



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

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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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 |
|--|---|
| Pearsall ISD has a substantially high percentage of students identified as both economically disadvantaged (81%) and homeless. | PISD will involve the District counseling, social services, truancy department and outreach partners (to include Family Services Association, South Texas Rural Health Services, and Alamo Workforce Solutions) and implement a strategic plan to provide on-going, intensive support for eligible students |
| Pearsall ISD has a significant high percentage of students identified as homeless (98 students), which totals 4.23% of the overall student enrollment. | PISD will involve the District counseling, social services, truancy department and outreach partners (to include Family Services Association, South Texas Rural Health Services, and Alamo Workforce Solutions) and implement a strategic plan to provide on-going, intensive support for eligible students |
| Pearsall ISD has a high percentage of homeless students that are not academically on grade level. | District assigned personnel will conduct attendance, discipline, and grade checks on a three-week basis. The monitoring of the homeless students' progress will assist in coordinating support services programs. |

5. SMART Goal

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

Students who attend school on a consistent basis are more engaged with the instruction, are able to receive equitable services, and therefore perform higher than students who do not attend school regularly.

PISD's SMART goal is stated as: The average percentage of daily attendance for homeless students will increase to 90% or above for the 2021-22 school year.

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

First Quarter: At the end of the 1st quarter, the school attendance for PISD students identified as homeless will be 88% or above.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Second Quarter: At the end of the 2nd quarter, the school attendance for PISD students identified as homeless will be 90% or above.

Third-Quarter Benchmark

Third Quarter: At the end of the 3rd quarter, the school attendance for PISD students identified as homeless will be 92% or above.

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.

Project evaluation data will include using a comprehensive progress monitoring system incorporating daily & weekly attendance checks, yearly discipline data, daily & weekly student assignment checks, weekly & monthly tutoring data, and the analysis of exam data, benchmark data. The individual student data collected will serve to show progress and will be used to measure the SMART goal. The data will also serve to make changes and/or modify strategic support programs (if needed) to assist the students and to maintain sustainability throughout the grant period and beyond.

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RFA/SAS # 701-21-114/293-22 2021-2022 Texas Education for Homeless Children and Youth

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)**

PISD's District Support Services Facilitator will assist in retrieving student data to identify groups and individual specific identified needs. The facilitator will serve as the liaison between the student & parents/guardians and the school. Additionally, the PISD PEIMS data clerk will retrieve current and past data for homeless students. As part of the strategy and system put in place (for every child identified as homeless) to monitor the target goals and outcomes, a student support program's folder will be maintained and will include data such as daily attendance, student grades, discipline records, and test & benchmark data, health reports, etc... Each folder will include a summary of the student's current academic standing. A comprehensive progress monitoring plan will be enhanced and implemented by the campus instructional leader and a homeless student task force. Students identified as at-risk by the task force will be provided with intensive and continuous academic, social, and emotional support throughout the calendar year.

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.

PISD believes that it takes a village to raise a child. PISD believes in involving parents and the community in providing a strong support system for students. PISD has been collaborating with Family Services Association, the Alamo Workforce Solutions, Communities in Schools, and the Texas Rural Health Services to identify students (including homeless) in need and develop plans to provide immediate health, social, emotional, and academic concerns. PISD has worked with these entities on an individual basis. The plan is now is to engage these agencies in frequent collaborations among the entities to target the needs of homeless students.

Family Services Association provides training for parents on how to support the school and their child and how to become a stronger parent their child.

Alamo Workforce Solutions serves to identify children in need (including homeless students) and provide financial support, school supplies, clothing, paid tuition for vocational programs of study, paid tuition for college enrollment, paid internships for students, etc...

Communities in Schools provides comprehensive social services support for identified students to include distributing meals to the students and parents of homeless children.

South Texas Rural Health Services provides physical, health, social, and emotional outreach services to students in need. Homeless students will continue to will occur during the least disruptive time for the child at school. Extended support services for homeless students will also occur after school and during the weekend.

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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.

PISD will design and implement grant program activities in coordination with Title I, Part A, Homeless Reservations accompanied by the District's McKinney Vento Plan. The District's Federal Programs Director, Support Services Facilitator, Special Education Director, and Assistant Superintendent for Instructional Services will review the homeless student plan along with the on-going coordinating efforts between the school and supporting agencies on a semester basis. PISD will continue to allocate 1% or more of Title I, Part A funds for support services for displaced children. These funds will combine with the grant funds to purchase school supplies, pay for tutoring services and social support services for students, and for training for school employees and parents/guardians. The strategic homeless outreach services plan will be included in the District's Improvement Plan and the campus improvement plans.

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**)

During the summer months (June and July) the PISD policies and procedures that pertain to homeless students/McKinney Vento will be reviewed and recommendations for improvement will be made. Once the edits are completed, the PISD cabinet members will be introduced to the plan. This initial training session will give all district administrators and insight as to the expectations of supporting the homeless students throughout the year. This plan will then be shared at each campus during the back to school professional development sessions. The purpose of this plan to inform all district stakeholders of the expectations and to educate them on the importance of supporting a program that will not isolate nor stigmatize homeless children.

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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.

Each year, in order to help the District identify homeless children, parents will be asked to complete a student enrollment sheet that list the residence of the child. The district's truancy and social services department will travel to those locations to verify accuracy of the addresses. After the first semester, and after the summer is completed, both departments will visit locations to determine if the residence remains the same. A concerted effort will be made to reach out to the community to find homeless families and students not attending school and make plans to enroll them starting at prekindergarten.

- 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 McKinney Vento professional development plan will consist of educating district staff during the back to school PD sessions. This plan will be reviewed with the parents during the Fall semester. The purpose of the plan is to increase awareness among all stakeholders. The training sessions will be 45 minutes in length. The training will consist of sharing information regarding grant requirements, reviewing program goals, covering the District's McKinney Vento plan, and sharing best practices to support homeless students.

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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.

During the summer months (June, July and August), comprehensive data pertaining to homeless students will be gathered by the District support services facilitator. Information gathered will include attendance data, academic achievement data to include benchmark and test data, discipline records, tutoring logs, social services support, and other identified services (such as Sp. Ed., ELLs, & GT programs) offered to the students. This information will be shared with each campus instructional leadership team. Prior to the beginning of the school year, the elementary campuses will review the list of homeless students and will create and/or modify an instructional services plan for each homeless child. Using a homeless students target meeting approach, the elementary campuses will review this data on a 6-week basis. This progress monitoring system will identify students on grade level or not on grade level for promotion. Additionally, weekly attendance checks will be reviewed by PISD'S truancy department on coordination with external outreach support. Students not on grade level will be provided tutoring services a minimum of 2 times per week. Homeless students not attending school on a consistent basis will participate in truancy services delivered by PISD, Communities in Schools, Family Services Association, and South Texs Rural Health Services. Homeless students academically doing well during the year will be given an equitable opportunity to participate in GT programs. In May, the data will be reviewed to evaluate to program outcomes and SMART goal. PISD will also evaluate the services delivered to the homeless students.

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.

During the summer months (June, July and August), comprehensive data pertaining to homeless students will be gathered by the District support services facilitator. Information gathered will include attendance data, academic achievement data to include benchmark and test data, discipline records, tutoring logs, social services support, and other identified services (such as Sp. Ed., ELLs, & GT programs) offered to the students. This information will be shared with each campus instructional leadership team. Prior to the beginning of the school year, the secondary campuses will review the list of homeless students and will create and/or modify an instructional services plan for each homeless child. Using a homeless students target meeting approach, the secondary campuses will review this data on a 6-week basis. This progress monitoring system will identify students on grade level or not on grade level for promotion. Additionally, weekly attendance checks will be reviewed by PISD'S truancy department on coordination with external outreach support. Students not on grade level will be provided tutoring services a minimum of 2 times per week. Homeless students not attending school on a consistent basis will participate in truancy services. Homeless students students academically doing well during the year will be given an equitable opportunity to participate in GT programs. In May, the data will be reviewed to evaluate to program outcomes and SMART goal. PISD will also evaluate the services delivered to the homeless students.

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10. Equitable Access and Participation

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

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

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

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. | Academic Tutoring | 2,000 |
| 2. | Social and Emotional Services Counseling Support | 1,500 |
| 3. | | |
| 4. | | |
| 5. | | |

Professional and Contracted Services

| | | |
|-----|--|-------|
| 6. | Homeless Identification Professional Development | 1,200 |
| 7. | Contracted Services for Outreach Assistance from External Agencies | 2,000 |
| 8. | | |
| 9. | | |
| 10. | | |

Supplies and Materials

| | | |
|-----|--|-------|
| 11. | Instructional Supplies (i.e. paper, pens, notebooks, crayons, scissors, books) | 4,080 |
| 12. | | |
| 13. | | |
| 14. | | |

Other Operating Costs

| | | |
|-----|--|--|
| 15. | | |
| 16. | | |
| 17. | | |

Capital Outlay

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

Direct and indirect administrative costs: 0

TOTAL GRANT AWARD REQUESTED: 10,780

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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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