



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:

Grant period: **Pre-award costs:**

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

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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. 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
Dropout Rate for Homeless students has increased yearly	Student Services Department will make monthly home visits to the last known addresses of the 30 homeless students with the highest truancy rates and maintain email communication with all secondary homeless students on a 6 weeks basis.
District homeless rate has risen due to COVID and has been identified has an underserved and underidentified population of students.	Staff will receive additional training related to identification and service for the homeless student population in an effort to identify and serve these students at their initial campus before PEIMS submission dates.
The mobility among homeless students in the district has increased due to job insecurity about parents in the community.	An effort to promote school stability among homeless students will be made by the truancy staff to prevent movement between campuses to provide continuous enrollment support instead of promoting immediate withdrawal of students.

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.

Midland Independent School District will recover or retain 15% of the homeless students who have been identified as potentially at risk of dropping out or graduating behind their peers due to truancy or mobility related to homelessness.

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 truancy rate of homeless students in secondary campuses will decrease by 5% in the first quarter.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

The truancy rate of homeless students in secondary campuses will decrease by an additional 5% in the 2nd quarter.

Third-Quarter Benchmark

The truancy rate of homeless students in the secondary campuses will impact their elementary siblings resulting in a 5% decrease in elementary truancy rate in the homeless population by the 3rd quarter.

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 program will be evaluated monthly by truancy analysis data as well as home visits to at least 30 last known addresses to secondary homeless students with the highest truancy rates. At these visits, we will use grant resources to provide food boxes, hygiene kits, school supplies, and other necessities to support and encourage a return school. If the visit is not successful in addressing truancy, a return visit will be prompted.

If benchmarks or goals do not show progress, Student Services teams will collaborate to identify students with other risk factors affecting truancy including health issues, SPED status, or family transition.

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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)

Homelessness has a devastating impact on students and their education. Residency, guardianship, transfers, lack of transportation, and other barriers disrupt continuity of educational services for these students in our district. The high mobility rate associated with homelessness has severe consequences. Homeless families move frequently due to limits on length of shelter stays, search for safe and affordable housing, employment challenges, or to escape abusive partners. All too often, homeless children have to change schools because shelters or other temporary accommodations are not located in their school district. Every time this occurs, education is disrupted. While children are experiencing homelessness, it is imperative they remain in school because school is one of the few stable and secure places in their lives. School is a place where homeless students can learn the necessary skills to escape the homeless cycle. The purpose of this grant request is to assist Midland ISD in providing tools to help homeless children come to school clean, unashamed of their appearance, and equipped with the necessary supplies so they are ready to learn. We will also support their parents in the understanding that truancy will not be tolerated by completing home visits regularly. We will communicate events through email and mail outs. We will personally deliver information to last known addresses of homeless students. We will make laundry days available at local laundry facilities so that homeless students can wash their clothes. We will provide hygiene kits and transportable, durable school supply kits to homeless students. Midland ISD knows that schools with high concentrations of disadvantaged students can easily become over extended and this grant will allow the Student Services Department along with the Family Support Center to support these campuses with their homeless populations.

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.

Midland ISD's Student Services Department and Homeless Liaisons work with the Department of Guidance and Counseling as well as the newly developed Family Support Center. Campuses are trained to identify homeless students through the student residency questionnaire process through out the school year. Staff then refer students to outside agencies depending on specific needs. The Family Support Center has developed an extensive list of community services to help support and implement the proposed activities including local faith based ministries and community organizations. Proposed community partners for laundry days and hygiene support include Rope Youth, 3-1-1 Ministries, United Way, and Family Promise. Community partners to help support and promote school supply kit provision and food packs include West Texas Food Bank, The Midland Education Foundation, and Warren Charitable Trust. This list of services is shared with all campuses. Community partners to help support meaningful involvement of parents and guardians in the education of their students include Casa de Amigos and Communities in Schools.

Campus Counselors are trained on Trust Based Relationships and Trauma Informed Care as well as additional Mental Health training through our Meadows collaborative which will help support and encourage meaningful involvement of parents in the education of homeless students. Other staff receives Youth Mental First Aid training. Social media and print publicity of laundry days and other supply availability will promote parent engagement.

Homeless students and unaccompanied youth are currently integrated in the regular education programs in Midland ISD unless they have accommodations or plans that specify otherwise.

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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) In 2019-20, the actual reservation amount was \$5000. In 2020-21, the actual reservation amount was \$4958.
 B) The reservation amount is determined by a calculation created by the Executive Director of Federal Programs. The LEA addresses the needs of the homeless children and youth in the district or campus as campus requests are made throughout the year.

The DIP Strategy for MISD will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following programs: Bilingual /ESL; Guidance/Counseling; PreK; Migrant; Homeless; Dyslexia; and Gifted and Talented by:

1. Providing program descriptions and opportunities for parents to learn more about these programs and how they can a.) receive training and b.) participate on different advisory committees.
2. Informing families of school district and community programs for students such as mentoring, tutoring, summer school, nutrition, health, recreation and other intervention activities.
3. Provide transitioning activities to support homeless students from Elementary to Jr. High, Jr. High to Freshman High, Freshman High to High School, and High School to college and career.

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**)

The Student Services Department will review the established LEA processes and continue to develop, review, and revise current policies and procedures to ensure that the proposed grant activities, programs, and services will not isolate or stigmatize homeless children or unaccompanied youth. We are currently located off site from any campuses and therefore will not be recognizable as a location that would cause a student to be labled by other children for receiving services from our department or grant. The events will be held in public places that anyone can attend, therefore lessening the likelihood that anyone could be identified as a homeless or unaccompanied youth.

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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.

All Midland ISD counselors will receive training on identifying students who are experiencing homelessness as they enroll in school and at the following critical transition times throughout the year as they:

- A) enter or return to schools from summer or holiday break,
- B) experience 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.

Counselors will receive training on verifying student residency questionnaire data to confirm homeless status of students upon enrollment as well as verifying possible siblings who might also qualify.

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.

The Director of Guidance and Counseling will provide training to all counselors, Family Support Center staff, Student Service Staff, Communities in School staff. The training will take place on July 26th and will last 1-2 hours. Additional training available will be Trust Based Relationships, Trauma Informed Classroom Training, and Youth Mental First Aid.

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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 target audience will be homeless and unaccompanied youth. The grant will allow MISD to provide hygiene kits, survival kits, and vouchers for showers, laundry, and haircuts. Because homeless students are transient, many face barriers when it comes to finding reliable transportation, clean clothes, stable living environments, and suffer from sleep deprivation, high stress, poor health, and poor diet. Aside from normal stressors, they must worry about their next meal and often grow up undernourished due to lack of access to food generally and lack of healthy food specifically. This grant will allow MISD to provide homeless and unaccompanied youth access to products that can improve their hygiene and diet, and reduce associated stressors that impact attendance and academic engagement. These services will help address the deficiencies that result from truancy issues when homeless students do not attend school because they lack the stability and support necessary to succeed academically. Chronic absenteeism can play a significant role in homeless children quickly falling behind one grade or more. When basic needs such as running water, food, or a bed cannot be met, it stands to reason that academic success suffers. This grant will allow MISD over the period of one academic year to better equip administrators and educators to be empathetic voices to advocate for homeless and unaccompanied youth in the classroom and beyond.

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.

The target audience will be homeless and unaccompanied youth. The grant will allow MISD to provide hygiene kits, survival kits, and vouchers for showers, laundry, and haircuts. Because homeless students are transient, many face barriers when it comes to finding reliable transportation, clean clothes, stable living environments, and suffer from sleep deprivation, high stress, poor health, and poor diet. Aside from normal stressors, they must worry about their next meal and often grow up undernourished due to lack of access to food generally and lack of healthy food specifically. This grant will allow MISD to provide homeless and unaccompanied youth access to products that can improve their hygiene, their diet, their cleanliness, and reduce significant stressors. These services will address the deficiencies that result from truancy issues when homeless students do not attend school because they lack the stability and support necessary to succeed academically. Secondary homeless students often assume the role of guardian for younger siblings and must work for family survival, leading to higher truancy and dropout rates. Chronic absenteeism and lack of basic needs increases the likelihood of discipline issues at the secondary level. When basic needs such as running water, food, or a bed cannot be met, it stands to reason that academic success suffers. This grant will allow MISD over the period of one academic year to better equip administrators and educators to advocate for homeless and unaccompanied secondary students in credit recovery and repair, and promote college and career readiness.

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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.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	Printed materials and mail out services	1000
7.	Hair cut Vouchers for students	1000
8.	Shower Vouchers	1000
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	Laundry days	21600
12.	Survival kits	7480
13.	Hygiene kits	7480
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	Travel to Conference	4000
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

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"/>	
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