



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):

1. Applicant Information

Name of organization

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.

For TEA Use Only:

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
Alice ISD (AISD) has an 83.1% economically disadvantaged rate, surpassing the state average of 62.1%, thus qualifying it for 5 priority points. (Source: 22-23 TAPR) (Target all 111 (2.5%) ED Homeless Students)	To help these students, the district will allocate resources for school supplies, distributed at shelters and housing facilities. Additionally, before-and-after-school tutoring, homework help, and educational activity supervision will be offered to empower students for academic success.
While Alice ISD has a poverty level above 24.8%, with 111 in total, as experiencing homelessness. (Target Poverty Level Homeless Students)	To ensure proper identification of students, the district will conduct targeted professional development training for teachers, implement a regular screening schedule for intensive support, and strengthen partnerships with local homeless shelters and social service agencies to identify students seeking assistance.
Alice ISD has an attendance rate for homeless and unaccompanied youth of 89%, which falls below the state average of 92%. (Source: 22-23 TAPR) Provide Training and Incentives to increase Attendance.	The district will minimize any travel or personal obstacles by having the dedicated Homeless Liaison and staff members arrange transportation for these students and provide any necessary supplies, including uniforms, to facilitate school attendance. Additionally, meetings may be organized with parents to promote regular attendance.

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.

To ensure the TEHCY program meets the purpose of the grant, AISD has created the following SMART goal: SPECIFIC: AISD will improve its homeless student attendance rate, identification process, and overall level of support. MEASURABLE: AISD aims to increase the attendance rate of homeless students by 25%, offer at least 1 training on proper identification of homeless children, and elevate state assessment scores for homeless students by 10%. ACHIEVABLE: Implement innovative activities (i.e. Campus CARE Team activities, tutoring, etc.), address transportation barriers, and offer necessary resources (i.e. laptops, school supplies, etc.). RELEVANT: Vital due to low homeless student attendance and significant disparity between economically disadvantaged rates and identified homeless students. TIMELY: AISD will complete this SMART goal by the end of the 2024-2025 school year.

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

- Alice ISD identified the following 1st quarter benchmarks:
- Organize a district meeting to assess policies that pose barriers for homeless students.
 - Ensure the Homeless Student Liaison arranges and participates in all required grant trainings.
 - Facilitate internal and external professional development sessions focused on supporting homeless students.
 - Initiate the identification process for both existing and new homeless students eligible for program assistance.
 - Collaborate with community partners and social service providers to identify and secure additional resources tailored to meet the needs of targeted homeless students and unaccompanied youth.

For TEA Use Only:

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

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Alice ISD identified the following 2nd quarter benchmarks:

- Monitor the attendance of homeless students and unaccompanied youth to achieve a minimum increase of 2%.
- Encourage participation in before/after school tutoring sessions for any homeless students experiencing academic difficulties.
- Establish a mobile learning lab equipped with laptops, tablets, and educational resources to serve homeless families residing in shelters or community centers.
- Ensure that the district’s campuses collectively hold a minimum of 1 parent-student-Homeless Liaison meetings, utilizing virtual or in-person formats. Also, provide necessary supplies, such as uniforms, shoes, and other needs.
- Aim for a 5% increase in progress report grades among homeless students and unaccompanied youth.

Third-Quarter Benchmark

Alice ISD identified the following 3rd quarter benchmarks:

- Monitor the attendance of homeless students and unaccompanied youth to achieve a minimum increase of 3%.
- Ensure that at least 80% of all low performing homeless students and unaccompanied youth attend before/after school tutoring sessions.
- Provide access to the mobile learning lab.
- Ensure that campuses collectively hold a minimum of 1 parent-student-Homeless Liaison meetings.
- Ensure all remaining students receive necessary school supplies.
- Aim for a 10% increase in state benchmark averages among homeless students and unaccompanied youth.

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.

DESCRIBE HOW YOU WILL USE PROJECT EVALUATION DATA TO DETERMINE WHEN AND HOW TO MODIFY YOUR PROGRAM: To effectively determine when and how to modify the TECHY program, the district will meet throughout the duration of the grant to ensure it is on track to meet the previously mentioned benchmarks for the general program. During these meetings, members will analyze project evaluation data that falls in line with TEA requirements. The performance measures requested to be tracked by TEA, which will serve as indicators of grant progress, include but are not limited to:

- Number of identified homeless children and unaccompanied youth,
- Attendance rates for homeless children and unaccompanied youth,
- Promotion rates for homeless children and unaccompanied youth,
- State assessment scores for homeless children and unaccompanied youth,
- Graduation rates for homeless children and unaccompanied youth,
- College enrollment rates for homeless children and unaccompanied youth,
- Community and district partnerships created/enhanced during the grant program,
- RDA Self-Assessment Score for each year of the grant, and
- Outcomes of the Data Driven Plan and Strategy (e.g. number of campuses that identified low or zero homeless students)

IF YOUR BENCHMARKS OR SMART GOAL DO NOT SHOW PROGRESS, DESCRIBE HOW YOU WILL MODIFY YOUR PROGRAM FOR SUSTAINABILITY:

The district will make modifications if progress isn't made, communicate changes to the grant via letters, and submit amendments to TEA if needed, ensuring transparency and adaptability.

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

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.

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

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.

For TEA Use Only:

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

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**)

Alice ISD chose the following PROPOSED GRANT ACTIVITIES, PROGRAMS, AND SERVICES with the SMART goals and benchmarks in mind. The proposed activities and how we will address the identified needs and promote equitable access to program services can be seen below and on the attached TEHCY Grant Activity Chart: • Tutoring for All Homeless Students in Need- Purpose: To ensure homeless students meet the same challenging state academic standards established for all students. • School Supplies for All Homeless Students in Need- Purpose: To provide uniforms, shoes, school supplies, and other items to homeless students most in need. • Professional Development for Educators and Homeless Liaison: Purpose: To ensure district educators and the Homeless Liaison are understanding, sensitive of the needs of homeless children, and facilitate the identification of additional students who may require assistance. Strengthening the mechanisms for identification is crucial to ensuring that all homeless children's needs are recognized and addressed effectively within the district. • Referral Services for Homeless Students in Need- Purpose: To ensure homeless students have medical, dental, mental, and other health-related services. • Parental Services and Transportation for Homeless Students in Need- Purpose: To promote parent and guardian awareness of the resources available to them, as well as provide transportation to children. Other transportation to be provided will include travel to the local IHEs. Alice ISD will also utilize its current educators and community partners TO SUPPORT TARGETED GOALS AND OUTCOMES, DOCUMENT PROGRESS AND MILESTONES, AND OBSERVE RESULTS. Through close monitoring and assessments provided by educators, as well as, an outside point of view provided by community partners, the district can gather additional project evaluation data and use it to modify the program, if needed.

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.

A) To extend the services Alice ISD can currently offer, the district has COORDINATED/COLLABORATED WITH OTHER LOCAL AGENCIES serving homeless. In fact, the district is in contact with 3 different agencies including: (21st Century Community Learning Centers, Parental Involvement Program and our very own "Coyote Corner"). All agencies will assist homeless students with a variety of coactivities and services (i.e. toys, eye-glasses, education of domestic violence, services for dealing with mental issues, social and emotional support, resources for victims of crime or abuse, shelter, warm food, clothing, backpacks, and quilts). B) Alice ISD will ensure it facilitates the ENROLLMENT, IDENTIFICATION, AND EDUCATIONAL OUTCOMES of homeless children. To do this, the district will allocate funds for the Homeless Student designated Liaison to obtain resources for recruiting students, providing transportation, and offering academic supplies (uniforms, books, pens, binders, etc.). This individual will assist the district homeless students in: enrolling, acquiring transportation, acquiring school supplies, and even the payment of fees and other costs associated with tracking, obtaining, and transferring student records. C) Alice ISD will PROMOTE PARENTAL INVOLVEMENT by offering Family Liaisons Sessions, offering fun and engaging parent-student meetings (i.e. featuring community partners, Transportation Assistance, etc.) to ensure meaningful involvement of parents and guardians of homeless students in their education. To address lack of time and traveling barriers, the district will provide parents the opportunity to participate via Zoom with any personal device. D) Alice ISD will INTEGRATE HOMELESS STUDENTS INTO THE REGULAR EDUCATION PROGRAM. The district will do this by enrolling them with the help of campus administrators. Next, they will equip these students with school supplies and offer tutoring before/after school for better academic integration. Through these measures, the district can effectively assist the homeless students.

For TEA Use Only:

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

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.

TYPES, INTENSITY, AND COORDINATION OF SERVICES TO BE PROVIDED IN COORDINATION WITH TITLE I, PART A, HOMELESS RESERVATIONS: The following are a list of types, intensity, and coordination of services to be provided in coordination with Title 1, Part A Homeless Reservation: TYPE: Transportation - INTENSITY: Daily. - COORDINATION EFFORTS: State transportation funds will be utilized to cover driver expenses/gas costs. TYPE: School Essentials - INTENSITY: Daily. - COORDINATION EFFORTS: are utilized to cover school essentials (paper, pens, etc.) TYPE: Nutritional - INTENSITY: Daily. - COORDINATION EFFORTS: NSLP funds to cover costs of food and cafeteria workers. PROCESS TO REVIEW COORDINATION OF SERVICES: The homeless liaison will review/develop (when needed) the current coordination of assessing the effectiveness of existing programs, identifying gaps, and implementing strategies to enhance support and accessibility. If a change is suggested, the district will make changes as necessary. Also, regular meetings will be held to review the effectiveness of the services being coordinated. ACTUAL 2022 -2023 RESERVATION/PLANNED 2023 -2024 RESERVATION: For 2022-2023, the district set-aside a reservation of \$500 in Title I, Part A funding. The planned reservation for 2023-2024 is \$500. B) DETERMINING RESERVATION AMOUNT. This amount has been set based on what the district plans to purchase/implement with the district's reserved funds. ASSISTING STAFF IN UNDERSTANDING POLICIES TO SUPPORT HOMELESS STUDENTS ON ALL CAMPUSES REGARDLESS OF TITLE I STATUS: To ensure the district's staff understand the current policies in place to support homeless children regardless of the Title 1 status, internal overview of service trainings are provided annually to them. HOW ALICE ISD ADDRESSES NEEDS OF HOMELESS CHILDREN: To address the needs of homeless children, the liaison must identify each need and its best course of action. The liaison will then provide suggestions to the district and the school board administration to get them addressed.

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**)

To safeguard against isolating or stigmatizing homeless students, Alice ISD has implemented rigorous processes to DEVELOP, REVIEW, AND REFINE current LEA policies and procedures. This proactive approach not only enhances the district's operational effectiveness but also ensures the removal of academic barriers for homeless students. The Federal Programs Department spearheads the development, review, and revision of policies, assessing their effectiveness in meeting homeless students' needs and aligning them with best practices for barrier removal. Recommendations and revisions are then forwarded to district administrators for approval, demonstrating their commitment to supporting homeless students. Moreover, the designated Homeless Liaison oversees the policy review process, offering recommendations to ensure equity and prevent any isolation or stigma experienced by homeless children. Through this delegated responsibility, Alice ISD guarantees that no current LEA policy or procedure poses obstacles to identifying, enrolling, or retaining homeless children and unaccompanied youth, including policies regarding fees, fines, absences, residency proofs, immunizations, birth certificates, guardianships, school records, transportation, and other documentation. For further details on policies enacted to eliminate isolation or stigma for homeless students, please refer to the attached McKinney-Vento Policies and Procedures Chart.

For TEA Use Only:

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

10. 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.

Alice ISD created several policies and procedures to enroll, identify, and provide all 3 levels of TEHCY services/ support for homeless students. A) For students ENTERING AND/OR RETURNING TO THEIR SCHOOLS from summer or holiday break, the district identified the following procedures: For students entering, Alice ISD will screen parents/guardians during the intake process and assist them in completion of a Student Residency Questionnaire (SRQ). For returning students, SRQ's are provided to parents/guardians for completion during the preregistration process. If not finalized then, SRQs are mailed out to ensure completion. Alice ISD then conducts follows-up conversations with parents/guardians to clarify any SRQ responses/questions. B) For students EXPERIENCING HOMELESSNESS AFTER THE SCHOOL YEAR HAS STARTED, the district identified the following procedure: Alice ISD will conduct home visits to verify the home situation of a student. Once the verification process is conducted, the SRQ will be completed and returned back to the district to properly identify students as homeless. Then, services will be provided to these students. C) For students who ARE NOT CURRENTLY ENROLLED OR ATTENDING SCHOOL, the district identified the following procedure: Alice ISD will process and identify students who have not returned or enrolled in school. From there, home visits will be conducted to ensure students enroll in school. Alice ISD will also refer parents to outside agencies for assistance when needed, as well as, offer school supplies to these students to encourage enrollment and remove any barriers. D) For students who ARE ELIGIBLE FOR EARLY CHILDHOOD AND/OR PREKINDERGARTEN PROGRAMS, the district identified the following procedure: Alice ISD will ensure parents of these students complete the on-line registration process. Once completed, these students will become enrolled and be eligible to begin taking classes.

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.

DESCRIPTION OF THE ANNUAL MCKINNEY-VENTO PROFESSIONAL DEVELOPMENT (PD) PLAN THAT IS CURRENTLY IN PLACE: The district truly wants what's best for its homeless students. Therefore, the district has an 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. As part of this development plan, the district staff partake in trainings that focus on: the barriers homeless and unaccompanied youth face, homeless and unaccompanied youth and the services they are entitled to, and various policies and procedures that staff must follow when addressing homeless students' needs. 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 PD ACTIVITIES: Internal PD of: Reviewing district policy (August 2, 2023- 2 hours) for our new teachers and Internal PD of: Reviewing district policy (December 19, 2023- 2 hours) which was for our school leaders.

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

10. 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.

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: Alice ISD crafted proposed grant activities, programs, and services with a focus on catering to the distinctive academic needs and ensuring fair outcomes for elementary homeless children and unaccompanied youth. Recognizing the significance of engaging young learners, the proposed activities encompass interactive games, health services, and other experiential learning opportunities. These initiatives aim to encourage Alice ISD's dedication to provide a resourceful and nurturing environment to all homeless students within the district. INCLUDE A TIMELINE: Alice ISD will maintain accountability by diligently monitoring timelines (Quarterly) and MILESTONES: Benchmarks will be utilized to use progress tracking and interventions. Campus personnel, including principals, counselors, and the designated Homeless Liaison, will oversee student progress at both the campus and district levels. STRATEGIES: Provide tutoring, supplies/materials, referrals and financial assistance to homeless students within Alice ISD. SYSTEMS THAT WILL BE UTILIZED TO IMPLEMENT ACADEMIC PROGRESS MONITORING, INTERVENTIONS, AND SERVICES TO SUPPORT: Data from report cards, benchmarks, DMAC Software solutions, student surveys, and teacher academic or behavior referrals will be utilized to determine which students need additional tutoring, one-on-one intervention, support services, counseling, or transportation services.

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.

To support secondary homeless children and unaccompanied youth, AISD PROPOSES TO OFFER THE FOLLOWING GRANT ACTIVITIES, PROGRAMS, AND SERVICES: Higher education (post-secondary courses), high school extracurricular clubs, transcript evaluations, credit repair services, assessment results, timely advancement, preparation for college and careers, and the organization of support for homeless children and unaccompanied youth to attend athletic programs. These are proposed to address the UNIQUE ACADEMIC NEEDS AND EQUITABLE OUTCOMES for secondary students. To ensure these services aid AISD in meeting all predetermined timelines and milestones, AISD will task campus personnel (Principal, counselor, teachers) and the designated Homeless Liaison with progress monitoring. These individuals will assist with conducting monitoring the following information for secondary homeless children. INCLUDE A TIMELINE: Alice ISD will maintain accountability by diligently monitoring timelines (Quarterly) and MILESTONES: Benchmarks will be utilized to use progress tracking and interventions. Campus personnel, including principals, counselors, and the designated Homeless Liaison, will oversee student progress at both the campus and district levels. STRATEGIES: Provide tutoring, supplies/materials, referrals and financial assistance to homeless students within Alice ISD. SYSTEMS THAT WILL BE UTILIZED TO IMPLEMENT ACADEMIC PROGRESS MONITORING, INTERVENTIONS, AND SERVICES TO SUPPORT: Data from report cards, benchmarks, DMAC Software solutions, student surveys, and teacher academic or behavior referrals will be utilized to determine which students need additional tutoring, one-on-one intervention, support services, counseling, or transportation services.

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

11. 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	

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

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.	Funds for high-quality professional development for staff and trainer.	\$2,248
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Laptops, pens, paper and other supplies for the homeless students.	\$14,795
12.		
13.		
14.		

Other Operating Costs

15.	Travel needed for transportation of homeless students.	\$1,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$693

TOTAL GRANT AWARD REQUESTED: \$18,736

For TEA Use Only:

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

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

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