



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:

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

Grant period: From **09/01/2024** 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):

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

3. Shared Services Arrangements

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

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

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
In Lubbock ISD, only 41.5% of students passed their STAAR Social Studies exam (TX 65%); and only 45.6% of students passed their STAAR Math exam (TX 70%). These passing rates are significantly lower than state averages.	Lubbock ISD will implement additional high impact tutoring services specifically targeting homeless students. Tutoring will be provided in person and on-line in order to accommodate exigent student circumstances.
Lubbock ISD's dropout rate for homeless students is 9.3 per 100 students, significantly higher than the district's dropout rate for students in foster care (4.7) and the state homeless student dropout rate (7.5).	Lubbock ISD will provide additional transportation services for students in- and out-of-school time to encourage increased attendance and reduce chronic absenteeism. Additionally, students will be provided with greater access to the internet at home through WiFi hotspots.
Lubbock ISD (2.63%) is double the state rate (1.3%) for number of students identified as homeless. 15% of homeless students are also unaccompanied youth.	Lubbock ISD will provide basic necessities to some of its most vulnerable students. It is exceedingly difficult for a child to be successful if they are not able to stay clean and have clothes that fit. Lubbock ISD will provide clothing and hygiene products to students who need them most.

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 May 2025, for students grades 3-8 experiencing homelessness, Lubbock ISD will increase passing rates from 41.5% to 55.0% in social studies and from 45.6% to 55.0%. Lubbock ISD will reduce the grade 7-12 dropout rate for students experiencing homelessness from 9.3% to 5.2%

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

- Before the snapshot date, district social workers will have provided training, resources, and processes for campus homeless liaisons and other staff at 100% of Lubbock ISD campuses to effectively identify students experiencing homelessness so that they can be referred for support.
- District social workers will have implemented a tracking system for referrals for resources for students experiencing homelessness.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

- District staff will review snapshot data to identify campuses with higher rates of students experiencing homelessness and assist them in creating action plans to address students' needs and prevent dropouts.
- District social workers will monitor failure reports for students experiencing homelessness to help identify students needing additional academic intervention.
- District social workers will have implemented a tracking system for referrals for resources for students experiencing homelessness.

Third-Quarter Benchmark

- District staff will review snapshot data to identify campuses with higher rates of students experiencing homelessness and assist them in creating action plans to address students' needs and prevent dropouts.
- District social workers will continue implementing a tracking system for referrals for resources for students experiencing homelessness.
- District social workers will monitor failure reports for students experiencing homelessness to help identify students needing additional academic intervention.

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.

Before the implementation of the grant, Lubbock ISD had already identified campuses whose dropout rate and STAAR math and social studies passing rates exceeded the threshold for Results Driven Accountability through TEA. Lubbock ISD will implement monthly grant implementation review meetings during which district staff will review timely data for students experiencing homelessness, including attendance, referrals for services, and case management needs. The review will include evaluating the overall effectiveness of implemented strategies and activities for those identified campuses. The district will send a survey to campus homeless liaisons to gain their qualitative feedback on how the grant is assisting in meeting student needs.

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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)

Before the beginning of school, the Director of Student Behavior Support and district social workers will collaborate to refine processes for identifying students experiencing homelessness and tracking referrals for resources for those students.

In August, district social workers will conduct annual training with campus homeless liaisons to explain processes for identifying students experiencing homelessness and the protocol for referring those students to available resources in the district and community. In that training, social workers will provide the liaison protocols and documentation for enrollment conferences with students experiencing homelessness. By mid-September, the district lead social worker will train all campus administrators to ensure consistency in district-wide processes for identifying and supporting students experiencing homelessness. Lubbock ISD will also conduct a monthly data review to identify campuses and families needing higher support to address barriers. The data review will focus on those at risk of dropping out due to high mobility, frequent absences, and other relevant data sources. District social workers will work with campuses to facilitate referrals for basic needs (clothing, hygiene products, food) and to identify those at risk of failure or who need resources to access more intensive instructional support systems (access to wifi hot spots or other technology resources).

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.

District social workers will also make appropriate community referrals as part of the student referral process. Lubbock ISD is currently participating with ECHO Lubbock; an organization focused on creating a local continuum of care in the community. Through that participation, Lubbock ISD representatives will stay connected to community resources that can help provide additional assistance to families experiencing homelessness. District social workers and other staff currently collaborate regularly with organizations such as Communities in Schools, Starcare, CPS, Catholic Charities, Salvation Army, Family Promise, Women’s Protective Services, The South Plains Food Bank, and other community agencies, as they assist families experiencing homelessness. Various School Support and Special Services Department personnel also make appropriate referrals to the CRCG. If Lubbock ISD were awarded funds through the TEHCY grant, those funds would be used to address the barriers created by a lack of resources to address basic needs students face.

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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.

Lubbock ISD participates in an annual comprehensive needs assessment as part of the process of creating the District Improvement Plan. Through that needs evaluation, district staff, and community members review data on families experiencing homelessness and determine Title fund expenditures for services such as transportation and basic needs resources.

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**)

Lubbock ISD currently has processes and procedures for identifying, enrolling, and supporting students experiencing homelessness. As part of the Results-Driven Accountability process, the School Support and Special Services division brings together a committee of campus staff and community members to complete a self-assessment to identify areas of strength and weakness in supporting students.

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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.

When families register with Lubbock ISD, they complete a Student Residency Questionnaire as part of the enrollment process. For the 24-25 school year, the district revised the questionnaire to streamline the process for identification and better understand the driving factors contributing to the student's current eligibility for services through McKinney-Vento. If students are newly identified as experiencing homelessness at enrollment, then a campus designee will host an enrollment conference with the family to assess current needs and to be able to make appropriate referrals. Conferences are documented using a standard form in the district software. Students are coded as McKinney-Vento in the SSIS and the district discipline software. Campuses also have systems for monitoring attendance and grades for students identified as McKinney-Vento and receive training on how and when to reach out to district social workers for additional 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.

Each campus designates a homeless liaison. The liaisons attend training each August that reviews the process for identifying, enrolling, and connecting students with necessary resources and services. All administrators receive similar training within the first month of school. All district staff engage in mandatory online training regarding students experiencing homelessness and the unique barriers they may face.

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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.

Families experiencing homelessness encounter a variety of barriers in their daily lives that impact students' ability to access and participate in school. Through the streamlined identification and enrollment process, campus staff will be equipped with the necessary information to help address those unique challenges. The social worker referral process will allow campuses to target needs specific to each child. The tracking forms will provide relevant data to district staff regarding student access to resources and needs for community referrals. Providing students with resources to address basic needs (clothing, hygiene, food) can help eliminate root causes that drive lower attendance and the feeling of being part of the school community. We also recognize that students experiencing homelessness lack access to consistent technology outside of school that can allow them to engage in academic activities that keep them on par with their peers. The district will eliminate those barriers by providing wifi hot spots and Chromebooks to targeted students. Because Lubbock ISD has structured the School Support and Special Services department to include all services for students ranging from migrant, bilingual, 504, and special education, the process for connecting students with all relevant school supports has been streamlined.

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 district can target campus systems and individual students needing intervention through monthly data reviews. For campus systems, the district team will work monthly with identified campuses to determine relevant action steps to address concerns; these might include refinement of systems for identification, improving consistency of enrollment conferences, or clarification of processes unique to supporting students experiencing homelessness. Regarding intervention with specific students, district staff will assist campuses with students most at risk for dropping out or academic struggles due to attendance concerns, discipline issues, or academic gaps. The students will be supported by the appropriate teams and the multi-tiered systems of support processes on campus so that the whole child's needs may be appropriately addressed.

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10. Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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12. Request for Grant Funds

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

Payroll Costs

1.		
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	High Impact Tutoring	\$40,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Hygiene Products	\$5,000
12.	Clothing	\$10,000
13.	Instructional Supplies/Services	\$5,000
14.		

Other Operating Costs

15.	Transportation no associated w/ school day activities	\$8,800
16.	Technology / Internet Access	\$10,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$2,200
TOTAL GRANT AWARD REQUESTED: \$80,000

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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