TEA
Texas Education Agency

2021-2022 Texas Education for Homeless Children and Youth
Competitive Grant Application: Due 11:59 p.m. CT, May 18, 2021

NOGA ID [   ]

Application stamp-in date and time

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

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

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

Grant period: From **09/01/2021** to **08/31/2022**   **Pre-award costs: ARE NOT** permitted for this grant

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

Amendment Number

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

1. Applicant Information

Name of organization | Plano Independent School District

CDN 043910 | Vendor ID 1756002252 | ESC 10 | DUNS 0107791686

Address 2700 W. 15th Street | City Plano | ZIP 75074 | Phone

Primary Contact Jennifer Miley | Email jennifer.miley@pisd.edu | Phone 469-752-8945

Secondary Contact James Thomas | Email james.thomas@pisd.edu | Phone 469-752-6192

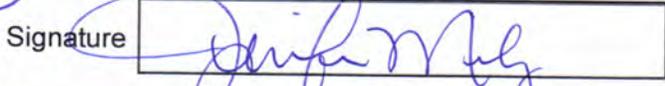## 2. Certification and Incorporation

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 Theresa Williams | Title COO | Email theresa.williams@pisd.edu

Phone 469-752-8122 | Signature *(signed)* | Date 5/10/21

Grant Writer Name Jennifer Miley | Signature *(signed)* | Date 5/10/21

⦿ 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
Last school year, Plano ISD identified 551 McKinney-Vento students. For the 2020-2021 school year, there are currently 440 identified students. The total current enrollment in the district is 50,371. We are under identified in the area of McKinney-Vento.	The district will create a system to help identify McKinney-Vento students and families who are in transition, train stakeholders on best practices in identification and support of students who are experiencing homelessness, and disseminate comprehensive information about the McKinney-Vento Act through district/community communication.
In Plano ISD, 22% of McKinney-Vento students are absent at a rate of 10.2% or more.	The district will implement an additional layer of support to internally problem solve individual attendance situations to identify and address the root causes of the absences that McKinney- Vento students accrue.
In Plano ISD, 87.1% of McKinney-Vento students graduated compared to 95.5% of all students. The dropout rate for McKinney-Vento students in Plano ISD is 7.1% compared to an all student graduation rate of 1.8%.	The district will implement and facilitate effective academic interventions that support student success and provide resources/supports to McKinney-Vento students and families to help keep youth actively engaged in learning.

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 June 2022, the percentage of students identified as McKinney-Vento eligible in the PEIMS data system will increase from 0.42% in 2019 to 1% in 2022 so that eligible students and families can receive appropriate McKinney-Vento resources and services to increase graduation rates consistent with Non-McKinney-Vento Students and decrease chronic absenteeism rates of McKinney-Vento Students to that of their non-McKinney-Vento peers.

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

Once the project date begins, Plano ISD will: review enrollment, McKinney-Vento numbers, previous year drop-out data, current year leavers, and attendance rates and compare to the data of previous years. Design and facilitate training for campus and district personnel on McKinney-Vento information, project expectations and customer service standards. Meet with district and community partners to discuss a collaborative plan to address McKinney-Vento student needs. Create, sign and execute MOU, with all collaborators. Create and review a cost effective budget that allows for successful implementation of McKinney-Vento program activities. Update tracking and monitoring system of McKinney-Vento students and families. Develop a parent education/engagement calendar.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Report first quarter project activities to TEA and revise the project plan based upon needs of McKinney-Vento students. Review achievement and attendance data of McKinney-Vento students. Reevaluate needs for individual McKinney-Vento students and families. Continue professional learning sessions with campus, district and community stakeholders. Launch community communication plan to provide McKinney-Vento information to help increase McKinney-Vento identification among community members. Develop an observation/evaluation tool for community partners and collaborators. Adhere to timelines, activities, performance goals and budget based on grant objectives. Develop a process for McKinney-Vento students experiencing chronic absenteeism. Students will be required to attend the Plano Attendance Review Board (PARB) in lieu of the county truancy court justice system. PARB will work with students and the families to identify needs and access to services to remove barriers to school.

Third-Quarter Benchmark

Evaluate program effectiveness, technical assistance, professional development and resources. Analyze budget reports. Review preliminary graduation results. Analyze attendance data and Plano Attendance Review Board interventions reports for McKinney Vento students. Conduct a Program evaluation and determine any changes that need to be made to the program for sustainability and effectiveness.

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 project evaluation data will be used to measure progress towards meeting the quarterly benchmarks and to exceed SMART goals. The results from the data acquired each nine weeks will be utilized to determine any possible modifications necessary to facilitate and sustain successful programming. Project evaluation data will be reviewed quarterly for program effectiveness and impact. If the evaluation data does not show progress towards meeting the SMART goal, determinations will be made during monthly collaborative meetings with stakeholders and partners to modify and/or revise programming to address the needs of McKinney-Vento students and families utilizing the continuous improvement model. The following continuous monitoring/improvement process will be utilized to keep the project activities on target for meeting benchmarks and improving student outcomes.

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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 2021-2022Texas Education for Homeless Children and Youth (TEHCY) grant. ☒

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9. Statutory Requirements

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

The comprehensive needs assessment revealed that Plano ISD McKinney-Vento students are more likely to experience chronic absenteeism, dropout of school, and graduate behind their non McKinney-Vento peers. It was also noted that Plano ISD is under identified in McKinney-Vento students. Plano ISD will utilize the TEHCY grant funds to address these areas in the following ways: For Chronic absenteeism Plano ISD will utilize the Plano Attendance Review Board to keep families out of the court system and make connections to resources. During PARB, McKinney-Vento students and families will be connected with a Social Worker to address immediate needs and address barriers to accessing education such as transportation, school supplies, life and social emotional skill building and support.

Identification: Plano ISD currently has (5) homeless shelters within the community. In addition, the 75074 area code has a free and reduced lunch economically disadvantaged population of approximately 90%. Based upon our current numbers, it is believed that Plano ISD's McKinney-Vento students are under identified. Beginning 2021-2022 school year, Plano ISD will redesign our systems that are used to identify and enroll youth experiencing homelessness and unaccompanied youth. Systems and identification practices include but not limited to: Family Find, revised and expedited enrollment process, more training for district and campus staff to heighten the awareness of district and school personnel, stronger and expanded community partnerships to help locate, identify and enroll McKinney-Vento students and families, increased visibility and accessibility of McKinney-Vento information/educational rights of homeless children and youth is disseminated in locations frequented by homeless children and youth and their families to help with self-identification, etc. As a result, Plano ISD will experience at least a 20% increase in identification and enrollment of McKinney-Vento students.

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

The following collaborators from the local community will assist in providing resources and services to homeless students and their guardians in order to help remove barriers to ensure homeless students integrate smoothly into the regular learning environment:

First Baptist Church Plano will contribute clothes, shoes and school supplies to the Family Resource Center.

Minnie's Food Pantry, North Texas Food Bank and LovePacs will supply food packages for our mobile food pantries and the Family Resource Center that benefit McKinney-Vento students and families

5 Plano Area Shelters City House, My Friend's House, Hope's Door, Texas Women's Muslim Shelter and Family Gateway will collaborate to help provide accessible McKinney-Vento information to help students/families self-identify. Through the mobile technology lab, targeted academic assistance will be provided to area McKinney-Vento youth in emergency and transitional housing.

SMU counseling will provide counseling services free of charge for students identified as homeless as referred by SFCS Homeless Support Staff.

BedStart will supply home furnishings such as beds to families who are in transitional housing.

DART bus/train passes will provide transportation to and from school for homeless youth from area shelters and transitional housing. In addition to transportation provided by the district where applicable.

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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.

Plano ISD's Title 1 and McKinney-Vento programs work collaboratively to ensure that all students experiencing homelessness receive services and support. The Coordinator of Federal and State Programs oversees Title I and McKinney-Vento funding. The Student, Family and Community Services Coordinator serves as the district's homeless liaison and coordinates all McKinney-Vento programming, interventions and supports. The reservation amount for services to support homeless students and unaccompanied youth is determined by a district-level committee decision.

See Attached Title I, Part A and McKinney-Vento Program Coordination Chart

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 Executive Director for Student, Family and Community Services continuously reviews local policies and procedures that impact homeless children and youth, such as: school enrollment, access to school and district programs, etc. Recommendations for revisions of local policies and procedures that are viewed as potential barriers for homeless children and youth are submitted to the Superintendent's Cabinet. Policy change recommendations are reviewed, discussed and brought before the school board for final approval. Plano ISD works to ensure that every student experiencing homelessness receives the support they need to have an equal opportunity to succeed in school without stigma. Stigmatization is reduced through welcoming acceptance and inclusion of activities. Thus, receiving equal access to educational services and resources is ensured for students experiencing homelessness in Plano ISD. Student information and resources provided to students identified as McKinney-Vento is confidential and is handled discreetly to avoid stigmatization.

See Attached McKinney-Vento Policies and Procedures Chart

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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.

Entering and/or returning to schools: New and returning Plano ISD students complete a Student Residency Questionnaire as part of the enrollment/registration process. Once the SRQ has been submitted by the student (unaccompanied youth) or family, each submission is evaluated by the Plano ISD McKinney-Vento Liaison. Identification of students and families who may be eligible for McKinney-Vento services is determined based on the answers provided on the SRQ. The district Homeless Liaison contacts the family regarding their living status. The actual call is to obtain as much information regarding the family as possible and provide them with their rights as families who may have homeless youth or children. This call also provides the district homeless liaison an avenue to be more strategic in providing any and all resources for Plano ISD families. Those resources may include transportation, assistance in securing housing/shelter, additional food sources and counseling. Enrollment staff have been trained by our LEA homeless liaison, in the risk factors and look-fors to help to identify unaccompanied youth and homeless students. After the school year has started: For students and families who may have become homeless during the course of the year, counselors and administrators on all campuses are trained annually to monitor the various signs of possible change in the living status of students. They look for trends regarding attendance, invalid contact information (phone or email), returned mail, students arriving very early to school and remaining there very late, students wearing the same clothes to school each day and/or students asking for money to buy lunch. Based on staff observations during interactions, one-on-one discussions, homeless indicators are identified and students are quickly provided assistance through LEA homeless liaison, counselors, parent liaisons and social workers. Plano ISD has also instituted a new Family Find program to help families and school employees identify needs within the community for individual students and families. Family Find is a parent/student survey that is completed during enrollment, registration, and by anyone during the year. The survey asks about specific needs to help identify families in need of a variety of resources. Not currently enrolled or attending school: Plano ISD has partnered with the Collin County Homeless Coalition. This organization is composed of leaders from the entire county including faith based organizations, local city council members and other city employees who work with families who are homeless, and various social agencies and individuals who have focused their resources to help mitigate homelessness. This partnership is an integral part of Plano ISD's efforts to locate homeless youth that may not be attending school. Over 50 community agencies meet quarterly to collaborate and share information on the services and resources that each provides for McKinney-Vento students and families. This is also an opportunity for district staff to review PISD enrollment and referral procedures. Through this collaboration, the focus is to locate, identify, enroll and serve homeless youth in the community. In addition, students that are currently enrolled but not attending will be monitored using Plano ISD MTSS protocols. Attendance, discipline, academics, and social emotional needs are all early warning data points that are monitored. If a student begins to experience absences, the student may be referred to the Plano Attendance Review Board (PARB) in lew of truancy court. PARB reviews the causes of absences and assigns the students directives and resources to help mitigate the issues. Eligible for early childhood and/or prekindergarten: Registration applications for Plano ISD early childhood and prekindergarten programs are available online during the spring and summer prior to the fall semester. The online application also collects information regarding the needs of our families. Since homelessness is a PreK qualifier, parents are asked questions concerning their living arrangement. Depending on their answers, follow-up questions populate and then their application is sent to the district homeless liaison. The administrators of these campuses have also been trained regarding the rights and obligations of the district to provide McKinney-Vento services. Families can visit the campus and are assisted by staff in completing this application. Thus, they immediately enroll those students into our various programs. Family Find is currently a part of the prekindergarten application process. Family Find assists employees identify needs within the community for individual students and families. Family Find is a parent/student survey that is completed during enrollment, registration, and by anyone during the year. The survey asks about specific needs to help identify families in need of a variety of resources.

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.

Annually, district and campus staff receive training regarding the identification and enrollment of students and families experiencing homelessness. In addition to district-facilitated McKinney-Vento training is offered by our local ESC or TEHCY. This year, all McKinney-Vento training was virtual. Information presented to Plano ISD staff includes information about McKinney-Vento law, overview of homelessness indicators, review of the district's student identification, referral and enrollment processes and an updated overview of district and community services and resources available to McKinney-Vento students and families. Plano ISD is committed to providing training to increase identification of qualifying McKinney-Vento students. This is evident by the number of training and support that was provided to staff members this school year. Virtual training was provided in the PISD's Assistant Principal Leadership Meeting. This meeting was devoted to McKinney-Vento training. A thirty-minute training was also provided to the department members listed below:8/27/20, we trained all senior high school counselors. 9/3/20, we trained all high school counselors. 8/25/20, we trained all middle school counselors.9/23/20, we trained social workers 10/22/20, we trained district staff who managed the district's Resource Fair. All campuses are responsible for displaying Homeless information posters on their front entrance windows and doors. This state poster provides our families with valuable information regarding services that the district is obligated to provide to our homeless families, and it also has the contact information to our local homeless liaison.

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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.

Plano ISD is currently developing a robust MTSS plan. This system overhaul will allow campuses to monitor campus level student data to monitor student progress and needs. Students will be monitored for academic progress, attendance, discipline, and social and physiological needs. While we have a robust plan for monitoring students and their needs, we are in need of grant assistance to provide targeted interventions for our McKinney-Vento students. Attendance and Engagement Elementary: Plano Attendance Review Board-100% of McKinney Vento students and families will receive individualized attendance interventions and support to increase attendance by at least 20%. Student, Family and Community Services Department mediators will hear individual attendance situations and design family support plans to address the needs of the students and families who have extenuating circumstances that contribute to attendance problems. McKinney-Vento students will be assigned a social worker to provide district and community services throughout the school year to help remove barriers instead of punitively referring McKinney-Vento students and families to the county court system. On-time promotion: Each grading period, the Student, Family and Community Services department will monitor progress of McKinney-Vento students by reviewing the following data in order to implement early intervention strategies to ensure student success throughout the school year: academic progress reports, report cards, promotion rates, retention rates, etc. Interventions will result in 100% increase in the student promotion rate amongst McKinney-Vento elementary students. Annually, the Student, Family and Community Services department will review this information to identify any gaps that may exist and work with collaborative partners and stakeholders to determine the best course of action. The Student, Family and Community Services department will also train campus level staff to identify and support McKinney-Vento students. Coordination of targeted services: The Student, Family and Community Services Department staff works to collaborate with all campus administrators and educators to make targeted services and resources available to all students. Utilizing the Mobile Technology Lab makes these interventions more accessible to McKinney-Vento students and families as staff is able to travel to area shelters and transitional housing in the community. These services include: homework assistance, tutoring services, mentoring, etc. This support helps bridge the academic achievement gap between McKinney-Vento students and non-homeless peers and builds strong foundations for personal and educational success in McKinney-Vento youth. Mentoring: Small group sessions will be facilitated virtually and in-person to build critical life and resiliency skills in McKinney-Vento students. Mentoring sessions will align with the five social emotional competencies such as: self-awareness, social awareness, relationship skills, self management and responsible decision-making. The Why Try program will be utilized to engage students and reinforce resiliency skills as they navigate and overcome the challenges of homelessness. Bridging Program Support Services: The Plano ISD Student, Family and Community Services Department will coordinate services and collaborate with all district departments and community agencies to provide support to McKinney-Vento students and families. Assessment Interventions and scores: 20% of McKinney-Vento students will show an improvement in STARR scores (and/or other assessments) Discipline Interventions: All Plano ISD administrators and staff are offered ongoing Restorative Practices professional learning sessions to build capacity in relationship-building and conflict resolution. Restorative practices is a tool and educational strategy that can be used instead of punitive disciplinary measures. Tutoring Services: Tutoring services are available before and after school on Plano ISD campuses. Evening tutoring opportunities will also become available at a centralized location. Plano ISD teachers will be providing this targeted academic support to McKinney-Vento students. Supplemental Academic Programs: If selected for this grant, enrichment activities will become available for McKinney-Vento students to help bridge the achievement gap between McKinney-Vento students and their non-McKinney-Vento peers. These supplemental activities will include but are not limited to: summer school, STEM activities, social emotional learning programming, etc. Fees and other costs will be paid to ensure participation of McKinney-Vento students as their non-McKinney Vento peers.

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.

Plano ISD is currently developing a robust MTSS plan. This system overhaul will allow campuses to monitor campus level student data to monitor student progress and needs. Students will be monitored for academic progress, attendance, discipline, and social and physiological needs. While we have a robust plan for monitoring students and their needs, we are in need of grant assistance to provide targeted interventions for our McKinney-Vento Students. Attendance, Engagement and Truancy Interventions: The Plano Attendance Review Board allows for 100% of McKinney Vento students and families will receive individualized attendance interventions and support to increase attendance by at least 20%. Student, Family and Community Services Department mediators will hear individual attendance situations and design family support plans to address the needs of the students and families who have extenuating circumstances that contribute to attendance problems. McKinney-Vento students will be assigned a social worker to provide district and community services throughout the school year to help remove barriers instead of punitively referring McKinney-Vento students and families to the county juvenile justice system. Attendance: Our current data reflects McKinney-Vento students are more likely to experience chronic absenteeism compared to their non-McKinney-Vento peers. Approximately 22% of McKinney-Vento students failed to attend the required 90% of the required attendance by the state compared to 3.7% of their non-McKinney-Vento students. Of these students, 84% were African-American and Hispanic. Social workers and Social Work interns will review attendance records for McKinney-Vento students. They will coordinate with campus level staff to provide early interventions and checkpoints for McKinney-Vento students. These interventions include assigning McKinney-Vento students a mentor that will begin utilizing WhyTry and School Connect curriculum with students. This curriculum will help impart students with skills such as resiliency, social emotional skills, and goal setting. Mentors will help motivate, encourage and connect students with applicable community resources. These mentors will provide stability, support and a trusting adult relationship. Students that continue to struggle with attendance will be referred to the Plano Attendance Review Board (PARB). PARB is a formal truancy process that is a part of Plano ISD. PARB keeps families from being directly referred to the truancy court. This platform allows school administrators to hear individual attendance situations and identify and support the root causes of their absences.

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McKinney-Vento students that are referred to PARB will be assigned a social work case manager to further support the student. On-time promotion: Current data indicates that graduation rates for all students in Plano ISD is 95.5%. McKinney-Vento students struggle in comparison at 87.1%. To ensure the success of our McKinney-Vento students, attendance will be monitored and listed as an early warning indicator for intervention. Each grading period, the SFCS will monitor progress of McKinney-Vento students by reviewing the following data in order to implement early intervention strategies to ensure student success throughout the school year: academic progress reports, report cards, promotion rates, retention rates, etc. Interventions (tutoring on campus and/or through the mobile lab, small group mentoring sessions, credit recovery, etc.) will result in 100% increase in the student promotion rate among McKinney-Vento elementary students. Annually, the SFCS will review this information to identify any gaps that may exist and work with collaborative partners and stakeholders to determine the best course of action. Coordination of targeted services The SFCS staff works to collaborate with all campus administrators and educators to make targeted services and resources available to all students. Utilizing the Mobile Technology Lab makes these interventions more accessible to McKinney-Vento students and families as staff is able to travel to area shelters and transitional housing in the community. These services include: homework assistance, tutoring services, mentoring, etc. This support helps bridge the academic achievement gap between McKinney-Vento students and non-homeless peers and builds strong foundations for personal and educational success in McKinney-Vento youth. Mentoring: Small group sessions will be facilitated virtually and in-person to build critical life and resiliency skills in McKinney-Vento students. Mentoring sessions will align with the five social emotional competencies such as: self-awareness, social awareness, relationship skills, self management and responsible decision-making. Why Try and School Connect programs will be utilized to engage students and reinforce resiliency skills as they navigate and overcome the challenges of homelessness. Mentors will help motivate, encourage and connect students with applicable community resources. These mentors will provide stability, support and a trusting adult relationship. Advanced Placement and Dual Credit Work Through the district's "Commit 2 Equity" work, campus staff identify and recruit students for enrollment in Dual credit, honors and advanced placement classes. Fees and other costs will be paid to ensure participation of McKinney-Vento students as their non-McKinney Vento peers. Transcript Review: For Full and/or Partial Credit Counselors will review the transcripts of all students annually. The transcripts of McKinney-Vento students will be reviewed upon enrollment throughout the school year. McKinney-Vento students who receive only partial credit for courses taken in previous districts will not be forced to start the semester course over. Credit recovery programs such as the district's iLEAP will be used to help students earn course credit. Credit Recovery and repair services: Edgenuity will be utilized to provide credit recovery options for McKinney-Vento students to help accelerate their path toward obtaining course credit. Plano ISD continues to research, recommend, and adopt additional district wide procedures on retest/revise of assessments/assignments and classroom homework. Plano ISD will utilize an online credit recovery platform for McKinney-Vento students who are credit deficient. Four-year cohort graduation: Monitor and evaluate specialized learning supports provided to McKinney-Vento students throughout their secondary education. Counselors meet with parents and students to monitor academic progress and work with students to achieve academic goals. Graduation for all homeless students: Per Pillar 2 of the PISD Strategic Plan, Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce. McKinney-Vento students have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment. Upon earning all course requirements for graduation, Plano ISD will collaborate with community partners to assist in graduation fees and waivers. College and Career Readiness Programs Campus staff invest time facilitating meaningful college and career readiness experiences, career exploration and programming. The campus will provide information to Career Pathway Classes and certification information to McKinney-Vento students and parents. Post-Secondary Transition Plan: Campus counselors meet with McKinney-Vento students throughout the year to plan, arrange support and monitor connections to life after graduation. McKinney-Vento students interested in pursuing post-secondary education will be provided with certification letters regarding their status as a McKinney-Vento student to help secure Pell Grants. The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans. Bridging Program Support Services: The Plano ISD Student, Family and Community Services Department will coordinate services and collaborate with all district departments and community agencies to provide support to McKinney-Vento students and families. Assessment Interventions and scores 20% of McKinney-Vento students will show an improvement in STARR scores (and/or other assessments). Pre/post-test MAP scores will help to determine effectiveness of interventions. Discipline Interventions: All Plano ISD administrators and staff are offered ongoing Restorative Practices professional learning sessions to build capacity in relationship-building and conflict resolution. Restorative practices is a tool and educational strategy that can be used instead of punitive disciplinary measures. Tutoring Services: Tutoring services are available before and after school on Plano ISD campuses. Evening tutoring opportunities will also become available at a centralized location. Plano ISD teachers will be providing this targeted academic support to McKinney-Vento students. Parent Engagement Identify McKinney-Vento parents and families without computer/internet access and offer parent education and other assistance through the District Mobile Technology Lab access. Supplemental Activities: If selected for this grant, enrichment activities will become available for McKinney-Vento students to help bridge the achievement gap between McKinney-Vento students and their non-McKinney-Vento peers. These supplemental activities will include but are not limited to: summer school, STEM activities, social emotional learning programming, etc. Fees and other costs will be paid to ensure participation of McKinney-Vento students as their non-McKinney Vento peers.

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10. Equitable Access and Participation

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

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

Group	Barrier
English Language Learners	Information materials and academic support may not be translated in the over 100 home languages spoken in Plano ISD
Economically Disadvantaged	Lack of school supplies, food, clothes, shoes, hygiene products, etc
McKinney-Vento Students	Housing instability, mobility, transportation, lack of necessary documents such as: immunization records, proof of residency, birth certificate, etc. Lack of academic support outside of the school building
Special Education Students	Lack of school records to specifically designed instruction and related services to meet their individual needs

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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.	Support staff member for Family Resource Center	$30,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Professional Staff Extra Duty (Mentors)	$10,000
7.	Support Staff Extra Duty (Tutors)	$10,000
8.	Contracted Professionals (ex. Texas Workforce Commission, etc.)	$ 5,000
9.		
10.		

Supplies and Materials

11.	Why Try/School Connect Curriculum	$1700
12.	Educational Field Trips/Extra-curricular fees and waivers	$3500
13.	Family Resource Center (shelves, racks, school supplies, etc.)	$7000
14.	Parent Engagement Books	$10,000

Other Operating Costs

15.	Referrals to social services (low cost, dental, mental, medical, counseling etc)	$20,000
16.	Transportation/Mobile Lab Gasoline	$2000
17.	College and Career Prep materials/printing costs/misc. supplies)	$3500

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:	$102,700
TOTAL GRANT AWARD REQUESTED:	$102,700

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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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