



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

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

Authorizing legislation:

Grant period: From 09/01/2024 to 08/31/2025

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): N/A

1. Applicant Information

Name of organization Grand Prairie ISD

CDN 057910

Vendor ID 1756001697

ESC 10

UEI

079332763

Address 2602 S. Belt Line Rd

City Grand Prairie

ZIP 75052

Phone 972-237-4000

Primary Contact Blanca McGee

Email blanca.mcgee@gpsid.org

Phone 972-237-5527

Secondary Contact Dana Jackson

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Phone 972-237-5311

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 Linda Ellis

Title superintendent

Email linda.ellis@gpsid.org

Phone 972-237-5300

Signature

Date 04/08/2024

Grant Writer Name Blanca McGee

Signature

Date 04/08/2024

Grant writer is an employee of the applicant organization.

Grant writer is not an employee of the applicant organization.

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RFA/SAS #

701-24-123/293-25

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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
Increase Social Studies scores of homeless students by 5%	GPISD will provide intentional professional development to social studies teachers on strategies to reduce barriers to learning for homeless students. GPISD will also provide tutoring opportunities through the use of MAVIS social studies software.
Increase McKinney-Vento (MV) identification and enrollment district wide	MV Connections Coordinator, MV Case Manager, school social workers, and case workers will proactively train and monitor peims clerks, faculty/staff, and parent/community partners in 1) identifying risk factors for homelessness and 2) MV Immediate enrollment procedures.
Increase drop-out prevention for McKinney-Vento students	MV Connections Coordinator, MV Case Manager, school social workers, and case workers 1) will monitor MV student drop out risk factors (attendance, grades, discipline) every 9 weeks and 2) and provide interventions and supports.

5. SMART Goal

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

By the end of the 2024-2025 school year, Grand Prairie ISD will increase McKinney-Vento (MV) student outcomes in 1) identification and enrollment district wide, 2) drop-out prevention, and 3) social studies academic interventions and outcome. MV identification will increase by 5% from 1265 (SY 2023-2024) students to 1328 students. GPISD will increase drop out prevention interventions through a district wide strategic student dropout data tracking system for 100% implementation at secondary campuses. Homeless students will increase, meet, or exceed expectations scores on social studies scores by 5% from 22-23 to 23-24.

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

- 1) MV Identification and enrollment will be a minimum of 400 students using Skyward student information system data.
- 2) Baseline data will be established through the districtwide strategic student dropout data tracking system and will monitor trends and provide preventive measures to MV students at risk for dropping out.
- 3) Homeless liaison will monitor social studies benchmark testing data to identify trends or homeless students needing tutoring.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

- 1) MV Identification and enrollment will be a minimum of 775 students using Skyward student information system data.
- 2) Preventative measures will be monitored according to tracking system trends (+10% or -10%) of established baseline data to identify homeless students with a high risk for dropping out.
- 3) Homeless liaison will monitor social studies benchmark testing data to identify trends or homeless students needing tutoring.

Third-Quarter Benchmark

- 1) MV Identification and enrollment will be a minimum of 1250 students using Skyward student information system data.
- 2) Preventative measures will be monitored according to tracking system trends (+10% or -10%) of established baseline data to identify homeless students with a high risk for dropping out.
- 3) Homeless liaison will monitor social studies benchmark testing data to identify trends or homeless students needing tutoring.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Grand Prairie Independent School District (GPISD) will employ quarterly benchmarks to effectively monitor the progress towards goal attainment, leveraging tools such as Skyward, On Data Suite, Edugence, and other electronic systems. At the conclusion of each quarter, a dedicated committee will convene to meticulously review the gathered data, identifying any existing gaps in achievement. Subsequently, the committee will enact a strategic approach to address these disparities, implementing targeted interventions aimed at closing the gap in any goal area that demonstrates a risk of not being met. The committee, comprising the Homeless Liaison, Connections Coordinator, Director of Family and Community Engagement, School Social Workers, and campus administrators, will collaborate to ensure a comprehensive assessment of the data and a well-rounded approach to addressing identified gaps. Additionally, the committee's strategic plan will be shared with Deans of Instruction and Instructional Coaches to ensure alignment and support throughout the district. In the event that quarterly benchmark goals are not met, the committee will engage in a thorough analysis to ascertain root causes. Subsequently, targeted interventions such as personalized student support plans, additional professional development for staff, or adjustments to instructional strategies may be implemented to address the identified challenges and enhance goal attainment in subsequent quarters. This proactive approach ensures ongoing refinement and optimization of our educational practices to meet the evolving needs of our homeless students.

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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 2024-2025 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)

Grand Prairie ISD has made significant strides in reducing educational barriers for students experiencing homelessness through the TEHCY grant. The funding supports crucial positions such as the Connections Coordinator (CC), whose role is indispensable within our district. The CC is tasked with training staff to identify and advocate for McKinney-Vento (MV) students, serving as an expert in McKinney-Vento law compliance and evidence-based practices for addressing barriers to MV student success. Additionally, the grant will fund the McKinney-Vento Case Manager position, providing further support in meeting GPISD's identified needs for MV students. Together, the CC and Case Manager will ensure equitable access to program services aimed at improving dropout prevention and academic outcomes for homeless children and unaccompanied youth. The CC and Case Manager will collaborate with campus social workers and case workers to proactively train and monitor PEIMS clerks, faculty/staff, and parent/community partners in identifying risk factors for homelessness and MV Immediate enrollment procedures. They will regularly monitor MV student dropout risk factors, including attendance, grades, and discipline, every nine weeks, providing necessary interventions and supports. Furthermore, the CC and MV Case Manager will utilize the Skyward student information system to monitor benchmark data for MV identification and develop and implement a district-wide strategic student dropout data tracking system, monitoring trends over time. Their responsibilities extend to coordinating various activities such as case management, transportation to the school of origin, expedited free lunch applications, holiday meals, after-school care, and other essential supports, ensuring holistic assistance for MV students in need.

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.

GPISD is dedicated to providing comprehensive mental health services to homeless students through the Grand Prairie ISD Counseling Center. We are also committed to fostering strong collaborative relationships with community agencies. The Connections Coordinator (CC) and McKinney-Vento (MV) Case Manager will forge partnerships with local agencies specializing in serving homeless children and unaccompanied youth. Notable organizations include Lifeline Shelter, Children First Counseling Center, Grand Prairie United Charities, Camp Impact, and the City of Grand Prairie. These longstanding partnerships have been instrumental in reducing barriers to education and improving student achievement within our district. The joint efforts with these agencies encompass a wide range of services aimed at addressing various needs, including housing assistance, counseling, access to food pantries, provision of summer camps, school supply donations, and other essential resources. This collaborative endeavor is designed to not only increase McKinney-Vento identification but also enhance dropout prevention initiatives and improve academic and social-emotional learning interventions. The allocated funds will be utilized to support the salaries of the Connections Coordinator and McKinney-Vento Case Manager, facilitating their crucial roles in facilitating the enrollment, identification, and educational outcomes of homeless children and unaccompanied youth. Moreover, the CC and CM will conduct both virtual and in-person parent workshops to actively engage parents of homeless children and youth in their educational journey, fostering a sense of involvement and empowerment. They will also maintain diligent oversight to ensure the continued integration of homeless children and youth into regular education settings, ensuring their academic success and well-being.

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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.

A. Grand Prairie ISD (GPISD) utilizes Title I, Part A Homeless Reservation funds to support the salaries of secondary campus social workers and cover transportation expenses for McKinney-Vento students. These initiatives were developed in direct response to the identified needs of students and families, aiming to alleviate educational barriers and foster positive student outcomes for homeless children and unaccompanied youth. Additionally, we fund Camp Impact, a summer camp for homeless students.

B. The district determines the allocation of resources for services supporting homeless children and unaccompanied youth by earmarking 5% of the remaining Title I District funds to the Homeless Reservation. GPISD conducts beginning-of-the-year trainings for all campus staff to ensure they are equipped to identify homeless children and unaccompanied youth. These trainings also highlight the various supports provided by both campuses and the district aimed at reducing or eliminating educational barriers for this specific student population.

4. Provide a description of established LEA processes to develop, review and revise current LEA policies and procedures to ensure that its proposed grant activities, programs, and services will not isolate or stigmatize homeless children and unaccompanied youth. (Complete the attached McKinney-Vento Policies and Procedures Chart)

The Grand Prairie ISD committee on TEHCY grant compliance, composed of essential stakeholders including the Connections Coordinator (serving as the homeless liaison), McKinney-Vento Case Manager, Manager of Student Mental Health and Grants, and the Executive Director of Social Emotional Learning, will convene annually to conduct a comprehensive review of current program policies and procedures. This review process is paramount as it plays a crucial role in enhancing the systems for identifying students experiencing homelessness within the district. The primary objective of this review is to identify any areas requiring improvement where homeless students may face the risk of further marginalization. Recognizing the significance of accurately identifying these students, the committee will diligently assess existing policies and procedures to ensure their effectiveness in this regard. Moreover, the committee will proactively seek to implement plans aimed at reducing the risk of isolation and stigmatization experienced by homeless students. Additionally, the Connections Coordinator and Case Manager will be encouraged to convene the committee at any time should issues arise. Ultimately, the overarching goal of the committee is to address, in a proactive manner, any concerns related to policies, procedures, and activities that have the potential to isolate and stigmatize homeless children and unaccompanied youth within the district, thus fostering a more supportive and inclusive educational environment.

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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.

A. GPISD staff collaborates to identify homeless students, assess their needs, and facilitate enrollment based on McKinney-Vento criteria. Support is provided for immediate enrollment in either the school of origin or residence, along with ongoing assistance throughout the school year.

B. All GPISD personnel receive training on identifying signs of homelessness and are encouraged to report any concerns to social workers or counselors for assessment and support. Homeless students are coded accordingly, provided with necessary resources, and offered ongoing assistance.

C. The Connections Coordinator conducts visits to encourage students in shelters and motels to enroll in school, ensuring they have access to educational opportunities.

D. GPISD utilizes fliers, social media, and email notifications to promote enrollment in early childhood and Pre-K programs, ensuring equitable access to education for all students.

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.

GPISD is committed to maintaining rigorous professional development practices regarding the McKinney-Vento law. Currently, the district conducts annual back-to-school trainings to update campus social workers and counselors on any revisions to the law or newly identified evidence-based practices. These sessions last approximately 40 minutes. Additionally, campus social workers and counselors provide McKinney-Vento identification training to all staff at the onset of the academic year, with sessions occurring before September 30th, 2023, and lasting between 20 to 30 minutes per campus.

Furthermore, all campus counselors and social workers receive specialized training on trauma-informed practices and subsequently disseminate this knowledge to staff, emphasizing the identification of trauma risk factors among students. GPISD staff engage in trauma-informed training and practices, followed by a post-test to assess the knowledge gained from McKinney-Vento identification and risk factors training.

Moreover, GPISD actively encourages its counselors and social workers to partake in ongoing webinars provided by Schoolhouse Connection to stay abreast of homelessness trends and risk factors. Additionally, attendance at conferences such as the Lonestar School Counselor's Conference, National Association of Social Workers Conference, and the Texas Homeless Conference is highly encouraged, further enhancing professional development and awareness of pertinent issues in the field.

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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.

GPISD is dedicated to addressing the unique academic needs of elementary homeless children and unaccompanied youth through a comprehensive set of activities, programs, and services. This initiative aims to ensure equitable outcomes for all students experiencing homelessness. The proposed activities will be implemented according to a carefully structured timeline and set of milestones, with strategies and systems in place to effectively monitor academic progress, intervene when necessary, and provide tailored support services to meet the diverse needs of homeless students. To achieve these goals, GPISD will implement a range of targeted interventions and support services offered by the Connections Coordinator and McKinney-Vento Case Manager. These services include initiatives to track and monitor attendance, promote on-time promotion, coordinate services with other special programs, develop bridging programs for smooth transitions, and provide tutoring, supplemental academic programs, and other necessary services. By adopting data-driven approaches, fostering positive behavior, and continuously assessing and adapting support strategies, GPISD is committed to fostering a supportive and inclusive learning environment where all students, including those experiencing homelessness, can thrive academically and reach their full potential. Furthermore, GPISD will prioritize collaboration with community organizations, local agencies, and families to ensure holistic support for homeless children and unaccompanied youth. By leveraging community resources and partnerships, GPISD aims to expand access to essential services such as housing assistance, mental health support, and food security initiatives. Additionally, the district will actively engage families in the educational process, providing guidance and resources to empower parents and guardians to advocate for their children's academic success.

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

The proposed activities, programs, and services are tailored to address the multifaceted academic needs of secondary homeless children and unaccompanied youth while fostering equitable outcomes. To execute these initiatives effectively, GPISD will adhere to a meticulously planned timeline and milestones, employing a range of strategies and systems for academic progress monitoring, interventions, and support services. Initially, GPISD will prioritize attendance, engagement, and academic and behavior interventions to ensure that homeless secondary students are actively participating in their education. Through targeted strategies and ongoing monitoring, the district aims to mitigate absenteeism and promote consistent school attendance among this student population. Additionally, efforts will be made to facilitate on-time promotion to the next grade level, providing additional support as needed to ensure academic progression. Furthermore, GPISD will emphasize the coordination of targeted services for homeless secondary students, particularly those receiving other special program services such as Special Education, English Learners, and Gifted and Talented programs. By fostering collaboration across various support programs, the district aims to provide comprehensive and integrated assistance tailored to the unique needs of each homeless student. Additionally, the provision of advanced placement and dual credit coursework, along with thorough transcript reviews and credit recovery services, will further bolster academic opportunities and ensure that homeless secondary students are on track for post-secondary success. Through these concerted efforts, GPISD is dedicated to empowering homeless secondary students to overcome barriers, achieve academic milestones, and pursue their educational aspirations with confidence.

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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.	Connections Coordinator salary	\$59,000
2.	McKinney-Vento Case Manager salary, including benefits	\$50,000
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	<input type="text"/>	<input type="text"/>
12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

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
Intensive Case Management	1200	Connections Coordinator, MV Case Manager, School Social Workers	1, 2, 3	129,000
TEHCY Committee	5	Connections Coordinator, McKinney-Vento Case Manager, Executive Director of Counseling Services, Director of School Climate Transformation, Director of Social Emotional Learning	1, 2, 3	0
Transportation to School of Origin	40	GPISD Transportation	1, 2	0
Expedited Free Lunch Application	1100	Connections Coordinator McKinney-Vento Case Manager School Social Workers	1, 2	0
After school care	20	GPISD Beyond the Bell	1, 2	0
High School Senior College-Bound Incentive & School Supplies	1100	Connections Coordinator McKinney-Vento Case Manager School Social Workers	1, 2, 3	10000
Social Work Hub: Food Pantry, Clothes Closet, and Kids' Inc.	500	GPISD Social Work Hub	1, 2	0
Camp Impact	50	Connections Coordinator McKinney-Vento Case Manager School Social Workers	1, 2, 3	0
Lifeline Shelter Referrals	100	Family Service Center Connections Coordinator McKinney-Vento Case Manager	1, 2, 3	0
Thanksgiving, Noche de Navidad, Spring Break meals	250	Social Work Hub Connections Coordinator McKinney-Vento Case Manager School Social Workers	1, 2	0

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)	\$95,000.00 \$7,000.00 \$80,000.00	GPISD BEYOND THE BELL PD TRAVEL MCKINNEY-VENTO TRANSPORTATION
Actual Title I, Part A Homeless Reservation for FY24 (2023-2024)	\$85,863.00 \$10,000.00 \$50,000.00 \$5,000.00 \$5,000.00	GPISD BEYOND THE BELL PD TRAVEL MCKINNEY-VENTO TRANSPORTATION SUPPLIES TECHNOLOGY