



2021-2022 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, May 18, 2021

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

McKinney Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A of the ESSA (42 U.S.C. 11431 et seq.)

Grant period: From 09/01/2021 to 08/31/2022

Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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

3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent. See Program Guidelines for SSA limitations for this grant.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities.

4. Identify/Address Needs

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

| Quantifiable Need | Plan for Addressing Need |
|--|--|
| Increase core subject scores for grades 1-12 to include EOC and STAAR results. Increase reading level for kinder students. | Provide supplemental instructional support for students struggling in any of the core subject and/or EOC/STAAR test. |
| Every graduating senior will complete the FAFSA application and submit at least one college application. | The homeless liaison will verify that all applications are submitted. |
| To increase parental and community engagement. | District personnel will encourage and promote parental involvement in community engagement activities for all campuses and district-wide and/or event. |

5. SMART Goal

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

1. To increase mathematics, reading and writing scores grades 1 - 12.
2. To increase reading levels for kinder garden students.
3. Increase graduation rate
4. Increase Parent and community engagement.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1. Student's End of 1st nine weeks report (October)
2. Reading progress report after the 1st nine weeks.
3. Participation sign-in-sheets

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

1. Student's End of 3rd nine weeks report (March)
2. Reading progress report after the 3rd nine weeks.
3. Participation sign-in-sheets

Third-Quarter Benchmark

1. Student's End of 4th nine weeks report (June)
2. Reading progress report after the 4th nine weeks.
3. Participation sign-in-sheets

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The process of collecting data include student progress reports and monitoring all homeless students' academic progress for students in need of intervention. Additional assistance reports and attendance will also be monitor by the tutor and/or social worker as needed.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements
4. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 Texas Education for Homeless Children and Youth Program Guidelines.
5. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Texas Education for Homeless Children and Youth Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
7. The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
8. The applicant provides assurance that performance evaluation reports are submitted for each year grant funds are received.
9. The applicant provides assurance that fiscal monitoring reports are submitted for each year grant funds are received.
10. The applicant provides assurance that the use of subgrant funds will comply with section 11432(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
11. The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
12. The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment, and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.

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8. Statutory/Program Assurances (Cont.)

13. The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
14. The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical Education, Gifted and Talented, and English Learner.
15. The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
16. The applicant provides assurance that collaboration will occur with the McKinney-Vento Liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
17. The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
18. The applicant provides assurance that all identified and enrolled are accurately reported in Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) in a timely manner.
20. The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
21. The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.
22. The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings
23. The applicant provides assurance to submit a detailed report that includes all grant activities and usage of funds for the 2021-2022 Texas Education for Homeless Children and Youth (TEHCY) grant.

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9. Statutory Requirements

1. Provide a description of the proposed grant activities, programs, and services. This description should include how they address the identified needs and promote equitable access to program services needed to improve academic outcomes for homeless children and unaccompanied youth. Include the resources, strategies and/or systems that will be implemented to support target goals and outcomes, document progress and milestones, and observable results of the proposed grant activities, programs, and services. **(*Complete the attached TEHCY Grant Activity Chart, see the Program Guidelines for further guidance on completing the attachment)**

The district complies with immediate enrollment for our homeless students and identification under the McKinney-Vento. A needs assessment is conducted by the district homeless liaison and the district social worker for students and families to provide essential services. To ensure students are accurately coded the district liaison and the social worker oversee the PEIMS coding for the homeless students. As well as implement services or referrals needed once the student is identified to provide help to students and families.

Throughout the school year, students are monitored to ensure compliance under the McKinney-Vento Program Requirements. Monitoring includes review of grades, attendance and credits, McKinney-Vento Program services, general education services and any other special school programs that a student receives through the homeless liaison, district social workers, counselors, teachers, principals, or tutors. The district consistently coordinates and collaborates with district personnel, local social service agencies and with other agencies or program services to oversee and better serve our homeless students.

2. Provide a description of the extent to which: A) The application reflects coordination/collaboration with other local and state agencies that serve homeless children and unaccompanied youth. Include a list of agency, community, and LEA collaborators and a brief description of the proposed coactivities that will support implementation of the proposed grant activities, programs, and services; B) the proposed use of funds will facilitate the enrollment, identification, and educational outcomes of homeless children and unaccompanied youth; C) the extent to which the applicant will promote the meaningful involvements of parents or guardians of homeless children and youth in the education of their children; and D) The extent to which homeless children and unaccompanied youth will be integrated into the regular education program.

Our district will continue with coordination and collaboration with Child Nutrition Services, Planning & Instruction, Support Services, district social workers, and counselors. The continued cooperation with outside agencies like El Pasoans Fighting Hunger and other districts for continued collaboration and assistance to our students.

The proposed use of funds will help us identify those students who were struggling academically and did not pass STAAR/EOC to provide the supplemental support they need at each respective campus. Enrollment of students identified will be immediate, and services for the students and families as well.

Our district will continue promoting parental engagement in our community. Having one-on-one parent talks on the importance of parent participation and attends the parent meetings to be better informed about the services we provide and our district's academic support to all the students.

Unaccompanied youth students are always welcome to our district to integrate into the regular education program our community offers and the services we provide to all our homeless students.

All homeless students in our district have the same academic opportunities as any other student in special populations. This program will help those students with the additional supplemental support according to their educational needs identified during the school year.

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9. Statutory Requirements (Cont.)

3. Identify the types, intensity, and coordination of services to be provided in coordination with Title I, Part A, Homeless Reservations including: A) The process to review and develop the LEA's plan for coordinating services to support eligible homeless children and unaccompanied youth using Title I, Part A Homeless Reservations. Include the actual reservation for 2019 -2020 and the planned reservation for 2020 -2021 (**Complete the attached Title I, Part A and McKinney-Vento Program Coordination Chart**), and B) How the LEA determine its reservation amount for services to support homeless children and unaccompanied youth. Include how the LEA assists staff in understanding the LEA's policy or procedure to support homeless children and unaccompanied youth on all campuses regardless of the Title I status, use of these funds, and how the LEA addresses the needs of homeless children and youth in their district or campus improvement plan.

The district incorporates education into coordinated community responses to meet the substantial needs of students experiencing homelessness. The district's McKinney-Vento Liaison and Social Workers combine community resources to the greatest extent possible by linking students and families with community service programs, such as housing assistance, social services, mental and health care, nutritional programs or any additional service programs to meet the needs of the homeless student.

And Title I, Part A set-aside funds are expended for eligible homeless student by providing transportation to and from the school of origin and McKinney-Vento services, such as school supplies, uniforms, backpacks, immunizations, dental and vision.

4. Provide a description of established LEA processes to develop, review and revise current LEA policies and procedures to ensure that its proposed grant activities, programs, and services will not isolate or stigmatize homeless children and unaccompanied youth. (**Complete the attached McKinney-Vento Policies and Procedures Chart**)

Most policy reviews are started at the Cabinet level. The policy is reviewed by Cabinet and other pertinent stakeholders as needed. We always examine the policy to ensure that it does not isolate or stigmatize any student populations within our district. Then, any questions are taken to the TASB policy advisor for clarification. If needed, we will include the district's legal team to help us review the policy. Once we get our answers, the Cabinet team will review the policy again to ensure that it is ready to be taken to the Board for final approval.

Regulations and procedures are done in a similar manner, except, the Cabinet will probably not involve the TASB policy advisor. Also, the procedure is taken to the Board for information only.

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9. Program Requirements

Note to Applicants: Refer to the TEHCY Program Implementation Levels of Service and Support when addressing the four program requirements listed below.

1. Provide a description of the process and procedures that are utilized to enroll, identify, and provide all three levels of TEHCY program services and support for homeless children and unaccompanied youth who are: A) Entering and/or returning to their schools from summer or holiday break, B) Experiencing homelessness after the school year has started, C) Are not currently enrolled or attending school, and D) Are eligible for early childhood and/or prekindergarten programs.

Our homeless district liaison and social workers identify and enroll homeless students and youth in our district as follows:

1. Student Residency Questionnaire (SRQ) forms are provided to all students by the District Social Worker to assess eligibility.
2. District Social Workers evaluate each Student Residency Questionnaire's submitted by the student.

Home Visits are conducted on the previous school calendar year to re-evaluate the students' homeless status.

2. Provide a description of the annual McKinney-Vento professional development plan that is currently in place to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth. Include training dates, duration of training, who was trained/will be trained, and a summary of the training content and evaluation process. Include both external and internal professional development activities.

Our district's McKinney-Vento professional development plan is to train everyone to increase awareness and support enrollment and identification of students. In prior years, presentations were provided in person at the beginning of the school year to all district staff from district board members, superintendent, administration staff, campus staff, transportation department staff, child nutrition services staff, security staff, custodians, and grounds.

This past year due to COVID-19, we train campus and some departments doing virtual presentations. We also recorded our presentation in English and Spanish for other departments to have the flexibility to view the training presentation on their scheduled time. It was most convenient for the departments. We ask the department supervisor to provide us sign-in sheet for everyone who views the display.

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9. Program Requirements (Cont.)

3. Provide a description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for elementary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance and engagement, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g. Special Education, English Learners, and Gifted and Talented), D) Bridging program support services, E) Assessment interventions and scores, F) Discipline interventions, G) Tutoring services, H) Supplemental academic programs, and I) Other programs or services.

The district incorporates education into coordinated community responses to meet the substantial needs of students experiencing homelessness. The district's McKinney-Vento Liaison and Social Workers combine community resources to the greatest extent possible by linking students and families with community service programs, such as housing assistance, social services, mental and health care, nutritional programs or any additional service programs to meet the needs of the homeless student.

And Title I, Part A set-aside funds are expended for eligible homeless student by providing transportation to and from the school of origin and McKinney-Vento services, such as school supplies, uniforms, backpacks, immunizations, dental and vision.

4. A description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for secondary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance, engagement, and truancy interventions, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g., Special Education, English Learners, and Gifted and Talented), D) Advanced placement and dual credit course work, E) Transcript review for appropriate full or partial credit, F) Credit recovery or credit repairs services, G) Assessment interventions and scores, H) Discipline interventions, I) Four-year cohort graduation, J) Graduation of all homeless students (e.g., current cohort, continuers and early graduates), K) College and career readiness programs and support services, L) Post-secondary transition plan, and M) Other programs or services.

Tutors will monitor students every nine weeks and maintain contact with teachers in order to help students stay on task. Tutors will also monitor attendance ensure the student's success. District social workers will monitor students monthly and make sure all services are being provided. District social worker will guarantee all graduating seniors complete their financial aid and at least one college application and will make sure assessments are done at the beginning of the school year to assess each student's needs. Social workers a long with counselors and Admin will monitor student's recovery of credit loss and provide supportive guidance.

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10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

| | | | |
|-------|--|---------|--|
| Group | | Barrier | |
| Group | | Barrier | |
| Group | | Barrier | |
| Group | | Barrier | |

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12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

| | | |
|----|-----------------------------------|---------|
| 1. | 6100 Payroll cost for five tutors | \$8,000 |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

Professional and Contracted Services

| | | |
|-----|--|---------|
| 6. | 6200 Misc. Contracted Services - Webinar | \$1,050 |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

Supplies and Materials

| | | |
|-----|--|--|
| 11. | | |
| 12. | | |
| 13. | | |
| 14. | | |

Other Operating Costs

| | | |
|-----|-------------------------------|-------|
| 15. | 6400 Travel Staff Development | \$531 |
| 16. | | |
| 17. | | |

Capital Outlay

| | | |
|-----|--|--|
| 18. | | |
| 19. | | |
| 20. | | |

Direct and indirect administrative costs: \$539

TOTAL GRANT AWARD REQUESTED: \$10,120

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended

Negotiated Change or Amendment

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