



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:

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
- 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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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
Increase McKinney-Vento (MV) identification and enrollment district wide	Connections Coordinator (Homeless liaison), MV Case Manager, school social workers, and case workers will proactively train and monitor peims clerks, faculty/ staff, and parent/community partners in 1) identifying risk factors for homelessness and 2) MV Immediate enrollment procedures.
Increase drop-out prevention for McKinney-Vento students	Connections Coordinator, MV Case Manager, school social workers, and case workers 1) will monitor MV student drop out risk factors (attendance, grades, discipline) every 9 weeks and 2) and provide interventions and supports.

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.

By the end of the 2021-2022 school year, Grand Prairie ISD will increase McKinney-Vento (MV) student outcomes in 1) identification and enrollment district wide, 2) drop-out prevention, and 3) restorative discipline practices and social emotional learning interventions. MV identification will increase by 25% from 900 (SY 2020-2021) students to 1125 students. GPISD will increase drop out prevention interventions through a district wide strategic student dropout data tracking system for 100% implementation at secondary campuses.

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) MV Identification and enrollment will be a minimum of 375 students using Skyward student information system data.
- 2) Baseline data will be established through the districtwide strategic student dropout data tracking system and will monitor trends and provide preventive measures to MV students at risk for dropping out.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

- 1) MV Identification and enrollment will be a minimum of 750 students using Skyward student information system data.
- 2) Preventative measures will be monitored according to tracking system trends (+10% or -10%) of established baseline data.

Third-Quarter Benchmark

- 1) MV Identification and enrollment will be a minimum of 1125 students using Skyward student information system data.
- 2) Preventative measures will be monitored according to tracking system trends (+10% or -10%) of established baseline data.

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.

GPISD will utilize the quarterly benchmarks to progress monitor goal attainment by using Skyward, On Data Suite, and additional electronic systems. Each quarter a committee will convene to review the data and identify any gaps. The committee will strategically implement varying course of action to close the gap in any goal area that is in danger of not being met.

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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)**

Grand Prairie ISD has made strides in reducing educational barriers for students who are experiencing homelessness through the TEHCY grant. The position of Connections Coordinator (CC) is funded through the grant and the role is indispensable within our district. The CC is responsible for training staff on identification and advocating for MV students. She serves as the expert in compliance with McKinney-Vento law and best evidenced based practice for addressing barriers to MV student success and achievement. The grant will also fund the McKinney-Vento case manager position, who will serve as an additional support in meeting the GPISD's identified needs for MV students. The CC and Case Manager will promote equitable access to program services needed to improve drop out prevention and academic outcomes for homeless children and unaccompanied youth. The CC and Case manager will work with campus social workers and case workers to proactively train and monitor PEIMS clerks, faculty/staff, and parent/community partners in identifying risk factors for homelessness and MV Immediate enrollment procedures. They will monitor MV student drop out risk factors (attendance, grades, discipline) every 9 weeks and provide interventions and supports. The CC and MV case manager will monitor benchmark data through the use of Skyward student information system for MV identification. They will also develop and implement the district wide strategic student dropout data tracking system and will monitor the trends. The CC and case manager coordinate activities that include case management, transportation to school of origin, expedited free lunch application, holiday meals, after school care, and other supports.

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.

The Connections Coordinator and the MV Case Manager will work collaboratively with local agencies that serve homeless children and unaccompanied youth. Some of the agencies include Lifeline Shelter, Brighter Tomorrows, Children First Counseling Center, Grand Prairie United Charities, Camp Impact, and the city of Grand Prairie. These organizations historically have partnered with GPISD to reduce barriers to education and student achievement. The coactivities include housing, counseling, food pantry, summer camps, school supply donations and other identified needs. This collaborative effort will work to increase McKinney-Vento identification, increase drop out prevention, and increase restorative discipline and social emotional learning interventions. The proposed funds will be used to provide the CC and CM salary in order to facilitate the enrollment, identification, and educational outcomes of homeless children and unaccompanied youth. The CC and CM will provide virtual and in person parent workshops to promote parent involvement of homeless children and youth in the education of their children and will monitor the continued integration of homeless children and youth into regular education.

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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. Grand Prairie ISD utilizes Title I, Part A Homeless Reservation funds to fund the salaries of secondary campus social workers and the transportation expenses for McKinney Vento students. Both of the aforementioned funded items were developed in response to student/family needs, to directly reduce educational barriers and promoting positive student outcomes for homeless children and unaccompanied youth.

B. The District determines the reservation amount for services to support homeless children and unaccompanied youth by allocating 5% of the remaining Title I District funds to the Homeless Reservation. Grand Prairie ISD provided beginning of the year trainings to all campus staff regarding the identification of homeless children and unaccompanied youth as well as supports the campuses and district provides in order to reduce/eliminate educational barriers for this student population.

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**)

GPISD committee on TEHCY grant compliance committee comprised of the Connections Coordinator (homeless liaison), McKinney-Vento Case Manager, Executive Director of Counseling Services, Director of School Climate Transformation, and the Director of Social Emotional Learning, will convene once a year to review the current program policies and procedures to determine any areas of improvement where homeless students run the risk of further marginalization. The committee will seek to implement plans that will reduce the risk of isolation and stigmatization of students experiencing homelessness. Moreover, the Connections Coordinator and Case Manager will be encouraged to convene the committee at any time deemed necessary. The committee's goal will be to proactively address any areas of concern in policies, procedures, and activities that have the potential to isolate and stigmatize homeless children and 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.

A. GPISD Connections Coordinator, campus social workers, and Social Work Hub case workers, work collaboratively with campus PEIMS clerks and school staff to identify students who may be experiencing homelessness. If a student or parent arrive to enroll in school and do not have proof of residency the PEIMS clerk contacts the school social worker (SW) or case worker (CW). The SW or CW then complete a homeless needs assessment to determine if the student meets McKinney-Vento criteria for immediate enrollment. If the parent prefers to return to the school of origin, then the SW or CW work to provide transportation for continued enrollment in the school of origin. If the parent prefers to enroll in the school of residence, then the SW or CW advise the PEIMS clerk to immediately enroll and will process an expedited free lunch application and will inform them of their rights under the McKinney-Vento law. The SW or CW will providing ongoing supports throughout the school year.

B. All GPISD teachers, administrators, and staff are training in the signs and risks for homelessness at the beginning of the year and periodically through the school year. Any teacher or staff member who believes that a student may be experiencing homelessness either due to risk factors or new information will the notify the campus social worker, school counselor, or case worker to ensure that a homeless needs assessment is complete. Based on the assessment the SW or CW will then request the student be coded as homeless and will process and expedited free lunch application and inform the of their rights under the McKinney-Vento Law. The SW or CW will provide ongoing supports throughout the year.

C. The Connections Coordinator tracks the students last known address and conducts home visits to encourage enrollment in school.

D. GPISD provides mailers and social media posts to encourage enrollment into early childhood and Pre-K prgms.

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.

GPISD prides itself on the current McKinney-Vento professional development practices. GPISD currently provides back to school training on any changes to the McKinney-Vento law or new evidenced based practices for campus social workers and counselors. These trainings occurred on July 20, 2020, July 27, 2020, and August 3, 2020. These trainings are approximately 30 minutes. Campus social workers and counselors provide McKinney-Vento identification trainings to all staff at the beginning of the year. Each training varies according to campus but all trainings occurred prior to September 30th, 2020. Each campus training is 20 to 30 minutes in length. Additionally, all campus counselors and social workers receive trainings on trauma-informed practices and they provide trainings to staff on the trauma risk factors for students. In 2021-2022 school year, GPISD staff will participate in trauma informed training and practices. Additionally, staff will receive a post-test to asses the knowledge gained from the McKinney-Vento identification and risk factors trainings. Lastly, GPISD counselors and social workers are encouraged to attend ongoing webinars from Schoolhouse Connection for continued education on homelessness trends in risks factors. They are also encouraged to attend the Lone Star State School Counselor's conference and the School Social Work conference, as well as the Texas Homeless Conference.

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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.

Elementary homeless children and unaccompanied youth will receive intensive case management supports that are tailored to their developmental needs. Attendance challenges for elementary students require more one-on-one interventions and trainings with parents. The Connections Coordinator, MV Case Manager, and school social workers will provide intentional case management with students and their families each 9 weeks and more frequently if the need arises. Student grades, discipline information, and social emotional needs are included in the case management activities to promote positive student outcomes. Staff will continue to advocate for elementary students to ensure they are being provided equal access to district academic supports, enrichment opportunities, and campus programs. District staff will work collaboratively with community partners to provide students and their families supports that remove barriers to student achievement. Social emotional learning supports and self-regulation skills will be provided for elementary students in small group counseling sessions for students needing an opportunity to build upon their skills in this area, based on referrals from teachers and parents. Camp Impact, a summer program designed for elementary-age students experiencing homelessness will also provide students academic and social skills supports to strengthen students' overall resiliency.

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.

Secondary homeless children and unaccompanied youth receive intensive case management supports that focus on case management in a variety of areas. In addition to 9 weeks grades, attendance, and discipline monitoring/ supports, the MV Case manager and secondary Counseling Services staff will assist students quarterly with course planning, discussing progress regarding credit acquisition, credit recovery, tracking graduation requirements, and encouraging students to participate in more rigorous academic course work. It is important that secondary homeless students are provided assistance with navigating post-secondary opportunities, such as obtaining fee waivers for college applications and exams, as well as strategies on how to complete the FAFSA if required documentation is not accessible. The Connections Coordinator leads the High School Senior College Bound Incentive program that rewards seniors that are experiencing homelessness with items to assist them as they transition to 2-year or 4-year colleges in the Fall. This program monitors students quarterly through out their senior year and provide incentives for on-time graduation and regular school attendance. Lastly, the strategic tracking plan that will be monitored quarterly by the MV Case Manager will assist campus staff with supporting homeless students that are at-risk of dropping out of school .

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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.	Homeless Liaison/Connections Coordinator salary, including benefits	\$77,000
2.	McKinney-Vento Case Manager salary, including benefits	\$50,000
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	School Supplies	\$9,000
12.		
13.		
14.		

Other Operating Costs

15.	TEHCY Conferences/Trainings, including travel	\$3,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$700

TOTAL GRANT AWARD REQUESTED: \$139,700

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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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