance monitoring and related supports for chronically absent homeless students. The TCSD HEP staff continually networks with school district entities to promote awareness of the importance of attendance of all students, but especially homeless students and unaccompanied youth.

3. **Summarize the LEAs approach to supporting the academic progress of homeless students to meet the requirements of the McKinney-Vento Act and achieve the academic progress outcome of this project. Include the activities that will be employed (and described in this application) and the roles that will be played by schools staff, district staff, community partners, and the homeless liaison and program staff.**

To support the Taylor County School District's plan of reducing the current homeless student's ELA Gap percentage, our goal is to ensure that every homeless student's academic progress is monitored closely to ensure that their academic needs are assessed and addressed if needed with intervention, remediation, and/or academic supplementation programs and that particular attention is paid to the ELA scores of homeless students. Once educational needs are assessed, the HEP will work directly with school-level staff (whether the homeless liaison or other appropriate staff) to ensure that appropriate academic supports are provided.

4. **Explain how Title I, Part A funds will be used to meet ESSA Title IX, Part A, provisions to identify homeless children and youth, identify and remove barriers to regular school attendance, and support homeless students in their continued academic progress.**

The Title I, Part A program consults annually with the HEP in determining the amount of funds to set aside for homeless students. In this consultation, the overall needs of HEP are examined, including local educational data concerning student achievement, absenteeism, graduation and promotion, and other "early warning" factors as well as "in-house" documentation of requested services and needs. Because TCSD is a small district, communication is informal and access to set-aside funds is easy. The Title I, Part A program is under the Director of Instruction, housed at the central district office. Requests can be made by phone, email, or in person, and HEP uses all of these methods. Because of the input of the Director of Instruction, HEP has the further advantage of being able to access funds under other accounts (such as SAI, general funds, other Federal funds) that assist students in meeting the state's challenging achievement standards. Both HEP and the Director of Instruction are familiar with the flexibility afforded to providing supports for homeless children and youth.

5. Explain how Education of Homeless Children and Youth (EHCY) sub-grant funds will supplement or expand the LEA's homeless education program.

Through the use of the EHCY sub-grant funds, the LEA's homeless education program will secure additional staff to assist with the identification and provision of supportive services for for homeless population in the Taylor County School District. Additionally, funds will be used to assist in meeting the HCY needs that are barriers to school attendance and success such as clothing, hygiene, intervention, and other identified supports.

Title I, Part A Set-Aside Summary

* Amount of the Title I, Part A Homeless Set-Aside for Project Year 2018-2019: \$ 5044.00

1. **Indicate how the amount of the Set-Aside was determined (select one).**

- ☒ The needs of homeless children and youth were assessed and the LEA set aside funds accordingly.
- ☐ The number of homeless children and youth identified in the previous school year was multiplied by the Title I, Part A per pupil allocation.
- ☐ An amount equal to or exceeding the amount sought for this Education of Homeless Children and Youth sub-grant was set aside.
- ☐ A specific portion of the LEA's Title I, Part A allocation was set aside based on the LEA's poverty level.
- ☐ Other:

2. **Describe how the Homeless Liaison will access the funds or services of the Title I, Part A Homeless Set-Aside.**

Title I Part A and HEP staff continually network and communicate to access and determine the best means use in meeting homeless student needs. Both HEP and Director of Instruction are familiar with the flexibility afforded to providing supports for homeless children and youth. Funding will be accessed outside of Title I and Title IX if there is a need.

3. **Describe how Title I, Part A Homeless Set-Aside and local funds (not EHCY sub-grant funds) support HCY identification activities.**

LEA level funding is used to pay all school level support staff that are on the front line identifying and assisting with data tracking of our district homeless population. Funding not available through federal grants, but needed to support homeless students, maybe accessed through supplemental academic instruction funding.

4. **Describe how Title I, Part A Homeless Set-Aside and local funds (not EHCY sub-grant funds) support HCY school attendance and participation.**

As homeless student data indicates a need for support, services will be sought in the areas of transportation, counseling, and incentives to promote school attendance and participation. The HEP staff completes an individual homeless student needs assessment to identify any barriers to school attendance and participation. Based upon identified needs Title I Part A set aside funds can be accessed as needed.

5. **Describe how Title I, Part A Homeless Set-Aside and local funds (not EHCY sub-grant funds) support HCY academic achievement.**

Ongoing monitoring of homeless students' academic achievement provides a clear indication of additional academic supports needed to promote student performance. HEP staff will review achievement data periodically to determine student needs. Funds will be used to provide any needed academic supports including school supplies and even academic tutoring.

Homeless Education Activities

Instructions: Complete an Activity Entry Form for each primary homeless education activity to be conducted in 2019-2020 to 1) assure LEA compliance with the provisions of the McKinney-Vento Act and 2) to achieve homeless education outcomes. Together, the activities need to show that the applicant, with the help of sub-grant award, will carry out a homeless education effort that engages resources directly and through collaboration that is relevant to the identified needs of key target populations and will be implemented well enough and broadly enough to achieve annual homeless education objectives. It is expected that some activities will not be supported by EHCY sub-grant project funds, but are necessary to include here to assure that LEA resources are being used in a strategic manner so that homeless children and youth are given the same opportunities to succeed in their education as non-homeless children and youth and that sub-grant funds are being used properly to supplement or expand the LEA's federal homeless education compliance efforts.

Activity: 1													
Outreach to identify homeless children and youth in the community													
Activity Description:	Services, activities, and assistance to attract, engage, and retain homeless children and youths, and unaccompanied youths, in public school programs and services that are also provided to non-homeless children and youths and for which they are eligible.												
Secondary Activities:	Outreach and Identification Professional Development												
Need Area(s) this activity will address:	Need A: Identification and Enrollment												
Activity Target Group(s):	Homeless Children and Youth; Parents of Homeless Children and Youth; Unaccompanied Homeless Youth (9-12); School Staff; LEA Program Partners; Community Partners; Post-secondary Partners; General Community Population												
Activity Reach:	The TCSD HEP program will increase the understanding and awareness of the needs of homeless children and youth to school staff, LEA and community partners, so that there will be an increase of at least 1% in the identification rate in the 2018-2021 academic years. Currently, the TCSD HEP identifies around 5% of the K-12 population.												
Implementation Summary:	The TCSD HEP will develop informational publicity articles related to the identification and enrollment of homeless students and youth. These articles will be published twice annually in the Taylor County newspaper. Data for this informational article will be accessed by HEP staff from the Taylor County Student Information System. By sharing enrollment information school staff, LEA, and community partners will be able to assist TCSD HEP staff in the identification and enrollment of homeless students and youth.												
Annual Implementation Timeline													
Months in which Activity-related tasks will be conducted.													
Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentary Evidence:	Dated and labeled agendas Dated and labeled Sign-in sheets Dated and labeled articles, letters, emails and/or other communications Handouts												

Activity Resources						
Related Budget Items						
Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated
6100	130	Other Certified Instructional Personnel	Homeless Education Program Liaison will complete individual school level fidelity of implementation checks, parent presentations at the beginning of the school year, and ongoing identification of and assistance to homeless students. 15HRS x 12MOS(SF5)(SF4)	0.125	7060.00	100.00
6100	130	Other Certified Instructional Personnel	Homeless Education Assistant will provide support needed for the HEP (10 hours x 10 months)	0.070	3922.00	100.00
6100	210	Retirement	Homeless Education Program Liaison and Assistant retirement@ 8.47% (SF6)	0.000	700.00	100.00
6100	220	Social Security	Homeless Education Program Liaison and Assistant Social Security@ 7.65% (SF?)	0.000	600.00	100.00
6100	240	Workers Compensation	Homeless Education Program Liaison and assistant Worker's Compensation @ 1.376% (SF8)	0.000	120.00	100.00
6100	390	Other Purchased Services	Create Brochures & Newspaper Ad Homeless Education Program Service Outreach (Information advertisement in the local Perry Newspaper" Back to School edition and flyers/ booth at local events). Cost of advertisement \$100.00 (SF 13)	0.000	1200.00	100.00
6100	510	Supplies	Printing of McKinney-Vento Brochures.	0.000	470.00	100.00
6130	730	Dues and Fees	Dues and fees related to enrollment requirements such as immunizations and physicals	0.000	100.00	100.00
6400	120	Classroom Teachers	Stipends for point of contact (front-line staff): Extra hours stipends for summer training (15.00 per hour at 30 participants)	0.000	1500.00	100.00
6400	210	Retirement	Retirement @ 8.47%	0.000	8.00	100.00
6400	220	Social Security	Social Security@ 7.65%	0.000	100.00	100.00
6400	240	Workers Compensation	Worker's Compensation @ 1.376%	0.000	18.00	100.00
6400	330	Travel	Out of County Travel for the Homeless Liaison and Assistant, if necessary.	0.000	2200.00	100.00

			Funding will be used for registration fees, hotel, mileage, and per diem for participation in 1) Florida Institute on Homelessness and Supportive Housing (Fall) 900.00 2) NAECHCY and FASFEPA HCY 900.00 3) Regional homeless meetings and trainings 400.00			
7730	150	Aides	Professional development stipends for HEP training (including summer, 15.00 per hour)	0.000	550.00	100.00
7730	160	Other Support Personnel	Stipends for HEP staff training, Extra hours stipends for summer training (15.00 Per hour) as needed	0.000	300.00	100.00

Activity: 2													
Case management/social work services for full participation													
Activity Description:	Tracking enrollment, attendance, and participation of individual homeless students and arranging for expedited evaluation of educational needs, consulting with school staff and parents, referring to LEA programs or community services, providing school supplies, arranging transportation, or other services, as indicated.												
Secondary Activities:	Assisting Parents, Guardians, and UHY with Enrollment Expedited Evaluation of Educational Needs												
Need Area(s) this activity will address:	Need B: Regular School Attendance and Full Participation												
Activity Target Group(s):	100% of Homeless Children and Youth; Parents of Homeless Children and Youth; and Unaccompanied Homeless Youth (9-12)												
Activity Reach:	TCSD HEP staff will ensure that all students meeting the definition of homelessness or unaccompanied youth are enrolled and attending class within one day of enrollment/identification. Approximately 100 HCY and UCY students and their families will be served during Year 1.												
Implementation Summary:	The TCSD HEP staff will provide training to all front line staff at each school and to school-based attendance personnel staff on immediate enrollment procedures for students eligible for McKinney-Vento services and resources available to assist with immediate school attendance. Resources can include school supplies, clothing and hygiene items, fees, and enrollment documentation. Additionally, TCSD HEP staff will ensure that all students meeting the definition of homeless are enrolled and attending class within one day of enrollment and will also ensure that homeless students with five or more absences will be referred to the HEP for intervention and assistance.												
Annual Implementation Timeline													
Months in which Activity-related tasks will be conducted.													
Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Academics	┐	┐	┐	┐	┐	┐	┐	┐	┐	┐	┐	┐
Documentary Evidence:	Dated and labeled agendas Dated and labeled Sign-in sheets Dated and labeled attendance record Dated and labeled articles, letters, emails and/or other communications Dated and labeled data reports Handouts											
Activity Resources												
Title I, Part A Homeless Set-Aside:				Additional hours for HEP staff as necessary.								
Related Budget Items												
Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated						
5100	510	Supplies	Supplies to enable homeless students to participate successfully in school such as binders, paper, pens, pencils, and/or calculators	0.000	1543.75	100.00						
5100	590	Other Materials and Supplies	(SF 16) (as a last resort when no other funds or resources are available) and school supplies including shirts/ pants, hygiene items	0.000	1000.00	100.00						
6100	130	Other Certified Instructional Personnel	Homeless Education Program Liaison will complete individual school level fidelity of implementation checks, parent presentations at the beginning of the school year, and ongoing identification of and assistance to homeless students. 15HRS x 12MOS(SF5)(SF4)	0.125	7060.00	100.00						
6100	130	Other Certified Instructional Personnel	Homeless Education Assistant will provide support needed for the HEP (10 hours x 10 months)	0.070	3922.00	100.00						
6100	210	Retirement	Homeless Education Program Liaison and Assistant retirement@ 8.47% (SF6)	0.000	700.00	100.00						
6100	220	Social Security	Homeless Education Program Liaison and Assistant Social Security@ 7.65% (SF?)	0.000	600.00	100.00						
6100	240	Workers Compensation	Homeless Education Program Liaison and assistant Worker's Compensation @ 1.376% (SF8)	0.000	120.00	100.00						
6100	390	Other Purchased Services	Create Brochures & Newspaper Ad Homeless Education Program Service Outreach (Information advertisement in the local Perry Newspaper" Back to School edition and flyers/	0.000	1200.00	100.00						

			booth at local events). Cost of advertisement \$100.00 (SF 13)			
6100	510	Supplies	Printing of McKinney-Vento Brochures.	0.000	470.00	100.00
6130	310	Professional and Technical Services	Provide services for homeless students to fully participate in school (ie: birth certificates, physicals, Estimated 10 students @ \$25 each)(SF 12)	0.000	100.00	100.00
6400	120	Classroom Teachers	Stipends for point of contact (front-line staff): Extra hours stipends for summer training (15.00 per hour at 30 participants)	0.000	1500.00	100.00
6400	210	Retirement	Retirement @ 8.47%	0.000	8.00	100.00
6400	220	Social Security	Social Security@ 7.65%	0.000	100.00	100.00
6400	240	Workers Compensation	Worker's Compensation @ 1.376%	0.000	18.00	100.00
7730	160	Other Support Personnel	Stipends for HEP staff training, Extra hours stipends for summer training (15.00 Per hour) as needed	0.000	300.00	100.00
7800	790	Miscellaneous Expenses	(SF3) Transportation of homeless students as required for school success when immediate transportation assistance for students in need of school entrance documentation, such as physicals and shot records, up to 25 students.	0.000	200.00	100.00

Activity: 3

Educational support services

Activity Description:	Tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic content standards and challenging State student academic achievement standards the State establishes for other children and youths.
Secondary Activities:	Collaboration Enrollment-Related Fees and Costs Expedited Evaluation of Educational Needs Referral Services to the Community
Need Area(s) this activity will address:	Need C: Academic Support
Activity Target Group(s):	Homeless Children and Youth (K-12)
Activity Reach:	TCSD HEP will provide staff at the school and the district with knowledge and data to support academic achievement in the area of ELA. Being engaged in school level process such as MTSS will enable HEP staff to monitor student needs. At least 10 HCY students will be supported contingent upon need. Additional ELA intervention and support will be provided to 2nd and 3rd grade HCY during the Summer Reading Camp for up to 10 students.

Implementation Summary:	The TCSD HEP will ensure that every identified homeless student's academic progress is monitored and will consult with teachers, administrators, students, and parents to ensure academic success and when necessary refer students for remediation and/or tutorial services. In addition all K-12 teachers will receive training on the identification and specific needs of homeless students.												
Annual Implementation Timeline Months in which Activity-related tasks will be conducted.													
Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Documentary Evidence:	Dated and labeled agendas Dated and labeled Sign-in sheets Dated and labeled meeting minutes/notes Dated and labeled articles, letters, emails and/or other communications Dated and labeled action record Dated and labeled data reports												
Activity Resources													
Title I, Part A Homeless Set-Aside:							Tutoring						
Other funding sources:							Reading Allocation, Title V						
Related Budget Items													
Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated							
5100	120	Classroom Teachers	Classroom teachers for Summer Reading Program for Homeless Students in 2nd and 3rd Grade	0.000	1800.00	100.00							
5100	210	Retirement	Retirement @ 8.47 %	0.000	150.00	100.00							
5100	220	Social Security	Social Security @ 7.65%	0.000	140.00	100.00							
5100	240	Workers Compensation	Worker's Comp @ 1.376%	0.000	25.00	100.00							
5100	510	Supplies	Supplies to enable homeless students to participate successfully in school such as binders, paper, pens, pencils, and/or calculators	0.000	1543.75	100.00							
5100	590	Other Materials and Supplies	(SF 16) (as a last resort when no other funds or resources are available) and school supplies including shirts/ pants, hygiene items	0.000	1000.00	100.00							
6100	130	Other Certified Instructional Personnel	Homeless Education Program Liaison will complete individual school level fidelity of implementation checks, parent presentations at the beginning of the school year, and ongoing identification of and	0.125	7060.00	100.00							

			assistance to homeless students. 15HRS x 12MOS(SF5)(SF4)			
6100	130	Other Certified Instructional Personnel	Homeless Education Assistant will provide support needed for the HEP (10 hours x 10 months)	0.070	3922.00	100.00
6100	210	Retirement	Homeless Education Program Liaison and Assistant retirement@ 8.47% (SF6)	0.000	700.00	100.00
6100	220	Social Security	Homeless Education Program Liaison and Assistant Social Security@ 7.65% (SF?)	0.000	600.00	100.00
6100	240	Workers Compensation	Homeless Education Program Liaison and assistant Worker's Compensation @ 1.376% (SF8)	0.000	120.00	100.00
6130	310	Professional and Technical Services	Provide services for homeless students to fully participate in school (ie: birth certificates, physicals, Estimated 10 students @ \$25 each)(SF 12)	0.000	100.00	100.00

Activity: 4

Professional development (training, ta, consultation, coaching)

Activity Description:	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.
Secondary Activities:	Professional Development
Need Area(s) this activity will address:	Need A: Identification and Enrollment
Activity Target Group(s):	LEA community partners, school staff, registrars, teachers, and administrators
Activity Reach:	The TCSD HEP Program will increase the understanding and awareness of the needs of homeless children and youth among the school staff, LEA community partners, and all other interested entities. At least four training sessions will be provided. The reach should impact the knowledge of 100, or more, participants.
Implementation Summary:	The TCSD HEP staff will develop professional development materials and presentations related to the needs of HCY and related McKinney Vento information. Promoting awareness will assist everyone in identifying HCY and more efficiently meeting their needs.

Annual Implementation Timeline

Months in which Activity-related tasks will be conducted.

Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentary Evidence:		Dated and labeled agendas Dated and labeled Sign-in sheets Dated and labeled articles, letters, emails and/or other communications Handouts											
Activity Resources													
Related Budget Items													
Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated							
5100	510	Supplies	Supplies to enable homeless students to participate successfully in school such as binders, paper, pens, pencils, and/or calculators	0.000	1543.75	100.00							
5100	590	Other Materials and Supplies	(SF 16) (as a last resort when no other funds or resources are available) and school supplies including shirts/ pants, hygiene items	0.000	1000.00	100.00							
6100	130	Other Certified Instructional Personnel	Homeless Education Program Liaison will complete individual school level fidelity of implementation checks, parent presentations at the beginning of the school year, and ongoing identification of and assistance to homeless students. 15HRS x 12MOS(SF5)(SF4)	0.125	7060.00	100.00							
6100	130	Other Certified Instructional Personnel	Homeless Education Assistant will provide support needed for the HEP (10 hours x 10 months)	0.070	3922.00	100.00							
6100	210	Retirement	Homeless Education Program Liaison and Assistant retirement@ 8.47% (SF6)	0.000	700.00	100.00							
6100	220	Social Security	Homeless Education Program Liaison and Assistant Social Security@ 7.65% (SF?)	0.000	600.00	100.00							
6100	240	Workers Compensation	Homeless Education Program Liaison and assistant Worker's Compensation @ 1.376% (SF8)	0.000	120.00	100.00							
6100	510	Supplies	Printing of McKinney-Vento Brochures.	0.000	470.00	100.00							
6130	310	Professional and Technical Services	Provide services for homeless students to fully participate in school (ie: birth certificates, physicals, Estimated 10 students @ \$25 each)(SF 12)	0.000	100.00	100.00							
7730	160	Other Support Personnel	Stipends for HEP staff training, Extra hours stipends for	0.000	300.00	100.00							

			summer training (15.00 Per hour) as needed			
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Activity: 5**Professional Development for Homeless Liaison and HEP staff**

Activity Description:	Professional development for the homeless liaison and homeless education program staff to attend conferences, seminars, workshops, and webinars relevant to the outcomes of the EHCY sub-grant Project.
Secondary Activities:	Professional Development
Need Area(s) this activity will address:	Need A: Identification and Enrollment Need B: Regular School Attendance and Full Participation Need C: Academic Support
Activity Target Group(s):	HEP Staff
Activity Reach:	All HEP staff will benefit. (3 people)
Implementation Summary:	HEP staff will attend program specific Title IX training and conferences.

Annual Implementation Timeline

Months in which Activity-related tasks will be conducted.

Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Documentary Evidence:	Dated and labeled attendance record Dated and labeled receipts
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Activity Resources**Related Budget Items**

Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated
6100	130	Other Certified Instructional Personnel	Homeless Education Program Liaison will complete individual school level fidelity of implementation checks, parent presentations at the beginning of the school year, and ongoing identification of and assistance to homeless students. 15HRS x 12MOS(SF5)(SF4)	0.125	7060.00	100.00
6100	130	Other Certified Instructional Personnel	Homeless Education Assistant will provide support needed for the HEP (10 hours x 10 months)	0.070	3922.00	100.00
6100	210	Retirement	Homeless Education Program Liaison and Assistant retirement@ 8.47% (SF6)	0.000	700.00	100.00

6100	220	Social Security	Homeless Education Program Liaison and Assistant Social Security@ 7.65% (SF?)	0.000	600.00	100.00
6100	240	Workers Compensation	Homeless Education Program Liaison and assistant Worker's Compensation @ 1.376% (SF8)	0.000	120.00	100.00
7730	160	Other Support Personnel	Stipends for HEP staff training, Extra hours stipends for summer training (15.00 Per hour) as needed	0.000	300.00	100.00

LEA Program Operations Activities

Instructions: Provide the following information:

Project Management

1. Who will manage the EHCY sub-grant project?

The EHCY sub-grant will be managed by the Taylor County School District Director of Instruction.

2. Describe the tasks that will be conducted by the EHCY sub-grant Project Manager, e.g., staff supervision, report writing, administration, dispute resolution, etc.?

Tasks that will be conducted by the EHCY sub-grant Project Manager will include: -Programmatic oversight through grant creation, ongoing monitoring, and report completion -Staff supervision in the form of requisition of staff, hours, contracts, etc -Grant management through completion of ECHY grant required activities and deliverables

Staffing

3. How will the homeless education staffing change under this sub-grant proposal?

Additional hours for the HEP liaison and assistants will be funded through this sub-grant proposal. Without the funding received through this sub-grant, approximately 75% less man-power hours would be dedicated to meeting the needs of our HCY.

4. How will this staffing change enhance the capacity for the LEA to achieve the outcomes in the priority need area(s) identified above?

Provision of HEP staff and supportive resources to meet the needs of HCY are made possible through this funding; thus, enhancing the capacity of the LEA to provide systematic supports to assist in achieving outcomes.

Program Operations Improvement Activities

5. The following operational challenges were identified in the Program Design to address during the project.
a. Easiest to address:

In addition to the ongoing review of our homeless student academic data, the TSCD HEP Program is committed to meeting the educational needs of all Level 1 Bottom Quartile students as identified on the FSA ELA test results. At the beginning of the school year, HEP staff will review bottom quartile lists to determine if there are any identified homeless students on this list. Students scoring Levels 1 and 2 on the FSA ELA will be identified for tutoring and other available academic supports. Since, we have developed a system to collect HCY data, this challenge should be relatively easy to address.

b. Most important to address:

The most important program operation or partnership challenge that will be addressed in the next year is timely communication between service providers regarding identified HCY with attendance/chronic absenteeism issues. Effective, immediate communication about homeless student needs and supports will enable these children to achieve and sustain a high level of school attendance. Lack of school attendance lessens the HCY's ability to achieve academically, attain successful grade level promotions, and ultimately graduate.

6. How will the challenges be addressed in 2019-2020?
a. Easiest to address:

The TCSD HEP will aim to continually monitor HCY student data. Attendance, grades, and behavioral data will be pulled for each identified homeless student. Data will be reviewed by the HEP team within the first 30 days to make early warning determinations of HCY in need of school support. Specifically, FSA and STAR/iReady ELA data will be reviewed to determine students who are struggling in this content area. HEP staff will network to secure additional intervention and tiered support for students scoring in the bottom quartile or having a level 1 or 2 ELA score.

b. Most important to address:

Just collecting chronic absenteeism and truancy data is not enough. It is the goal of the HEP to develop a means to efficiently communicate individual HCY student needs with community and LEA service providers. We will also strive to network with families to ensure that they understand the detrimental impact of missing school.

Evaluation Plan

Standard Evaluation Plan

The LEA will implement the following Standard Evaluation Plan:

1. The LEA will collect the following information as each project activity is implemented, document as described in the approved Project Implementation Plan, and report on project activities by need area in Project Progress Reports and Project End-of-Year Reports:
 - Title of activity
 - Name of the lead staff for the activity
 - Number of events.
 - A description of the participants or recipients
 - The number of participants or recipients
 - Deliverables completed
 - Narrative Summary
 2. The LEA will collect the data necessary to calculate the annual progress toward the Project Outcomes and related annual objectives for Need A, Need B, and Need C as described in the approved Project Implementation Plan. The LEA will report accordingly in the Project Progress and Project End-of-Year Reports:
 - Title of the project outcome
 - Baseline (2012-2015 average), Year 1, Year 2, Year 3
 3. The LEA will collect the data to calculate the annual progress toward standard indicators and related annual targets for Need D and Need E, as described in the approved Project Implementation Plan. The LEA will report accordingly in the Project Progress and Project End-of-Year Reports:
 - Title of standard per approved application
 - Baseline, per approved application, Year 1, Year 2, Year 3
 4. Identify who will be responsible for collecting the evaluation data, describe additional evaluation activities that will be conducted(not required), and describe how and when evaluation data will be collected and stored.
-

The project goals will provide the outline of the evaluation, with goals compared to actual outcomes at the end of each school year and as otherwise required through reporting. Data will be collected and maintained for each service offered by the sub-grant manager and HEP staff, including numbers of services, numbers of students receiving services, and impact of service (if applicable). Data also will be collected on the other goals and activities included in this application, such as community participation and collaboration. Throughout the school year, staff will review the academic progress of homeless students (both those receiving educational supports and those not receiving supports) to ensure that the supports are actually helping students. Benchmark data will be used for this purpose, as well as staff reports.

Project Summary

Introduction

In the narrative, be succinct while letting your passion shine through, and covering the main parts of the proposal: needs, goals and outcomes, approach, and budget. The LEA Profile will give them context and the narrative is an opportunity to make a good first impression. While this section will not be scored, it will give the application reviewers and other readers a first impression.

Instructions

The purpose of the Project Summary is to answer two basic questions:

1. What is the project designed to do? (That is, what outcomes will be achieved?)
2. What will be implemented to achieve those outcomes? (That is, what kind of activities will be conducted with key target groups?)

A Project Summary for all three years of the project period is required to be considered for a sub-grant award. For the purpose of the initial application, summarize the project elements for all three project years. Summarize year one and then note anticipated changes to the project's goals, objectives, activities, or outcomes for the succeeding years.

Keep in mind that application reviewers will have familiarity with homeless education, but not necessarily with Florida's communities or school districts. Write the summary so that it accurately reflects the content of the rest of the application. **STRONG SUGGESTION:** Write the Project Summary after all other sections have been completed.

Suggested information to include in the Project Summary information:

- the trends of homelessness in your county/community, the needs of homeless families with school-age children, and the community's response to these needs
- the trends of the homeless student population enrolled in your LEA and their needs
- strengths of the LEA's homeless education program
- the outcomes the project is designed to achieve by the end of three years
- strategies that will be applied to achieve the outcomes
- partnerships within the LEA and the community that will contribute to the success of the project

Project Narrative Summary (Responses for all three years must be provided to be considered for grant.)

Year 1

Trends of homelessness in Taylor County indicate that approximately 5% of the student population was identified as meeting the homeless eligibility requirements on the 2017-18 FLDOE Homeless Student Record Counts. When the Taylor HSIR is compared with neighboring districts, this percentage lags behind. HCY aggregated rates have fallen between 100 to 150 over the past three years. Strategies included in this sub-grant proposal are aimed at increasing identification efforts through training within the LEA and the community. Additionally, once students are identified as homeless, the goals within the grant will hopefully provide the supports necessary so that homeless students and their families will see the value of attending school every day and engaging fully in the academics. The county only has a domestic violence shelter. It is served by shelters in Leon County, an hour away. Although TCSD has trained "front line" staff in schools, we need to go further, making sure our building secretaries, nurses, bus drivers, food and nutrition staff, and paraprofessionals are trained. Our ECHY proposal targets identification, attendance, and ELA academic achievement, especially the secondary-level students and the provision of more targeted educational interventions to address student needs. The TCSD needs to continually work to strengthen relationships with community organizations such as churches, the fire department, police, Salvation Army, hotel/motel owners, campground owners, and food pantries. This application establishes goals in this area to improve knowledge and strengthen the number and type of services available to support these vulnerable students.

Year 2

☒ Same as Year 1

Year 3

☒ Same as Year 2

Strategic Imperatives, Executive Order, GEPA

Support for Strategic Imperatives

Instructions: Incorporate one or more of the Priorities included in Florida's State Board of Education Strategic Plan For the Public School System and The Florida College System. Select at least one PreK-12 Student Priority below and describe how it is incorporated. See this link for details: <http://www.fldoe.org/core/fileparse.php/7734/urlt/0075039-strategicv3.pdf>

Criteria: The applicant has included effective methods for incorporating one or more of the Priorities from Florida's State Board of Education Strategic Plan For the Public School System and The Florida College System.

PreK-12 Student Priorities	Description of Incorporation
Increase the percentage of students performing at grade level	In order to increase the percentage of students performing on grade level, the Taylor County Homeless Education Program will strive to promote seamless articulation and provide maximum access for students which will support statutory goal #2 as outlined in F.S. 1008.31.

Executive Order

Instructions: Read the statement on Executive Order 11-116 and then select the checkbox to continue.

- ☒ The employment of unauthorized aliens by any contractor is considered a violation of Section 274A (e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-Verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term.

General Education Provisions Act (GEPA)

Instructions: Provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

In order to meet GEPA requirements, the Taylor County School District will strive to: 1. Provide all pertinent school staff will be provided with in-service on the identification of barriers for equitable access and participation. 2. Develop, as needed, and distribute resource materials and forms pertaining to the Homeless Education Program will be available in Spanish for non-English speaking students and their families. 3. Facilitate training for community agencies that serve homeless students and their families will be provided to ensure access and participation by those students meeting McKinney Vento eligibility. Brochures, posters and resource materials about the Taylor

County Homeless Education program will be provided to agencies in both English and Spanish. 4. Provide supports for students with special needs, training for all Exceptional Education staffing specialists will be provided to ensure access and participation for those students already identified within the Exceptional Student Education program or those students in the process of evaluation for possible ESE program services.