



2021-2022 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, June 8, 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

Wylie ISD

CDN

043914

Vendor ID

75-6002810

ESC

10

DUNS

003185733

Address

951 S. Ballard Avenue

City

Wylie

ZIP

75098

Phone

972.429.3000

Primary Contact

Dr. Jessica Branch

Email

Jessica.Branch@wylieisd.net

Phone

972.429.3018

Secondary Contact

Jill Vasquez

Email

Jill.Vasquez@wylieisd.net

Phone

972.429.2385

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

Dr. David Vinson

Title

Superintenden

Email

David.Vinson@wylieisd.net

Phone

972.429.3000

Signature

Date

6/7/21

Grant Writer Name

Dr. Jessica Branch

Signature

Date

6/7/21

Grant writer is an employee of the applicant organization.

Grant writer is not an employee of the applicant organization.

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RFA/SAS #

701-21-114/293-22

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3. Shared Services Arrangements

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

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Students who have been identified as homeless lack the resources needed to have equitable opportunities. (e.g. appropriate clothing, shoes, school supplies, and hygiene products)	Grant funds will be identified to ensure that every homeless child has the items needed to feel comfortable and confident walking into the school building, including access to hygiene products, school clothing, shoes that fit, and the supplies they need in the school and in their temporary home for homework.
Students need continuity in enrollment when moving around to different temporary homes, yet they lack reliable transportation.	Grant funds will be identified to cover the cost of transportation, whether this is through a third party vendor, paying additional drivers in-district, or providing the parent with additional gas funds.
Students in homeless situations lack access to resources that general students may have, including additional tutoring, funds to cover extracurricular costs, or funds to cover education field trips.	Grant funds will be identified to help relieve homeless children of these costs that can hinder them from fully participating with their peers.

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.

Students identified as homeless will be evaluated for needs upon identification and re-evaluated quarterly for continuing and new needs in order to ensure that they have the resources needed to access the full educational programming and experiences that Wylie ISD offers all students.

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

The district and homeless liaisons will keep a running list of students who have been identified in order to note needs and ensure that each student has been checked on each quarter, at a minimum. During the first quarter of the school year, liaisons will intentionally reach out to students who were identified in the 20-21 school year. They will ensure that those still in a homeless situation are re-identified. All newly identified and re-identified students will be assessed for clothing, transportation, and school supply needs.

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

The district and homeless liaisons will keep a running list of students who have been identified in order to note needs and ensure that each student has been checked on each quarter, at a minimum. During the second quarter of the school year, liaisons will ensure that each student has access to warm winter wear. They will also monitor attendance and first quarter grades, to see if transportation, tutoring, or other resources are needs.

Third-Quarter Benchmark

The district and homeless liaisons will keep a running list of students who have been identified in order to note needs and ensure that each student has been checked on each quarter, at a minimum. During the third quarter of the school year, liaisons will ensure that students have clothing and shoes that still fit and are season-appropriate. They will also monitor attendance and second quarter grades, to see if transportation, tutoring, or other resources are needed. Liaisons will also ensure unallowable costs, such as senior experiences, are met through community partnerships.

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.

If attendance and grades do not yield an acceptable trend of either equitable to peers not in homeless situations or a consistently improving rate toward equity, then a comprehensive needs assessment will be conducted at the district level by breaking down data by campus. Individual campuses may need direct attention from the district liaison in order to ensure that needs are being met and the campus liaison has a solid understanding of what homeless students are entitled to, as well as the resources available to them.

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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)**

Our homeless populations biggest needs lie in having equitable access to the full educational opportunities that our district has to offer. We have in-district and community collaborations to meet many basic needs, but where we lack assistance is in the continuous support to replenish supplies, buy all supplies needed, ability to be transported back to the district when temporarily housed outside district lines, and enough clothing to outfit some of the homeless children throughout the seasons.

See attached Grant Activity Chart.

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.

A.) Wylie ISD has several resources through our Family Community Liaison, including school supplies, Christmas presents, Thanksgiving meals, school uniforms (grades 5-12), the Prom Closet, and MENTOR programs. In addition to the internal resources, we also have active collaborations with our local churches (who provide short term financial support and funds to buy basic needs), food pantries, individual community members (who want to adopt high schoolers to ensure they have all of the extras, such as yearbooks, graduation regalia, senior trips/shirts/etc.), and we have relationships and contacts with the Collin County coalition who helps with medical and temporary home/shelter needs.

B.) Wylie ISD has policies and procedures to ensure that our students are promptly identified and enrolled in schools, or continuously enrolled in their School of Origin. Our efforts for the grant funds focus on improving education outcomes by providing equitable experiences and the resources needed for success.

C.) District and campus liaisons communicate regularly with parents of homeless youths, or with unaccompanied youths, to identify any new needs. Parents and students alike are given information about their rights as homeless students, and they are encouraged to communicate any needs during the school year and summer, alike.

D.) All homeless children and unaccompanied youth will be fully integrated into the regular education program. They are in no way isolated or publicly identified. Procedures and efforts are in place to ensure that every homeless child is able to have equitable access to the district's educational programs and resources needed to bridge the access gap.

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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.

A.) Title I funds are set aside to help supplement transportation costs. Though we set aside a specified amount each year, we often end up using more to ensure our homeless students are able to get to school. These funds are specifically used for students who find temporary shelter or homes outside of district lines. Those who are in-district are routed through our bus system. Please see Attachment B.

B.) The reservations are based on previous year needs and future resources available. Our district liaison trains our campus liaisons in identification, enrollment, and how our funds and partnerships can be used to support homeless students. Campus liaisons then act as a resources to all teachers and staff during the school year, working closely with the attendance clerks who enroll each student.

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**)

There are many populations of students in our schools that are served in different manners in order to help them be successful and achieve at their true potential. Homeless students are no different--we honor them by keeping their situations private and provide as much support as needed and allowed by their parents to ensure that they have equitable access to the educational experiences our district has to offer. Homeless status is confidential and only shared with those who have an educational need to know. Please see attachment 3.

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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.

Level 1: Enrollment & Identification
 A.) Annual registration requires that a family identify their living situation. If either of the questions yield a concern, our campus liaison reaches out to the family to further investigate and assist the family in filling out an SRQ to further identify needs. B.) Teachers are trained by the campus liaisons to be on the lookout for potential homeless situations. Counselors (liaisons) then reach out to the families to see if they need any assistance. At that time, resources are provided if needed, and if the family is in a temporary living situation due to circumstance, then they are prompted to fill out an SRQ. C.) We hang fliers in our schools, notify families a couple times a year of the program, and work with local churches and charitable organizations who help get families and students connected with district and campus liaisons for enrollment. D.) Many of our prekindergarteners are identified homeless when they come in for round up and are required to show proof of residency. Many times they are doubled up with family or friends. We have personnel to help with identification. We also advertise through our prekindergarten fliers.

Level 2: Coding & Services
 Once PEIMS coded all students are monitored on a monthly basis by campus liaisons to ensure that basic needs are met and to assess if they are receiving the services identified at intake. Campus liaisons also confer with teachers to see if additional needs may be necessary to help each homeless student be successful. An updated list of identified students is shared each month with the campus liaisons.

Level 3: Monitoring & Evaluation
 All students are constantly monitored to determine if other services and accommodations are needed to help the child succeed. Data points include attendance, grades, social-emotional status, and basic needs, such as hygiene.

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.

Prior to the school year, counselors who act as the campus liaisons, attend a training to go over all of the programs they oversee at the campus level. At this time, the district liaison gives a 30 minute presentation followed by a Q & A. The presentation gives a thorough overview of what qualifies students as homeless, how we identify them, policy and procedures, what they are entitled to under statute, what resources we have to meet these entitlements as well as other resources and procedures we enact in our district, what the procedures are for acquiring resources, and how to continuously monitor homeless students. Throughout the year, the district liaison and Counseling Coordinator ensure that training opportunities are shared and give them a monthly intentional outlet for asking questions during their monthly meeting. Campus liaisons are also encouraged to reach out to the district liaison and district coordinator at any time.

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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.

At the elementary level, our campus homeless liaisons are the counselors. With a small campus population, the liaisons are able to personally check in with teachers and students on a regular basis. We also typically have very good relationships with our students' parents, which lends itself to genuine conversations. Attendance rates are monitored for all students on a regular basis to ensure that students are getting access to the curriculum and programs available. Our philosophy is research-backed: for the vast majority of students who do not meet the standard to be promoted to the next grade, regular, intense intervention is more effective for academic gains than retention. Our Response to Intervention program is tight and has processes that not only identify students who are struggling academically or socially, but we also identify students who need to be challenged through enrichment and gifted programs. Every elementary campus has strong Professional Learning Communities that monitors each student's progress throughout the year. When we notice struggles, root cause is addressed and a plan is put in place. Counselors are also privy to this information and can offer supplemental services to students who are in a homeless situation.

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.

At the secondary level, there are more moving pieces. Our counselors also act as homeless liaisons, but our teachers must also be advocates for their students who are in homeless situations, especially in our high school students, as this is where we see the most unaccompanied youth. Attendance and academic success are regularly monitored through formative assessments and Professional Learning Communities. Should a student fall behind and not gain credit for a course, we have a course recovery program during the summer months. There is typically a cost, but students in homelessness are allowed enrollment with no tuition costs. Homeless students who lack funding for Dual Credit supplies are granted the coverage to ensure they are given equal opportunity. Counselors are equipped with the resources and knowledge to help secondary homeless students access college after graduation; they ensure that students have filled out FAFSA to acquire aid and they equip each student with an identification letter for enrollment to waive fees and gain access to accommodations and resources at the college-level. Students also know that the counselors are a resource for them even once they graduate. Every year we have former students who were/are in homeless situations reach out for advice and 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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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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.	Tutoring	\$500
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Transportation Costs	\$3,795
7.	Professional Development/Conference Fees for Liaisons	\$500
8.		
9.		
10.		

Supplies and Materials

11.	General Supplies for Students (clothing, school supplies, hygiene products, shoes, etc.)	\$7,155
12.		
13.		
14.		

Other Operating Costs

15.	Field Trip fees	\$200
16.	Professional Development/Conference Hotel/Travel Fees for Liaisons	\$500
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:
TOTAL GRANT AWARD REQUESTED:

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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
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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