



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

CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent. See Program Guidelines for SSA limitations for this grant.

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. Complete the attached TEHCY ESC SSA Member Chart, see the Program Guidelines for further guidance on completing the attachment.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Close the achievement gap between homeless and non-homeless students.	Provide additional support for identified students including case management, tutorials and resources, such as technology and school supplies.
Improve the attendance, graduation, drop-out and promotion rates of homeless students.	Provide tutoring and credit recovery opportunities. Provide supplies, technology and resources for completing coursework outside of the school day. Provide supports to students to encourage attendance. Monitor attendance and course completion. Collaborate with Dropout Prevention and Intervention departments.
Increase awareness of services available for homeless students through increased communication with staff, parents, and families.	Provide additional professional development for educators and other personnel to increase understanding and sensitivity to the needs of homeless students and their rights under McKinney-Vento. Employ social worker to collaborate with community partners, increase outreach efforts and build parent capacity.

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.

Katy ISD will improve the graduation rate of homeless students from 81% to 85% by August 31, 2022 in an effort to close the achievement gap between homeless and non-homeless students. Graduation rate is currently 81% for homeless versus 94% for non-homeless students.

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

Identify and monitor all homeless students to determine baseline for grant cycle. Review passing rates for secondary students each six weeks and provide intervention for those not meeting passing standards.

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

Continue to monitor identified students and ensure interventions are implemented with fidelity. Target groups of students at each secondary campus in need of additional support. Data should reflect an increased number of students meeting passing standards and an increased number of students participating in credit recovery opportunities.

Third-Quarter Benchmark

Continue to monitor identified students, ensure students are on track for graduation/promotion. Data should reflect an increased number of students meeting passing standards and an increased number of students participating in credit recovery opportunities/extended year services.

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.

Student report card data will be used to determine the effectiveness of implemented interventions. Individual student progress will determine where additional supports are needed. If individual course completion rates do not improve the overall promotion rate, evaluation data will be used to change areas of focus. In addition, we will provide increased resources, monitoring and professional development opportunities.

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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**)

Katy ISD is participating in the Texas Education for Homeless Children and Youth (TEHCY) grant to improve educational outcomes for children and youth experiencing homelessness and to provide additional supports and services to ensure all students meet state academic standards. The TEHCY grant benefits Katy ISD students by providing supplemental resources and services and improving school stability for all identified students. The mission of Katy ISD is to provide unparalleled learning experiences designed to prepare and inspire each student to live an honorable fulfilling life-to create the future.

Katy ISD will utilize TEHCY funds to encourage student attendance, engagement and retention. Daily operations will include monitoring of attendance for homeless students in grades 9-12, weekly monitoring of leavers in grades 7-12, and academic monitoring of students in grades K-12. The Homeless Liaison provides support for counselors and registrars assisting homeless students with enrollment or academic needs. Staff will maintain communication with service providers to ensure students are receiving needed services. A TEHCY Grant Social Worker will provide case management for identified students, advocate and promote equitable access to district services. Frequent meetings will be held with stakeholders to determine program needs, evaluate progress and plan activities.

As a result of implementing the activities identified students will demonstrate increased academic achievement and improved attendance.

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.

Katy ISD will collaborate with several local agencies and organizations that serve homeless children and youth. A few of our partners include:

- 1.) Clothed by Faith which provides clothing and toiletries as requested by parent or counselor for identified students. This includes a week's worth of clothing items for the student and family as needed.
- 2.) Hope Impacts connects families with resources and assistance with transitional housing.
- 3.) Kingsland Church provides donations for families, rent assistance, clothing etc.

We continue to develop partnerships to serve displaced students and families.

Proposed funds will be directed towards providing professional development to increase staff capacity to ensure all students are immediately enrolled, identified and fully participating in school activities. Periodic trainings will be held to keep school staff abreast of best practices and regulations. Funds will be used to employ a social worker to advocate on behalf of students and families.

Grant staff will promote the meaningful involvement of parents and families by increasing outreach efforts, increasing communication (posters, website postings, fliers in the community), hosting sessions to inform parents of McKinney-Vento rights and providing materials and support as needed.

Identified students will be fully integrated into the regular education program and will be supported in their efforts to participate in all extra-curricular activities.

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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.

Based on the needs assessment, Katy ISD identified a need to increase collaboration between and within departments and campuses to ensure coordination of programs, reduce redundancy of services, and increase student achievement. This resulted in a goal of ensuring that all programs are effectively implemented and monitored by providing appropriate resources and supports. The Title I Part A reservation ensures that students receive those resources in coordination with other programs throughout the district. Quarterly monitoring and evaluation of the district goal allows for collaboration between departments when data determines areas of need.

The 2019-2020 reservation amount was \$5,000 and the 2021-2022 reservation was \$108,810. The reservation amounts are determined by assessing needs, researching costs and evaluating previous year expenditures.

The Campus and District Improvement Plans include a strategy to provide supplemental resources and support to address the academic needs of homeless/at-risk students. Campus staff are encouraged to prioritize the needs of these students in all activities. All staff receive training on McKinney-Vento and the requirements to provide services to identified students.

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**)

In accordance with district policies and procedures, homeless children and unaccompanied youth are fully integrated into the regular education program. These students are encouraged to participate in extra-curricular activities, tutorial services and any other opportunities provided to all district students. Student homeless status is confidential and is only shared with staff directly involved in serving the student. In addition, grant staff monitor student access to these services and provide supplemental services as needed. Board policy also requires that "the District shall not stigmatize or segregate a student who is homeless."

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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.

Every student who enrolls at any campus in the district completes a Student Residency Questionnaire (SRQ) which is required in the on-line registration system. The SRQ may not be bypassed during the registration process. Students who were living in a homeless situation the previous school year are mailed an SRQ over the summer to update their status. All students returning after summer break are also required to complete the SRQ as part of returning student registration completed at the start of the new school year. The paper form is also available in English and Spanish and may be completed on-line. Completed Student Residency Questionnaires are reviewed by campus registrars who then forward potentially eligible student forms to the district Homeless Liaison. The liaison contacts each family individually. When the liaison contacts the family questions are asked about any additional children that may need to be enrolled (Pre-K eligibility).

School staff is trained in procedures to identify potential homeless students throughout the school year. Counselors and registrars have additional training and understand the requirement to identify students. All parents are encouraged to update contact information or complete a SRQ if their living situation changes. If mailed notices are returned as undeliverable, campus staff researches that students' living situation and notifies the Homeless Liaison if necessary.

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.

Staff members are trained concerning compliance with the McKinney-Vento Act. All employees of Katy ISD view an online Homeless Education course as part of district mandatory beginning of the year trainings. Campus registrars and counselors are trained semi-annually. Trainings are held in the beginning of the school year, near the end of the first semester with an additional follow-up during the second semester. Training consists of reviewing the Student Residency Questionnaire, immediate enrollment procedures, transportation eligibility, and the rights of homeless students. They are also trained on District procedures for identifying, enrolling and problem-solving issues surrounding students experiencing homelessness. The Federal Programs department also provides in-district training to campus administrators on the identification and enrollment of students and McKinney-Vento legal requirements. Additionally, staff is supported throughout the year by the District Homeless Liaison and Title I Specialists who provide assistance to campuses with questions regarding identification, enrollment and the provision of services. Federal Programs staff routinely attend TEA and Region IV trainings, local conferences such as TNOYS, local collaborative meetings, and other state and national conferences to stay abreast of changes and best practices.

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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.

Staff will support and monitor identified elementary homeless students to ensure increased academic achievement. Academic monitoring will take place after each 6 week grading period. Monitoring includes reviewing attendance and grades utilizing generated reports. Homeless students will be placed in the RTI process for monitoring and interventions services will be provided to ensure academic needs are met. Campus counselors support students that need additional assistance and provide coordination for special education and other services. Teachers are empowered with modifications in the Katy ISD Grading and Reporting Handbook that provide flexibility in grading, assignments, testing and make-up policies which enable them to better assist homeless students. Homeless students are eligible to attend all tutorials and extended day activities and are also provided with additional opportunities when needed.

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.

Daily operations will include monitoring of attendance for homeless students in grades 9-12, weekly monitoring of leavers in grades 7-12, and academic monitoring of students in grades 9-12 after each grading period. Academic monitoring includes reviewing attendance, grades, course progress, reviewing transcripts and partial credit issues that need to be resolved. Additional interventions are discussed at this time. Discipline and truancy interventions are also discussed during campus meetings where the Homeless Liaison and Social Worker advocate for the students. Campuses are required to notify the Homeless liaison prior to withdrawing students with attendance/truancy issues. Staff will maintain communication and collaborate with other departments to ensure students are receiving other special program services. Frequent meetings will be held with stakeholders to determine program needs, evaluate progress, and plan activities. Homeless students will be placed in the RTI process for monitoring and intervention services to ensure academic needs are met. Teachers are empowered with modifications in the Katy ISD Grading and Reporting Handbook that provide flexibility in grading, assignments, testing and make-up policies which enable them to better assist homeless students.

Title I staff provide support for counselors assisting homeless students with enrollment and college and career readiness needs. The Homeless Liaison provides documentation of homeless status for college financial aid applications as well as information on how students can access services. Campus counselors work with students to create a post-secondary transition plan through the Naviance system.

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10. Equitable Access and Participation

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

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

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Social Worker	\$70,000
2.	Mentoring/tutorials	\$4,500
3.		
4.		
5.		

Professional and Contracted Services

6.	Internet service via hotspots for student access to coursework	\$7,000
7.	Technology license	\$1,000
8.		
9.		
10.		

Supplies and Materials

11.	School supplies	\$11,000
12.	Student support materials	\$7,076
13.	Outreach materials	\$2,000
14.		

Other Operating Costs

15.	Professional development	\$5,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$9,354

TOTAL GRANT AWARD REQUESTED: \$116,930

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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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