



# 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](mailto: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 Crosby Independent School District

CDN 101906 Vendor ID 1746000635 ESC 4 DUNS 096027255

Address 14670 FM 2100 City Crosby ZIP 77532 Phone 281-328-9200

Primary Contact Todd Hicks Email rhicks@crosbyisd.org Phone 281-328-9200

Secondary Contact Indra Hebert Email ihebert@crosbyisd.org Phone 281-328-9200

### 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 Paula Patterson Title Superintendent Email ppatterson@crosbyisd.org

Phone 281-328-9200 Signature *Paula Patterson* Date 5-13-21

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
Local and standardized tests scores, as well as course grades, indicate learning gaps have developed among homeless students.	The district would like to provide these students with supplemental instruction during the 2021-22 school year (including summer school, as needed, and as resources allow). The primary focus will be on Reading and Math, but can be extended into other areas of need, based on the availability of resources.

**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, CISD will provide additional intervening services to identified homeless students which will result in a 5% overall increase on all assessment scores.

**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**

District-developed academic performance assessments will be administered throughout the first-quarter of the school year to evaluate student understanding and academic growth. These assessments include, but are not limited to, formative assessments, beginning of year reading diagnostic tests, math screener assessments, CLI Engage Assessment in PK-2nd grade, District Unit Assessments, and District Milestone (Benchmark) Assessments. The listed assessments are given to evaluate student understanding and academic growth.

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

District-developed academic performance assessments will be administered throughout the second-quarter of the school year to evaluate student understanding and academic growth. These assessments include, but are not limited to, formative assessments, beginning of year reading diagnostic tests, math screener assessments, CLI Engage Assessment in PK-2nd grade, District Unit Assessments, and District Milestone (Benchmark) Assessments. The listed assessments are given to evaluate student understanding and academic growth.

**Third-Quarter Benchmark**

District-developed academic performance assessments will be administered throughout the third-quarter of the school year to evaluate student understanding and academic growth. These assessments include, but are not limited to, formative assessments, beginning of year reading diagnostic tests, math screener assessments, CLI Engage Assessment in PK-2nd grade, District Unit Assessments, and District Milestone (Benchmark) Assessments. The listed assessments are given to evaluate student understanding and academic growth.

**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.

Students will be monitored throughout the duration of the intervention. Data will be collected and analyzed throughout the program and instructional adjustments will be made accordingly based on individual student needs. Analyzing ongoing data from progress monitoring will enable us to adjust the structure of the program when needed to ensure effectiveness.

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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)**

In order to provide Homeless students with additional academic support, the District would like to provide students with supplemental instruction during the 2021-2022 school year. With appropriate funding, Crosby ISD will utilize existing staff and/or add intervention staff to elementary, middle and high school campuses to provide this support. These Individuals will provide 1 on 1 and/or small group instruction to students during and/or after the school day or during summer school that is supplemental to the current academic program. Instruction will be provided in a face-to-face or remote learning environment. Each staff member will provide instruction exclusively to homeless students for the purpose of reinforcing the content students are expected to master for promotion, to successfully pass state mandated tests and to prepare for college entrance exams. In order to ensure the program is organized, one staff member at each location will be identified as a homeless liaison and will initiate communication with the parents of identified students and explain the benefits of the program. He/she will also organize the intervention schedules and all intervention staff will ensure lessons are planned appropriately. As such, all parties will need time to contact parents and coordinate and prepare lessons throughout the 2021-2022 school year to ensure students are provided the necessary academic support to be successful in both their academic courses and on state/college entrance assessments.

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 need to support students in the elementary and secondary grade levels who are struggling academically is outlined in the District and Campus Improvement Plans. This support is provided in numerous ways, including push-in, pull-out, and small group intervention sessions. Funding for these programs originates from state and federal sources. The program designed under the TEHCY guidelines will provide homeless and unaccompanied youth with the same access to the traditional instructional program other non-homeless students participate in. The program proposed here will also enhance the opportunities provided to homeless students by providing a complementary level of support that includes supplemental instruction for students specifically identified to be homeless.

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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.

-Each year we analyze, disaggregate and determine the needs of all students in CISD. Through this process, we have identified student populations that are of higher risk of failure than others are. One population that data trends indicate to be lower performing academically are our homeless students. Therefore, safeguarding these students is a major priority for Crosby ISD. We want to make certain these students receive academic support throughout the year.

-Based on collected data, it is evident that there is a need for additional support for our homeless students during the school year. The district would like to provide these students with supplemental instruction during the 2021-22 school year (including summer school, as needed, and as resources allow). The primary focus will be on Reading and Math, but can extend into other areas of need, based on the availability of resources. These areas include Science, Social Studies and College Entrance testing preparation at the high school level.

-With appropriate funding, Crosby ISD will add intervention staff during the day to the elementary and secondary campuses and provide after school tutorials (by current and/or added staff) after school hours. Individuals in both settings will provide small group instruction to students during and after the school day that is supplemental to the current academic Tier 1 program. The provided instruction will be exclusive to homeless students and will reinforce content skills that will help them successfully pass mandated tests. Identified campus staff will serve as homeless liaisons and will initiate communication with the parents of identified students and explain the benefits of the program. They will also organize the intervention schedules and all intervention staff will ensure lessons are planned appropriately.

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 district's policies and procedures to ensure that its proposed grant activities, programs and services will not isolate or stigmatize homeless children and unaccompanied youth is acknowledged in Board policy FDC (Local), information relating to the homeless liaison duties and dispute resolution, and in FNG (Local), complaints and Appeals. FNG (Local) describes the student rights and the different level of decisions and how disputes can be resolved.

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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.

Crosby ISD has all parents/guardians complete the Student Residency Questionnaire annually. Specific answers will trigger the school counselor to contact the parent/guardian. The school counselor will visit with the parent/guardian to determine their homeless status and address special needs of the student and family including transportation, technology needs, community services, free meals, etc. to benefit the educational success of the student. Students that may experience homelessness after the school year has started are identified by either the parent contacting the campus with a change of residency or the student reporting the change.

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.

Beginning in the 2021-22 school year classroom teachers, campus attendance clerks, registrars and administrators will receive a training on how to identify and meet the unique needs of the homeless children and unaccompanied youth. We will utilize resources from the TEHCY website, information obtained from the TEHCY Summit 2020, and the Region 4 TEHCY McKinney Vento 101 training to create a training increasing the awareness and to support the enrollment and identification of McKinney Vento 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.

The proposed grant program and associated activities will include the identification of students who are in need of assistance to increase their performance on state mandated tests. The support provided to these students will include small group instruction that is supplemental to the traditional instructional program. Students will be identified for assistance based on past performance on state, local and screening assessments. Students will be identified and provided support during all or a portion of the following timeline: School Year 2021-2022:

Quarter # 1: Students will be identified for supplemental instruction based on past and present performance on state, local and screener assessments. Quarter #2: Students will be identified for supplemental instruction based on past and present performance on state, local and screener assessments; students currently receiving support will have their progress monitored by comparing previous state and local assessment scores to current local assessment scores. Quarter #3: Students will be identified for supplemental instruction based on past and present performance on state, local and screener assessments; students currently receiving support will have their progress monitored by comparing previous state and local assessment scores to current local assessment scores. (Students required to test during this quarter will be tested in the associated State assessment)

Quarter #4: Students will be identified for supplemental instruction based on past and present performance on state, local and screener assessments; students currently receiving support will have their progress monitored by comparing previous state and local assessment scores to current local assessment scores. (Students required to test during this quarter will be tested in the associated State assessment)

4. A description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for secondary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance, engagement, and truancy interventions, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g., Special Education, English Learners, and Gifted and Talented), D) Advanced placement and dual credit course work, E) Transcript review for appropriate full or partial credit, F) Credit recovery or credit repairs services, G) Assessment interventions and scores, H) Discipline interventions, I) Four-year cohort graduation, J) Graduation of all homeless students (e.g., current cohort, continuers and early graduates), K) College and career readiness programs and support services, L) Post-secondary transition plan, and M) Other programs or services.

The proposed grant program and associated activities will include the identification of students who are in need of assistance to increase their performance on state mandated tests. The support provided to these students will include small group instruction that is supplemental to the traditional instructional program. Students will be identified for assistance based on past performance on state, local and screening assessments. Students will be identified and provided support during all or a portion of the following timeline: School Year 2021-2022:

Quarter # 1: Students will be identified for supplemental instruction based on past and present performance on state, local and screener assessments. Quarter #2: Students will be identified for supplemental instruction based on past and present performance on state, local and screener assessments; students currently receiving support will have their progress monitored by comparing previous state and local assessment scores to current local assessment scores. Quarter #3: Students will be identified for supplemental instruction based on past and present performance on state, local and screener assessments; students currently receiving support will have their progress monitored by comparing previous state and local assessment scores to current local assessment scores. (Students required to test during this quarter will be tested in the associated State assessment)

Quarter #4: Students will be identified for supplemental instruction based on past and present performance on state, local and screener assessments; students currently receiving support will have their progress monitored by comparing previous state and local assessment scores to current local assessment scores. (Students required to

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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

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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.	Small group instruction payroll cost	16257
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Instructional Contracted Service	100
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Instructional Supplies	100
12.		
13.		
14.		

**Other Operating Costs**

15.	Required Trainings	2000
16.		
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:   
**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to [competitivegrants@tea.texas.gov](mailto: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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