



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): N/A

1. Applicant Information

Name of organization Aldine ISD

CDN 101902

Vendor ID 7460001110

ESC 4

UEI

QCXNXTFNKKJP6

Address 2520 W.W. Thorne Blvd.

City Houston

ZIP 77073

Phone 281-449-1011

Primary Contact Efrain Uribe

Email efuribe@aldineisd.org

Phone 281-985-6425

Secondary Contact Josie Treviño-Garcia

Email jtrevino-garcia@aldineisd.org

Phone 281.985.6472

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 Alexia Rogers

Title Asst.Sup.Fin.

Email agrogers@aldineisd.org

Phone 281-985-6252

Signature

Date 4/23/2024

Grant Writer Name Efrain Uribe

Signature

Date 4/23/2024

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
Aldine ISD needs to improve the Dropout rate of McKinney-Vento students from 9.8% to 8% or less.	A part-time Homeless Specialist will be contracted to conduct attendance, academic, behavior, promotion, and graduation rates of homeless students. Reports for monitor will be conducted each grading period. Early identification will support campuses in creating strategies of McKinney-Vento (MV) students.
45% of Aldine ISD identified homeless students need support with basic needs to promote good health, increase attendance, and full participation in school activities will be served.	In order to ensure the full participation of MV student, funds from this grant will provide McKinney-Vento students with school supplies, clothing, counseling services, personal hygiene products as needed.

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, McKinney-Vento students will have a graduation rate of 8% or less.

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 the first nine-weeks of the school year, all McKinney-Vento students will have received an introductory phone call. Students with three or more unexcused absences will receive a letter highlighting the importance of attendance.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second nine-weeks of the school year, all McKinney-Vento students with three or more unexcused absences will have received a letter highlighting the importance of attendance and those students with more than five unexcused absences will have received a home visit.

Third-Quarter Benchmark

By the end of the third nine weeks of the school year, all McKinney-Vento students with three more unexcused absences will have received a letter highlighting the importance of attendance and those students with more than five unexcused absences will have received a home visit. Students with chronic absences or at risk of not graduating on time, will be placed in growth plans for intensive support including wrap around services.

7. Project Evaluation and Modification

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

The Aldine ISD homeless project will be evaluated every nine weeks. The objective of these evaluations is to document its success in meeting its objectives and milestones and to assess its impact on the students achievement and attendance.

The evaluation is designed to ensure that: a) implementation will be monitored systematically and on an on-going basis; b) specific progress measures will be used to assess the quality and completeness of project activities; and c) specific progress measures will be aligned with the goals, targets and expected outcomes set forth in this application so that progress towards achieving them can be accurately assessed.

The following questions are part of the evaluation performed every nine weeks:

- a) Is the project achieving its objectives and performance targets?
- b) What is the project impact on student dropout rate?
- c) What is the project's impact on student's behavior and academic achievement?

At the conclusion of each nine-week evaluation session, the questions above should have a clear response to ensure guidance and the long-term impact of the program on students' success.

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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)

Each school year Aldine ISD performs a needs assessment. This process is comprehensive and focuses on the entire district. School and district level teams collect and examine data from a variety of sources and identify priority need areas. The focus of the needs assessment is to identify strengths, weaknesses, obstacles, and barriers in each area, and homeless students are included in these efforts. Aldine ISD prioritizes student needs as: academics, attendance, social and emotional needs, and staff training.

Attendance is a priority for all students. If students are not in school, they are not learning. Comparing dropout rates, it was determined that increasing attendance will increase dropout rates and consequently academic scores. Attendance is important for all students and a priority to ensure our homeless students are attending school regularly. Identifying students and ensuring they have safe transportation to and from their home campus is one of our priorities. Therefore, this grant will provide the funds to budget for an administrative assistant to monitor McKinney-Vento students attendance, failure rate, and graduation rate. Aldine ISD will also ensure that homeless children have items of personal hygiene, clothes, and school supplies to fully participate in the school day. Based on Maslow's hierarchy of needs, a student cannot concentrate on learning, if their basic needs are not met or when they do not feel good about themselves. A child that feels good about himself or herself, will be more likely to focus on learning.

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.

Aldine ISD collaborates with local agencies that serve homeless children, unaccompanied youth, and families. The following is a list of some of our close partners.

*Ambassadors for Christ Youth Ministries-conducts early intervention and prevention services through community-based mentoring relationships to high-risk youth, who have incarcerated parents, youth with unhealthy behaviors who are at risk of violence, suspensions, truancy, dropping out, low educational performance, or delinquency. They provide transitional housing for students ages 18-21.

*Community Youth Services (CYS) offers school-based crisis intervention, counseling and case coordination programs that provide practical assistance to families of children and youth who are experiencing problems.

*The Family Hope Center offers a variety of educational, vocational, social and recreational services accessible to the Aldine community. The Hope Center strives to address the gaps in services by identifying service providers for those in need and overcoming social, language, cultural, transportation and location barriers by offering food pantry and after-school day care.

*Mission Greenspoint and Aldine ISD serve families to help them become more self-sufficient. They provide the following services to the Aldine community: Food and clothes, English as a Second Language (ESL) classes, school supplies, school supplies and Christmas toy store.

Part of our programing includes training of school personnel on homeless rights and experiences including: Identification, enrollment, parent training and involvement, records transfer, and transportation. Funds will also provide students with schools supplies, clothes, and hygiene products. Funds from the grant will provide an administrative assistant to monitoring transportation, free meals, and supplies for McKinney-Vento students. Finally, the Aldine ISD Family and Community Engagement Department is collaborating with the McKinney-Vento Liasion to strengthen, connect, and engage with families and minimize the disruption for students that are homeless.

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9. Statutory Requirements (Cont.)

3. Identify the types, intensity, and coordination of services to be provided in coordination with Title I, Part A, Homeless Reservations including: A) The process to review and develop the LEA's plan for coordinating services to support eligible homeless children and unaccompanied youth using Title I, Part A Homeless Reservations. Include the actual reservation for 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.

Services for McKinney-Vento students are included in the same services as non-homeless students. However, the Title I money set aside will address the specif needs of students in transition. Title I funds will be used to supplement services and provided displaced with transportation to their school of origin. There is a \$150,000 set aside amount planned for the 2024-2025 school year. This amount was designated with the assistance of the Finance Department based on the number of homeless students identified in the current school year. During in service at the beginning of the school year, every Aldine ISD campus registrar and campus homeless liaison will be trained on the rights and responsibilities of the district regarding McKinney-Vento students. By coordinating with the Grants Deparment and campus Homeless Liaisons the needs of the homeless students attending our campuses will be assessed. If determined that there is a need, funding will be accessed from the set-aside funds to meet the particular needs of those students.

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

Aldine ISD Board of Trustees adopted comprehensive goals, which are documented in the District and Campus Improvement Plans. The District established a framework of innovative strategies that support the district improvement plan and directly impact the local initiatives to address the needs of each student. The school board works closely with parents, education professionals, and community members. The collaboration helps board members create the educational vision desired for the Aldine ISD students. As such, the board formulates goals and defines results. It sets the course for an adequate and equitable educational program for all students. Currently, Aldine ISD subscribes to Texas Association of School Boards (TASB) policies and practices. Therefore, all of the district policies are included because they are required by law or by the Texas Education Agency; because they are recommended by the Texas Association of School Boards as essential to effective district governance and management

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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.

Homeless children and youth must have equal access to the same free, appropriate public education, including a public Pre-School education, as provided to other children and youth. Therefore, any requirements in laws, regulations, practices, or policies that may act as a barrier to the identification, enrollment, attendance, or success in school of homeless children and youths will be addressed. The following activities will be implemented in order to address the levels of service and support required by the grant:

- *Develop and implement professional staff development programs for campus homeless liaisons, registrars, and school administrators to improve their identification of homeless children and youths and heighten their awareness of and capacity to respond to specific problems in the education of homeless children and youths.
- *Students experiencing homelessness often do not have documents or records that are typically required for school enrollment. Reasonable flexibility regarding enrollment documentation will be exercised.
- *All new students enrolling in Aldine ISD are required to complete a student residence questionnaire (SRQ).
- *A mid-year youth survey will also be distributed to help identify those students not otherwise identified through enrollment questionnaires.
- *Staff development strategies and collaboration with the Family and Community Engagement Dept. support positive parent interaction and connection with families.

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.

The District Homeless Liaison will attend all TEA and TEHCY required trainings.

In the Summer of 2024, registrars will be trained on the rights of homeless students, enrollment, and proper identification. This training will include removing barriers for enrollment and lack of documentation.

Also in the summer, school administrators will be trained on responsibilities of the schools, transportation, school of choice, and discipline regarding homeless students.

In August, professional staff development will include a 45 min online basic McKinney-Vento training.

In October, Campus Homeless Liaisons will be trained on identification and coding of homeless students for state reporting purposes.

Each of these training sessions will last approximately one hour. The goal is to increase awareness and support students who might be experiencing homelessness at all levels of the district.

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9. Program Requirements (Cont.)

3. Provide a description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for elementary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance and engagement, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g. Special Education, English Learners, and Gifted and Talented), D) Bridging program support services, E) Assessment interventions and scores, F) Discipline interventions, G) Tutoring services, H) Supplemental academic programs, and I) Other programs or services.

The goal of Homeless Office is to affect positive change on the McKinney-Vento student population through high-structured, school-based programming committed to the enhancement of academic success with the collaboration of the campuses and community.

To maintain a dropout rate of 8% or less for all homeless students, we will conduct the following activities:

Activity 1-Use the quarterly attendance data to monitor the McKinney-Vento students.

Activity 2-Provide comprehensive academic support for identified participants and refer those with suspected disabilities for further evaluations.

Activity 3-Conduct evaluations on participant's progress midway through midterm.

Activity 4-Provide regular status reports to school officials regarding program progress (Every nine weeks).

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 goal of Homeless Office is to affect positive change on the homeless student population through highly-structured, school-based programming committed to the enhancement of academic success with the collaboration of the community. To maintain a component success rate of 85% or more for all homeless students graduation rate within the project period. We will conduct the following activities:

Activity 1 – Complete a transcript review for appropriate full or partial credit within 15 days of enrollment.

Activity 2 – Formulate a plan for credit recovery or credit repairs services (initial or review every six weeks).

Activity 3 - Provide comprehensive academic support for identified homeless students via campus tutorials or online learning opportunities.

Activity 4 – Provide those with technology to work away from school if needed.

Activity 5 – Ensure that 100% of Seniors complete FAFSA or TAPSA and all identified students will be provided a letter for financial aid support.

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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.	Support Staff Extra Duty Pay	\$500
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	McKinney-Vento Act- Part-time contracted Homeless Specialist	\$35,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	School Supplies and hygiene products	\$2,071
12.		
13.		
14.		

Other Operating Costs

15.	Staff Development	\$1,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$1,432

TOTAL GRANT AWARD REQUESTED: \$40,003

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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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