



2024-2025 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, April 23, 2024

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

Grant period: Pre-award costs:

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

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

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

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Continued improvement of identification of homeless students/families continues to be a priority need for the district. Identification will allow the department to reach out to families/students to connect with resource	Grant funds will be used to support salary for homeless liaison/manager, administrative assistant, two specialists and four part time specialists. Staff to create/provide training and outreach to campus/district staff, community organizations, etc. Training and outreach to improve identification. Intakes
District has a need to improve the immediate enrollment of students that are homeless to minimize the amount of time that these students might be out of school based on their living situation.	The department will utilize personnel to provide training and resources to campus staff, district staff. Regular training for registrars/data controllers will assist in getting students enrolled immediately to avoid lose of learning time for those students and to get families involved with school to assist them as well.
Need to continue the connection with community partners/organizations to support our families/students so that they are able to access resources for their immediate and future needs.	The department will use personnel to make connections with community organizations and partners so that we understand how to utilize them as we meet with parents and students. Making these connections will help us to grow our outreach and develop those partnerships that are needed to support our famil

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 August 2025, the homeless education program will reduce its rate of dropout students from the current 8.5% (113/1,333) to the cut point of 1.8% by continuing to work with high school drop in centers, counselors and MTSS to make connections with these students and understand their unique needs to support them in staying in school.

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

By the end of November 2024, the department will have had 30% of our seniors and 15% of our juniors participating in at least one case management meeting or a participation in a drop in center presentation. This check in/participation will allow the department to provide resources/guidance on post high school activities, FAFSA letters, connections to post high school programs, etc.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of January 2025, The department will have at least 40% of our seniors and 20% of our juniors participating in a case management meeting or drop in presentation. These meetings/presentations will allow the department to present information to our students on next steps for post high school

Third-Quarter Benchmark

By the end of April 2025, 50% of our seniors and 30% of our juniors will have participated in a case management meeting or a drop in center presentation.

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.

Monthly department check ins to review data and determine where we are as it pertains to our SMART goal will be most important. These monthly check ins will allow us to review campus data and determine where we need to focus our efforts in order to acheive our goal. We will also use this time to review student data to determine what resources/information our students are needing. Do they need FAFSA letters, do they need connections with college access providers, etc?

Monthly meetings will allow us the time to change our path if we find that we are not on track to meet our goal. This will also allow us some time to engage campus staff to help us meet our goal if we find that we are behind.

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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 2024-2025 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 2024-2025 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.
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.

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8. Statutory/Program Assurances (Cont.)

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.

19. The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.

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.

24. The applicant provides assurance that if services are provided on school grounds, the schools can use funds to provide the same services to other children and youth who are determined by the LEA to be at risk of failing in or dropping out of school. If programming does not occur on school grounds, the applicant cannot use McKinney Vento grant funds to pay for services to at-risk housed students 42 U.S.C. Section 11433(a)(2)(B)(i).

25. Utilize TEA Other Special Populations Self-Assessment to review and analyze McKinney-Vento program implementation. This self-assessment activity must be completed by November 1, 2024, and used to inform program implementation and enhancements throughout the grant period.

26. Ensure program has a data informed plan and strategy in place to support program implementation across all campuses. Including the following data indicators: a. Review district level data to provide intensive support and targeted training and technical assistance to campuses who historically have had low or zero identification of students experiencing homelessness. b. Provide intensive support and targeted training and technical assistance to campuses who utilize the same identifier code for all students experiencing homelessness (e.g., 100% doubled-up, 100% unaccompanied homeless youth, etc.). c. Provide intensive support and targeted training and technical assistance to campuses who historically have had low or zero identification of students experiencing homelessness with a focus on campuses that have a poverty level of 30% or higher.

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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)

We continue to focus on training of district staff across all departments including School Leadership, Counseling Services, Food and Child Nutrition Services, Transportation etc. We know many of these district staff are the first to know about our homeless students and we want them to have the information to help those students. Training is reviewed annually to ensure accuracy to make sure it reflects any changes in the law. These trainings help increase identification of students and helps district staff understand the legal rights of students that are considered homeless. We also continue to focus on training parents and shelter staff so that they are aware of the rights of our homeless students to minimize loss of school time. This also gives us a chance to engage with those parents and staff to encourage them to communicate with the campuses and be advocates for those students. We know that parent engagement at the campus level is also a way to ensure student success at school. We have also started to work with hotel staff on outreach and training so that they are able to direct families to our department so that we may assist the families. We provide face to face, virtual and webinar trainings so that our information is easily accessible. We were able to reopen 21 drop in centers this last school year and we are looking to increase that number by at least 5 in order to create a space on high school campuses where our students can feel comfortable to come in for support and to access resources/services. Part time specialists that are requested with grant funding will support these drop in centers and work with students to make connections to outside organizations and opportunities. Drop in centers also allow us to promote various district initiatives like our new Career Institutes so that students can connect with those resources as well.

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.

Dallas ISD collaborates with several local organizations to help our homeless students/families. These include Dallas Life, Exodus Housing, The Family Place, Interfaith Housing, Mosaic Services, Nexus, Salvation Army, Union Gospel Mission, Under One Roof, Shared Housing, Housing Connectors, Housing Crisis Center, and Jonathan's Place. All of these organizations provide housing or housing assistance to our students/families. We work with these organizations to provide assistance with enrollment, transportation, uniforms, etc. We also provide training to the families staying at these shelters to make sure that the families understand their rights regarding their child's education. All of the organizations are invited to monthly case manager meetings so our department can share new district information, initiatives, ways for families to get involved, etc. Department contact information and our outreach materials are available to all shelters to ensure that families and shelter staff are aware of how to contact our department.

Our application is asking for funds to support the liaison, administrative assistant, two specialists and four part time specialists. This funding will allow us to increase the number of staff in our department so that we are able to keep up campus support. We were able to add 17 additional staff through American Rescue Plan funding and we are now losing those staff members. We are seeking McKinney Vento grant funding and applying to use those funds to bring back some of that staffing. Those staff members will preform intakes, call parents, meet with students, meet with campus staff, etc.

The district partnered with After8ToEducate and opened a drop in center and a shelter at a repurposed elementary school. Jonathan's Place runs the shelter side and Dallas Council runs the drop in side. This center has been serving unhoused youth and providing resources for them. The shelter side has been taking in students that have no where to go while we work with the families/organizations to find a more permanent solution.

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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 2022 -2023 and the planned reservation for 2023 -2024 (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.

Dallas ISD reviews homeless data from the program to determines the Title I funding for the program. Based on the data from the program, the district budget department determines what percentage of the district's Title I, Part A funds will be set aside to use for the education of our homeless students.

Our department will continue to use Title I funds to support the funding of two coordinators. These coordinators will serve all homeless students by assisting with referrals, outreach, training, delivery of materials/services, etc. Our department works with the Special Revenue Funds Management department to be sure that staff understand funding and how their funding is used to support students that are homeless. Our departments work together to ensure that all spending is appropriately coded and allocated based on the requirements of that grant funding. Our Title I Set Aside funds will be used for those two coordinators, materials and transportation. The transportation will be to transport students to enrichment activities that they would not be able to participate in if the district were not assisting them. The enrichment activities may include after school social emotinoal groups, spring break camp, and/or summer camps.

The district's improvement plan includes goals to support our homeless students through continued identification of homeless students, continued training of district staff, cotinued support for students with materials/supplies, providing support to drop in centers to keep our students from exiting before they have graduated.

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)

Policies are reviewed annually to ensure that the district is up-to-date and are following current regulations and rules. Over the summer, any changes to the law are reviewed so the appropriate updates can be made for board policy. The district has a Weekly Administrative Information Packet for administrators and all district staff and this is utilized to distribute memos regarding the identification/enrollment, etc of homeless students and unaccompanied youth. All campuses have TEA approved posters that address the educational rights of homeless students as well as additional outreach materials that have been created by the Homeless Education Department to educate parents/students/staff about what homelessness is and who to assist those that might be experiencing homelessness. Transportation has hired an assistant coordinator and their sole purpose is to coordinate transportation for our McKinney-Vento students to ensure that they are able to remain at their school of origin if that is their wish. Food and Child Nutrition Services enrolls students for the school nutrition program upon enrollment and also provides meals during out of school times. Our department also works with the high school counselors/community liaisons/parent liaisons to help prepare our students for life after high school and to connect them with the resources that they need.

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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.

The district has an approved SRQ form and the questions for the SRQ are also embedded in the online enrollment system. Registrars and data controllers are training each time school leadership has a training so they understand the questions on the SRQ and how to interpret those questions. If a campus has an issue in determining whether or not a student is living in a homeless situation, the homeless liaison will assist in making that determination. At the start of each school year, families fill out the SRQ again so that the district can determine their eligibility each year. Campuses are also trained regarding the fact that students may become homeless at any time during the school year and may need to fill out an SRQ at any time. The department works with various district departments to disseminate our outreach materials so we can get information out for students that may be prekindergarten, students that may have been out of school, newly homeless students etc. The department also provides information to our partner organizations so that the families/students that they connect with have information for Dallas ISD and know how to connect with us. The district also has a new program Let's Talk which is a platform that allows families/students to connect with us via phone, email or text and if the word "homeless" is used that connection is forwarded directly to our department so that we are able to connect with that person and provide assistance. Our drop in centers are another way we can connect with students that may become homeless during the school year as those drop in centers typically run once a week and then those students can connect with our campus contact or one of our department staff. Our department is involved with Housing Forward, Dallas County Continuum of Care, the Youth Task Force where we are able to share information about our department, what we do, how we support.

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.

Our Homeless Education Program continually works to provide training to district staff and the community. We have created an awareness campaign during the month of November which is Homeless Youth Awareness Month and we utilize the district's communications office to help us promote our program and training. We have also created a 30 minute video training that we send out to various offices during the year to encourage them to view that training to increase their knowledge of homeless students. The team is part of the district's training for all registrars and data controllers as we know that these are usually the first campus staff that will come into contact with our students. Each year we train Mental Health Services and the counselors to ensure that they know that our department has resources to serve students. We also train outside agencies and programs and will adjust our trainings to meet their specific needs. This year we focused a lot on training city and county organizations that work with homelessness but do not understand the difference between HUD's definition of homelessness and the McKinney-Vento definition of homelessness. We have worked with the district's Family and Community Engagement Team and go to all of their events (Fam Jams in each area) so that we are able to have a table set up to educate all parents about homelessness and how they might be able to help a friend or relative that might be at risk of becoming homeless. We have also developed a Voices of Hope campaign. Our superintendent did videos for us, a parent did a video for us, a district director that has lived experience did a video and we are working on getting a student voice video done to share our stories and why it is ok to ask for help. This is our department motto.

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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.

Grant funds will assist with the employment of the program manager/liaison, administrative assistant, two specialists and four part-time specialists through the end of August 2025. This will allow the department to have 8 people to continue with the strategies that we have developed over the last three years to identify and serve our students. Based on feedback from campus/district staff, it was determined that our campuses need our presence at their schools to assist families. For that reason, we are applying for funding that focuses on staff for the department. Increasing our staffing will allow us to assist the campuses in monitoring attendance. We can work closely with our GRAAD department to get our students graduated on time. It allows us to be present at ARD meetings to help our families advocate for their students. The increase in staffing will help to get our staff to more of the drop in centers to make sure we are connecting our older students with appropriate post high school opportunities. We continue to work with district departments like special education, mental health services etc. so that we are sure to address the students holistically. We want our students to have access to all services they need not just our services. Our department continues to make connections with other district departments to assure the success of our students. If there is any additional funding that becomes available, we will use that to continue creating outreach materials. We have used some ARP funding to create cobranded materials that focus on our career institutes, truancy etc.

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.

Our department works with counseling, Attendance for Credit, ReConnect, and Attendance to assist with process on meeting with students/parents to determine what additional supports can be provided for students to create a successful high school career. We still have Dallas County Promise which gives students the opportunity to go to a Dallas community college for free and we work with the college access providers to support our unaccompanied youth with FAFSA letters so they can attend the college they want. The district has opened up several career institutes and they present at our drop in centers so we can provide those opportunities to our students. Our specialists worked with all of our 8th graders this year to encourage them to apply for a magnet school or career institutue to make that connection that will keep them in school. Our department recently created a roadmap to graduation outreach piece along with a student planner. These are used during intake meetings to help get the student on track for graduation and for goal setting. Each student is assigned a counselor that campuses continue to hold attendance committee meetings each six weeks to review student attendance. Our department works with truancy to make sure students that might be missing days due to transportation, etc. are on their watch list so we can work with those families and transportation to make sure we are getting those students to school. Our department is also preparing to present at the Family and Community Engagement Back to School summit and the GRAAD departments summit which will promote on-time graduation/coming back to school.

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10. Equitable Access and Participation

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

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

Group	Students	Barrier	Student Absenteeism/truancy
Group	Students	Barrier	need for support for student and/or family around trauma
Group	students	Barrier	advocacy for transportation to school/school of origin
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.	Program Manager, Program Admin Assistant	185,000
2.	Two Program Specialists	125,000
3.	Four part-time specialists	55,000
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.		
12.		
13.		
14.		

Other Operating Costs

15.	Mileage for program staff	4,000
16.	Out of state travel for employee(s) to attend national conference	4,066
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 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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Statutory Requirement #1 - TEHCY Grant Activity Chart

Describe the grant activities, programs, and services that will be provided to address the unique identified needs of students experiencing homelessness. Indicate which quantifiable identified needs these grant funds will address. The information in this chart should align with your SMART Goal you have identified for this application and related to student outcomes consistent with the grant's purpose. Limit to 10 Activities.

Activity Description and Targeted Student Outcomes	Estimated # of Participants	Position Responsible for Completing Activity	Related Identified Need	Budget Allocation
McKinney Vento training of district staff to increase identification and immediate enrollment of homeless students.	600	HEP staff	Need for more training for district staff	66022
Student/family intakes to help connect those students/families with resources	700	HEP staff	Continued improvement of identification	175,000
Work to continue opening high school and middle school drop in centers to support our older homeless students	Goal of having 25 drop in centers by the end of the year	HEP staff	Continued connection with community partners/organizations to assist our students/families	66022
HEP staff will engage with community organizations to be part of Youth Committee, Continuum of Care and other meetings that focus on homelessness in order to keep bringing awareness to these committees about student homelessness and the definition of student homelessness	Five department participants attending at least 8 meetings each	Manager, Coordinators, Specialists	Continued connection with community partners/organizations to assist our students/families	66022

Commented [VU1]: Edited to help formatting of when not opened in word on desktop

Statutory Requirement 3a - Title I, Part A and McKinney-Vento Program Coordination:

Complete the following table regarding the use of Title I, Part A Homeless Reservation funds. For applicants applying as a SSA, complete a separate table and set of questions for each LEA.

	Homeless Reservation Amount	Use/Activities/Staffing
Actual Title I, Part A Homeless Reservation for FY23 (2022-2023)	\$181,894	Personnel, SEL materials, academic resources (books, backpacks), educational experiences (after-school tutorial transportation, field trips)
Actual Title I, Part A Homeless Reservation for FY24 (2023-2024)	\$181,894	Personnel, resources information printing, educational experiences (after-school tutorial transportation, field trips)

Statutory Requirement #4: Indicate if current LEA McKinney-Vento policies and procedures are current and their applicable revision date. If you indicated yes for "Dispute Resolution" "Transition Assistance" "Truancy and Discipline": provide the additional information requested below.	
McKinney-Vento Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
McKinney-Vento Liaison Designation and Duties: The LEA, in collaboration with the McKinney-Vento Liaison, has established policies and procedures to inform LEA and campus staff annually LEA McKinney-Vento Liaison duties and contact information 42 US Code §11432(q)(6)(A).	Yes
Public Notice of Educational Rights: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to ensure the public notice of the educational rights of homeless children and unaccompanied youth 42 US Code §11432(q)(6)(A)(vi).	Yes
Immediate Enrollment: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to review and revise any LEA or campus enrollment policies or practices that may act as a barrier to the enrollment of homeless children and unaccompanied youth. 42 US Code §11432(q)(3)(C).	Yes
Identification: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to ensure that homeless children and unaccompanied youth are identified by LEA and campus personnel. 42 US Code §11432(q)(7)(A).	Yes
School Selection: The LEA, with the McKinney-Vento Liaison, has established policies and procedures to ensure homeless children and unaccompanied can attend their zoned school in their attendance area or remain in their school. State law also permits homeless children and unaccompanied youth to attend any LEA in Texas TEC § 25.001(b)(5).	Yes
Dispute Resolution Process: The LEA in collaboration with the McKinney-Vento Liaison has developed and implemented local policies and procedures to address McKinney-Vento disputes over eligibility, school selection, or enrollment in school and ensures that they are mediated and resolved in a timely manner. 42 US Code §11432(q)(3)(E).	Yes
Do you have a local Dispute Resolution Policy? If you indicated yes, provide an attachment of the local board policy and any attachments that support this process.	
School of Origin Transportation: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to ensure School of Origin transportation services are provided in a timely manner when requested by the parent, guardian, or unaccompanied youth 42 US Code §11432(q)(6)(A)(viii).	Yes
Free meals: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to implement enrollment in school nutrition programs for homeless children and unaccompanied youth 42 US Code §11432(3)(C)(cc).	Yes
Comparable Services: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to support equitable access and continuity of comparable services to: Head Start and LEA preschool programs, Special Education, English Learners, Career and Technical Education, and Gifted and Talented programs for homeless children and unaccompanied youth 42 US Code §11432(q)(4).	Yes

Statutory Requirement #4: Indicate if current LEA McKinney-Vento policies and procedures are current and their applicable revision date. If you indicated yes for "Dispute Resolution" "Transition Assistance" "Truancy and Discipline": provide the additional information requested below.	
Pre-School: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to support equitable access for homeless children and unaccompanied youth to enroll in LEA-based prekindergarten programs in accordance with TEC §29.153 .	Yes
Coordination of Resources: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to provide community resources to homeless students and families for health care, dental services, mental health, substance abuse, housing services, and other appropriate services 42 US Code §11432(g)(6)(A)(iv) .	Yes
Postsecondary Transition: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to assist homeless children and unaccompanied youth with post-secondary planning. Including but not limited to, development of a four-year plan that includes post-secondary college and career options, information on dual credit courses, assistance with career interest inventories, verification of independent status for homeless unaccompanied youth, etc., 42 US Code §11432(g)(6)(A)(x)(3) .	Yes
Training: The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to provide McKinney-Vento professional development to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth 42 US Code §11432(d)(5) .	Yes
Transition Assistance: The LEA has policies and practices in place to align with requirements of Texas Administrative Code 89 Subchapter FF, Commissioner's Rules Concerning Transition Assistance for Highly Mobile Students Who Are Homeless or Substitute Care , specifically relating to students experiencing homelessness. Do you have a local Transition Assistance Policy? If you indicated yes, provide an attachment of the local board policy and any attachments that support this process.	Yes
Truancy and Discipline: The LEA has policies and practices in place in alignment with TEC § 37.001(4)(F); 37.005(d) to consult with the McKinney-Vento Liaison in regard to attendance/truancy matters and for disciplinary measures for students experiencing homelessness. The LEA has policies in place to support implementation of Commissioner Rules Concerning Truancy §129.1045, Best Practices for addressing the needs of students experiencing homelessness. Do you have a local Truancy and Discipline Policy? If you indicated yes, provide an attachment of the local board policy and any attachments that support this process.	Yes

Previous Policy (/PolicyOnline/PolicyDetails?key=361&code=FDB) Next Policy (/PolicyOnline/PolicyDetails?key=361&code=FDD)

FDC — Admissions: Homeless Students

FDC — Admissions: Homeless Students

Previous Policy (/PolicyOnline/PolicyDetails?key=361&code=FDB) Next Policy (/PolicyOnline/PolicyDetails?key=361&code=FDD)

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LIAISON FOR HOMELESS STUDENTS (#local-01)

admissions (#local-02)

ll designate an appropriate staff person as the District liaison for students who are home

enrollment in school of origin (#local-03)

and provide to appropriate staff members professional development regarding service set the needs of students who are homeless. In addition, the liaison shall regularly revisi

continuation of transportation (#local-04)

sonnel the laws and administrative procedures applicable to students who are homeles

dispute resolution process (#local-05)

matize or segregate a student who is homeless.

Adoption or last amended date (#local-06)

is admissions staff shall notify the liaison for homeless students within one school day admission of a student who is homeless.

enrollment in school of origin

In determining the best interest of the student for the purpose of continuing the student's education in the scho as defined by law, the District shall presume that keeping the student in his or her school of origin is in the stud interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. The shall also consider the best interests of the student with regard to the impact of moving schools on the student achievement, education, health, and safety, including such relevant factors as:

1. Continuityofinstruction;
2. Ageandgradereplacementofthestudent;
3. Distanceofthecommuteranditsimpactonthestudent'seducationorspecial needs;
4. Personalsafetyofthestudent;
5. Thestudent'seligibilityandneedforanyspecializedservicesandsupports,suchasSection504,specialeducation services, orbilingualorEnglishasasecondlanguage services;
6. Lengthofanticipatedstayin atemporaryshelter orother temporarylocation,ifapplicable;
7. Likelyreasonofthefamily'oryouth'sfuturehousing;
8. Timerepresentingin theschoolyear;and
9. Schoolplacementofsiblings.

Services, including transportation, that the District is required to provide shall not be considered in determining student's school of attendance.

continuation of transportation

The District shall provide transportation to a student who is homeless to and from the school of origin, as provk If such a student ceases to be homeless, and if requested by the parent, guardian, or unaccompanied youth, it shall continue to provide transportation to and from the school of origin through the end of the school year. [Se

dispute resolution process

If the District determines that it is not in the student's best interest to attend the school of origin or the request, the District shall provide a written explanation, in a manner and form that is understandable to the parent, guardian, or unaccompanied youth, of the reasons for the decision, including the right to appeal.

If the student, parent, or guardian has a complaint about eligibility, school selection, or enrollment decisions made by the District, that person shall use the complaint resolution procedures set out in FNG(LOCAL).

Pending final resolution of the dispute, the District shall immediately enroll the homeless student in the school in which enrollment is sought and permit the student to attend classes, receive the requested services, and participate in school activities.

When the principal becomes aware of a complaint, he or she shall notify the liaison for homeless students with school day. At all times during the dispute resolution process, the liaison for homeless students or designee shall accompany and assist the student, parent, or guardian. [See FNG(LOCAL) for all other complaints.]

Adoption or last amended date

This policy was last adopted or amended on January 26, 2017.

DALLAS ISD (Independent School District)
FDC(LOCAL)-X
LDU (Local District Update) 2017.02
DATE ISSUED: 2/8/2017

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FDC – Admissions: Homeless Students

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Note: For more information regarding support services for students experiencing homelessness, including provisions regarding district liaisons and transition services, see FFC.

Children Who Are Homeless

As a condition of receiving funds under the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act), a district serving children who are homeless shall, according to the child's best interest:

- 1. Continue the child's education in the school of origin for the duration of homelessness:
a. If the child's family becomes homeless between academic years or during an academic year; and
b. For the remainder of the academic year, if the child becomes permanently housed during an academic year; or
2. Enroll the child in any school that nonhomeless students who live in the attendance area in which the child is actually living are eligible to attend.

42 U.S.C. (United States Code) 11432(a)(3)(A) [For definition of "children who are homeless," see FD]

Definitions

"Unaccompanied youth" includes a child who is homeless or youth not in the physical custody of a parent or guardian. 42 U.S.C. (United States Code) 11434A

Unaccompanied Youth

"Enroll" and "enrollment" include attending classes and participating fully in school activities.

Enrollment

"School of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled, including a preschool.

School of Origin

When the child completes the final grade level served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

42 U.S.C. (United States Code) 11432(a)(3)(f)

School Stability

In determining the best interest of a child who is homeless, a district shall:

- 1. Presume that keeping the child in the school of origin is in the child's best interest, except when doing so is contrary to the request of the child's parent or guardian, or (in the case of an unaccompanied youth) the youth;
2. Consider student-centered factors related to the child's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of children who are homeless, giving priority to the request of the child's parent or guardian or the unaccompanied youth;
3. If, after conducting the best interest determination based on consideration of the presumption in item 1 above and the student-centered factors in item 2 above, the district determines that it is not in the child's best interest to attend the school of origin or the school requested by the parent or guardian or

the unaccompanied youth, provide the parent, guardian, or unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal as set forth at Enrollment Disputes, below; and

4. In the case of an unaccompanied youth, ensure that the homeless liaison (see FFC) assists in placement and enrollment decisions under these provisions, gives priority to the views of such unaccompanied youth, and provides the notice to such youth of the right to appeal as set forth at Enrollment Disputes, below.

42 U.S.C. (United States Code) 11432(g)(3)(B)

Contact Information A district may require the parent or guardian of a child who is homeless to submit contact information. **42 U.S.C. (United States Code) 11432(g)(3)(H)**

Immediate Enrollment The school selected in accordance with these provisions shall immediately enroll a child who is homeless, even if the child:

1. Is unable to produce records normally required for enrollment, such as previous academic record, records of immunization and other required health records, proof of residency, or other document; or
2. Has missed application or enrollment deadlines during any period of homelessness.

42 U.S.C. (United States Code) 11432(g)(3)(C)

Enrollment Disputes If a dispute arises over eligibility, or school selection or enrollment in a school:

1. The child shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
2. The parent or guardian of the child or an unaccompanied youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by the district, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions.
3. The parent, guardian, or unaccompanied youth shall be referred to the homeless liaison (see FFC), who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
4. In the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute.

42 U.S.C. (United States Code) 11432(g)(3)(E) [See FNG]

School Placement As a condition of receiving funds under the McKinney-Vento Act, TEA (Texas Education Agency) shall submit to the U.S. Secretary of Education a plan that includes assurances that a district will adopt policies and practices to ensure that children who are homeless are not stigmatized or segregated on the basis of their status as homeless. **42 U.S.C. (United States Code) 11432(g)(1)(J)(i)**

The choice regarding placement shall be made regardless of whether the child lives with the parents who are homeless or has been temporarily placed elsewhere. **42 U.S.C. (United States Code) 11432(g)(3)(F)**

Records The enrolling school shall immediately contact the school last attended by the child to obtain relevant academic and other records. **42 U.S.C. (United States Code) 11432(g)(3)(C)(ii)**

Academic

Health If the child needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the child's parent or guardian or an unaccompanied youth to the district homeless liaison (see FFC) who shall assist in obtaining necessary immunizations or screenings, or immunization or other required health records. [See also FFAB] **42 U.S.C. (United States Code) 11432(g)(3)(C)(iii)**

Maintenance Any record ordinarily kept by a school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluation for special services or programs, regarding each child who is homeless shall be maintained so that the records involved are available, in a timely fashion, when a child enters a new school or district, and in a manner consistent with the Family Educational Rights and Privacy Act (FERPA (Family Educational Rights and Privacy Act)) (20 U.S.C. (United States Code) 1232g) [see FL]. **42 U.S.C. (United States Code) 11432(g)(3)(D)**

Privacy Information about the living situation of a child who is homeless shall be treated as a student education record and shall not be deemed to be directory information under FERPA (Family Educational Rights and Privacy Act). [See FL] **42 U.S.C. (United States Code) 11432(g)(3)(G)**

Comparable Services The district shall provide a child who is homeless with services that are comparable to services offered to other students in the school in which the child is enrolled, including:

1. Transportation services;
2. Educational services for which the child meets the eligibility criteria;

3. Programs in career and technical education;
4. Programs for gifted and talented students; and
5. School nutrition programs.

42 U.S.C. (United States Code) 11432(g)(4)

Coordination

A district serving children who are homeless shall coordinate:

1. The provision of services with local social services agencies and other agencies or entities providing services to children who are homeless and their families; and
2. Transportation, transfer of school records, and other interdistrict activities with other local educational agencies.

Housing Assistance

If applicable, a district shall coordinate with state and local housing agencies responsible for developing the comprehensive housing affordability strategy described in the Cranston-Gonzalez National Affordable Housing Act (42 U.S.C. (United States Code) 12705), to minimize educational disruption for children who become homeless.

Purpose

The coordination shall be designed to:

1. Ensure that children who are homeless are promptly identified and have access to, and are in reasonable proximity to, available education and related support services; and
2. Raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

Children who are Homeless with Disabilities

For children who are to be assisted both under the McKinney-Vento Act and under the Individuals with Disabilities Education Act (20 U.S.C. (United States Code) 1400 et seq.) or section 504 of the Rehabilitation Act of 1973 (29 U.S.C. (United States Code) 794), a district shall coordinate provision of services under the McKinney-Vento Act with the provision of programs for children with disabilities served by that district and other involved local educational agencies. [See EHBA series]

42 U.S.C. (United States Code) 11432(g)(5)

Barriers to Enrollment

A district shall review and revise any policies that may act as barriers to the identification or enrollment of children who are homeless. A district shall give consideration to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. A district shall give special attention to ensuring the identification, enrollment, and attendance of children who are homeless who are not currently attending school. **42 U.S.C. (United States Code) 11432(g)(7)**

Website Information on Local Programs

Each campus within a district with 3,000 or more students and located in a county with a population of at least 50,000 that maintains an internet website shall post on the campus website information regarding local programs and services, including charitable programs and services, available to assist students who are homeless.

A campus shall make a good faith effort to compile information and shall post the information compiled in a format and style that is easily understandable by students or parents, as appropriate based on the grade levels the campus offers.

A representative of a local program or service available to assist students who are homeless may request to have information concerning the program or service posted on a campus website. A campus may determine the information that is posted on its website and is not required to post information as requested by the representative.

The district is not liable for any harm to a student that results in connection with a local program or service referred to on the website of a campus.

Education Code (Texas Education Code) 33.906

Other Related Policies:

- AID—Federal Accountability Standards
- CNA—Student Transportation
- EHBD—Federal Title I Programs
- FB—Equal Educational Opportunities
- FD—Admissions
- FFAB—Immunizations
- FFC—Student Support Services

- FL—Student Records
- FP—Student Fees, Fines, and Charges

DALLAS ISD (Independent School District)
FDC(LEGAL)-P
UPDATE 121
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