



# 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](mailto: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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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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RFA/SAS #

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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
Arlington ISD is the 13th largest school district in Texas and has identified and is serving more homeless students than any other LEA in Texas except Houston and Dallas. AISD needs social work positions dedicated to serving homeless students.	Arlington ISD will retain three social work positions to promote school stability, facilitate enrollment and identification, and improve student attendance and academic outcomes. These positions will assess individual student needs and provide case management, progress monitoring, and ongoing support to ensure that homeless students receive equitable opportunities and access to education.
Arlington ISD is located in the largest U.S. city without a public transportation system, a barrier to school attendance and graduation. AISD needs positions to ensure homeless students have transportation.	Arlington ISD will retain three social work positions to promote school stability, facilitate enrollment and identification, and improve student attendance and academic outcomes. These positions will assess individual student needs such as transportation and provide case management and ongoing support.
Arlington ISD has a high rate of teacher turnover, which means that the employees who have the most contact with students may not recognize the signs of homelessness. AISD needs social work positions to serve students so that leadership can provide training.	Arlington ISD will retain three social work positions to promote school stability, facilitate enrollment and identification, and improve student attendance and academic outcomes. Department leaders will provide training to ensure that AISD staff and community partners recognize homeless students, understand their challenges, and adhere to policies and procedures to ensure equity of access.

**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.

The TEHCY Program Grant Eligibility List states that 3.26% (1,787) of Arlington ISD students met the McKinney-Vento definition of homelessness on the fall 2023 snapshot date, making AISD the LEA with the third highest number of identified homeless students in Texas. Students become homeless throughout the year, and by April 10, 2024, AISD had identified and was serving 2,510 homeless students (4.58% of total enrollment). Based on 2021-22 and 2022-23 data, AISD will have identified 200 additional homeless students by the last day of school. SMART Goal: By the fall 2024 snapshot date, 3.5% of AISD students will be identified as homeless, enrolled in the AISD Families in Transition (FIT) program, and receiving case management from an AISD social worker.

**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 November 29, 2024: 1. Every student who indicates potential homelessness during enrollment or is referred to the AISD Families in Transition (FIT) Program during the school year will be assessed for McKinney-Vento eligibility in a timely manner. 2. Every FIT student will receive case management support (low, moderate, or high) based on an individual needs assessment that includes attendance, grades, and social/emotional wellness and will be reviewed at a minimum of once each semester. 3. FIT students who fall below 90% attendance and/or are at risk of failing will receive additional case management support, which may include parent notification and assessment of barriers to attendance and academic progress. 4. All FIT unaccompanied youth will receive post-secondary support to include FAFSA documentation. 5. All AISD employees will receive at least one round of McKinney-Vento training.

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

By February 28, 2025: 1. Every student who indicates potential homelessness during enrollment or is referred to the AISD Families in Transition (FIT) Program during the school year will be assessed for McKinney-Vento eligibility in a timely manner. 2. Every FIT student will receive case management support (low, moderate, or high) based on an individual needs assessment that includes attendance, grades, and social/emotional wellness and will be reviewed at a minimum of once each semester. 3. FIT students who fall below 90% attendance and/or are at risk of failing will receive additional case management support, which may include parent notification and assessment of barriers to attendance and academic progress. 4. FIT students who failed one or more classes will be informed of remediation activities. 5. Newly identified FIT unaccompanied youth will receive post-secondary support to include FAFSA documentation. 6. AISD staff at campuses with a low identification rate will receive targeted training and support.

**Third-Quarter Benchmark**

By May 23, 2025: 1. Every student who indicates potential homelessness during enrollment or is referred to the AISD Families in Transition (FIT) Program during the school year will be assessed for McKinney-Vento eligibility in a timely manner. 2. Every FIT student will receive case management support (low, moderate, or high) based on an individual needs assessment that includes attendance, grades, and social/emotional wellness and will be reviewed at a minimum of once each semester. 3. FIT students who fall below 90% attendance and/or are at risk of failing will receive additional case management support, which may include parent notification and assessment of barriers to attendance and academic progress. 4. FIT students who failed one or more classes will be informed of remediation activities. 5. Newly identified FIT unaccompanied youth will receive post-secondary support to include FAFSA documentation. 6. FIT students will receive information on summer learning opportunities.

**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.

Continuous improvement is an expectation in Arlington ISD, and project evaluation data will be used to determine when and how to modify this program. Families in Transition (FIT) social workers are part of the Student Outreach Services (SOS) Department. SOS and FIT staff use a database designed specifically for collecting, monitoring, and evaluating data pertaining to homeless children and unaccompanied youth case management. Data includes identification, enrollment, school of origin, transportation, Food and Nutrition Services status, attendance, grades, case management updates, resources offered to families, and staff notes. If the quarterly benchmarks and SMART goal do not show progress, AISD will use evaluation data to modify the program for sustainability. Campus staff may need additional targeted training and technical assistance to increase the rate of identification. Case management intervention levels (low, moderate, or high) may need to be adjusted based on needs assessments, progress monitoring, or student or campus requests. If data trends show unfavorable results, SOS leadership will request technical assistance from staff at the district, regional, or state level to identify best practices for programs similar in size and scope. Historically, SOS and FIT have pivoted quickly to meet students and families where they are, addressing the changing needs of the AISD community. Performance measures include the number and percentage of identified homeless children and unaccompanied youth and their attendance rates, promotion rates, state assessment scores, graduation rates, and college enrollment rates. Additional performance measures include the number and strength of community and district partnerships benefiting FIT students and the RDA self-assessment score for each grant year. SOS and FIT track the number of homeless students at each campus. SOS and FIT will track the number of campuses that identify a low number of homeless students and/or use the same identifier code for all students experiencing homelessness and the number of those campuses that received targeted training and technical assistance. All AISD campuses have a poverty level of 30% or more, and AISD will track the number of campuses that historically identify a low number of students experiencing homelessness and the number of those campuses that received targeted training and technical assistance.

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**8. Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
4. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2025 Texas Education for Homeless Children and Youth Program Guidelines.
5. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Texas Education for Homeless Children and Youth Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
7. The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
8. The applicant provides assurance that performance evaluation reports are submitted for each year grant funds are received.
9. The applicant provides assurance that fiscal monitoring reports are submitted for each year grant funds are received.
10. The applicant provides assurance that the use of subgrant funds will comply with section 11432(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
11. The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
12. The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment, and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
13. The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.

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**8. Statutory/Program Assurances (Cont.)**

14. The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical Education, Gifted and Talented, and English Learner.
15. The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
16. The applicant provides assurance that collaboration will occur with the McKinney-Vento Liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
17. The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
18. The applicant provides assurance that all identified and enrolled are accurately reported in Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) in a timely manner.
19. The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
20. The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
21. The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.
22. The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings
23. The applicant provides assurance to submit a detailed report that includes all grant activities and usage of funds for the 2021-2022 Texas Education for Homeless Children and Youth (TEHCY) grant.
24. The applicant provides assurance that if services are provided on school grounds, the schools can use funds to provide the same services to other children and youth who are determined by the LEA to be at risk of failing in or dropping out of school. If programming does not occur on school grounds, the applicant cannot use McKinney Vento grant funds to pay for services to at-risk housed students [42 U.S.C. Section 11433\(a\)\(2\)\(B\)\(i\)](#).
25. Utilize [TEA Other Special Populations Self-Assessment](#) to review and analyze McKinney-Vento program implementation. This self-assessment activity must be completed by November 1, 2024, and used to inform program implementation and enhancements throughout the grant period.
26. Ensure program has a data informed plan and strategy in place to support program implementation across all campuses. Including the following data indicators: a. Review district level data to provide intensive support and targeted training and technical assistance to campuses who historically have had low or zero identification of students experiencing homelessness. b. Provide intensive support and targeted training and technical assistance to campuses who utilize the same identifier code for all students experiencing homelessness (e.g., 100% doubled-up, 100% unaccompanied homeless youth, etc.). c. Provide intensive support and targeted training and technical assistance to campuses who historically have had low or zero identification of students experiencing homelessness with a focus on campuses that have a poverty level of 30% or higher.

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## 9. Statutory Requirements

1. Provide a description of the proposed grant activities, programs, and services. This description should include how they address the identified needs and promote equitable access to program services needed to improve academic outcomes for homeless children and unaccompanied youth. Include the resources, strategies and/or systems that will be implemented to support target goals and outcomes, document progress and milestones, and observable results of the proposed grant activities, programs, and services. (\*Complete the attached TEHCY Grant Activity Chart, see the Program Guidelines for further guidance on completing the attachment)

1. Proposed Grant Activity: Provide case management, progress monitoring, and resource referral (academic, social, and emotional). The three Families in Transition (FIT) social workers funded through the grant will meet with students to determine their eligibility for services, conduct individual needs assessments, determine baselines, and monitor their progress. The social workers will make sure that homeless students are enrolled immediately, receive free meals, and have transportation to their school of origin. They will make sure students have the clothes and supplies they need to participate in school and extracurricular activities, and they will provide referrals for resources to support students' physical, mental, social, and emotional well being. Outcome: Promote school stability, facilitate enrollment and identification, and improve student attendance and academic outcomes.

2. Proposed Grant Activity: Provide supplies and materials needed for school attendance and participation. The AISD FIT program receives supplies and materials from local nonprofit organizations, but it is difficult to predict what will be donated. We are requesting a small amount of grant funds to purchase supplies and materials for homeless students. Outcome: Promote school stability, facilitate enrollment and identification, and improve student attendance and academic outcomes.

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) Arlington ISD has a strong referral system, and the district coordinates and collaborates with local and state agencies that serve homeless children and unaccompanied youth. State agency partners include the Texas Education Agency via Education Service Center Region 11. Community partners include Arlington Charities (food); Arlington Housing Authority (housing); Arlington Urban Ministries (emergency utility assistance); Center for Transforming Lives (child care); Mission Arlington/Mission Metroplex (transportation); Tarrant Area Food Bank (food); and faith-based organizations (donations). FIT and SOS staff collaborate with other district departments to support the implementation of grant activities, programs, and services. Internal collaborators include Career and Technical Education, Curriculum and Instruction, Family and Community Engagement, Food and Nutrition Services, Gifted and Talented, Guidance and Counseling, Positive Behavioral Interventions and Supports, Public Education Information Management System, Special Education, State and Federal Interventions and Operations, Transportation, and World Languages. To maintain awareness of local initiatives involving homelessness, SOS staff serve on multiple committees. B) TEHCY funds will be allocated for the salaries for three full-time social work positions to facilitate the identification, enrollment, and educational outcomes of homeless children and unaccompanied youth in Arlington ISD. The FIT social workers will be McKinney-Vento experts who collaborate with SOS staff members assigned to coordinate services and provide case management for the highly mobile and at-risk students at each campus. A small amount of funds will be allocated for student supplies and materials. C) SOS and FIT will encourage the parents and guardians of homeless children and youth to be involved in the education of their children during meaningful activities such as trainings, workshops, resource fairs, community-wide and school-based events, and FAFSA orientation sessions. AISD schools welcome parents and guardians on campus during lunch, parent-teacher conferences, and academic and extracurricular events. D) All AISD students experiencing homelessness are integrated into the regular education program.

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**9. Statutory Requirements (Cont.)**

3. Identify the types, intensity, and coordination of services to be provided in coordination with Title I, Part A, Homeless Reservations including: A) The process to review and develop the LEA's plan for coordinating services to support eligible homeless children and unaccompanied youth using Title I, Part A Homeless Reservations. Include the actual reservation for 2022 -2023 and the planned reservation for 2023 -2024 (**Complete the attached Title I, Part A and McKinney-Vento Program Coordination Chart**), and B) How the LEA determine its reservation amount for services to support homeless children and unaccompanied youth. Include how the LEA assists staff in understanding the LEA's policy or procedure to support homeless children and unaccompanied youth on all campuses regardless of the Title I status, use of these funds, and how the LEA addresses the needs of homeless children and youth in their district or campus improvement plan.

A) FIT Program staff report to the SOS coordinator, who reports to the Guidance and Counseling director, who maintains a strong working relationship with the director of the State and Federal Interventions and Operations Department, which applies for and manages AISD's federal and state entitlement funding, including the Title I, Part A, homeless reservation. The directors meet to review and develop the district's plan for coordinating services to support eligible homeless children and unaccompanied youth using Title I, Part A, homeless reservations. When LEA allocations are announced by funders, these leaders review the current and previous years' amounts to determine how to allocate funds to sustain programming for future school years. The actual homeless reservation for 2022-23 was \$204,604 and the actual homeless reservation for 2023-24 was \$204,604. The district's Title I, Part A, homeless reservations in 2022-23 and 2023-24 were allocated for payroll, conference expenses, transportation (students to and from school, designated community shelters, medical and/or social service appointments, school tutoring/programs, childcare centers, and summer camps without geographical limitations), and school uniforms. B) Using student data that has been collected, tracked, and analyzed by SOS and FIT staff—as well as the needs, goals, and objectives identified by campus and district leaders annually in the campus improvement plans and district improvement plan—the SOS coordinator, State and Federal Interventions and Operations director, and Guidance and Counseling director conduct a needs assessment annually to determine the reservation amount for activities to support homeless children and unaccompanied youth. Projected expenses are compared to actual expenses in prior years to help the team determine how to best meet the needs of students experiencing homelessness. Together, the team determines which activities to sustain and creates budgets. Areas for review include staffing; contracted services for transportation, tutoring, and summer leadership programs for homeless students; the provision of supplies and materials to align with general education standards; and staff training.

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**)

Arlington ISD upholds federal and state policies and guidance to ensure that homeless children and unaccompanied youth receive immediate and equal access to education. AISD follows established processes to develop, review, and revise district policies and procedures to ensure that its proposed grant activities, programs, and services will not isolate or stigmatize homeless children and unaccompanied youth. AISD McKinney-Vento policies and procedures are up to date. The designated homeless liaison and SOS staff review pertinent board policy annually (at a minimum) and revise policies and procedures as needed. If revisions are warranted, recommendations are made to the AISD Board of Trustees not less than 72 hours before a scheduled meeting. Policy updates may be acted upon as a consent agenda or individually. Moreover, the Families in Transition (FIT) webpage on the AISD website provides detailed information for staff, families, and students experiencing homelessness, including district policies and procedures on homeless liaison designation and duties and public notice of the right to immediate and equal access to public education. The FIT webpage is easy to locate and includes a definition and examples of homelessness under McKinney-Vento, as well as links to assist staff in identifying students for services. The page lists the rights of students to immediate enrollment; transportation assistance to school of origin; nutrition services; case management; participation in school-wide programs; and transition planning. District staff, campus staff, and community partners work together and follow established policies, processes, and procedures to ensure that homeless students are identified quickly and enrolled immediately so that every AISD student—including students who are experiencing homelessness—has the opportunity to participate in relevant, innovative, and rigorous learning experiences.

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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.

Arlington ISD is committed to maintaining robust processes and procedures to identify homeless students and provide them with the services and support they need. Level 1 (Identification, Enrollment, and Assessment of Services): A) All students who are entering an AISD school or returning from summer break enroll online via their personal device or a district device. The Student Residency Questionnaire (SRQ) is part of the online registration process, providing the opportunity to self-identify transitional living conditions. B) After the school year has started, students are referred for identification by school staff, social workers, and community organizations. C) Homeless children and unaccompanied youth who are not enrolled or attending school are referred for identification and enrollment by community members and local organizations. D) All children are eligible for free early childhood programs and free full-day prekindergarten in AISD. Students who meet the McKinney-Vento homeless criteria are immediately enrolled in school, enrolled in the FIT Program, and eligible to receive services throughout the school year. Level 2 (PEIMS Coding, Implementation of Services, and McKinney-Vento Program Monitoring): AISD campus registrars and FIT and SOS social workers maintain data related to identification, enrollment, implementation of services, and monitoring and ensure each student is coded correctly in PEIMS and the FIT database. Parents and students receive information on their rights and how to contact the FIT staff who are assigned to specific campuses. Level 3 (Progress Monitoring; Attendance; Grades and Credits; McKinney-Vento, General, and Special Program Services): FIT and SOS social workers provide ongoing progress monitoring and case management to remove barriers to participating in academic and extracurricular activities. Social workers assist students with school selection and enrollment in special programs and services. Early childhood education and pre-K are a priority, and FIT staff visit local motels, shelters, and group homes to provide enrollment assistance.

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 AISD annual McKinney-Vento professional development plan is provided by Student Outreach Services (SOS), within the Guidance and Counseling Department. AISD is committed to increasing awareness of McKinney-Vento, supporting identification and enrollment of homeless children and unaccompanied youth, and increasing staff and organizational capacity to respond to the unique educational needs of homeless students. Each school year staff are trained as follows. July-August: 1. SOS staff receive 8 hours of training on the McKinney-Vento Act, rights/responsibilities, eligibility indicators, and best practice strategies to meet the needs of homeless students. 2. PEIMS, attendance clerks, school counselors: SOS staff conduct in-person training on eligibility and immediate enrollment expectations. 3. All campus administrators: SOS provides information via written correspondence regarding eligibility, immediate enrollment expectations, nutrition assistance, and required school of origin transportation expectations. July-October: 1. All campus employees: SOS provides information on eligibility and immediate enrollment expectations. 2. All campus and district staff: Mandatory self-paced training is provided online to ensure staff understand safety protocols, best practices regarding the identification of homeless children and youth, and a synopsis of McKinney-Vento requirements. All staff must demonstrate mastery by October. During the school year: 1. SOS staff collaborates with district and campus administrators to determine whether additional training is required to meet student needs and district expectations, especially when there are changes in personnel at the campus level. 2. Community organizations: SOS staff create and deliver training, professional development, and presentations to ensure the community is aware of and well-versed in the unique needs of homeless children and unaccompanied youth. Organizations that are familiar with the HUD definition of homelessness are often surprised to find that the McKinney-Vento Act has a different definition. Training decreases confusion and ensures that everyone is "speaking the same language" to support students. Evaluation includes quizzes and pre/post surveys.

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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 proposed grant activities, programs, and services are designed to address the unique academic needs of and support equitable outcomes for elementary homeless children and unaccompanied youth. Arlington ISD has a robust multilevel system in place that requires collaboration among all AISD campuses and many district departments to implement 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 and services. FIT and SOS staff maintain a database specific to homeless students and unaccompanied youth, and they use it to track attendance, grades, and discipline records and analyze them at a minimum of once per semester. The database is also used to track referrals, services received, and supplies and materials provided. FIT and SOS staff collaborate with other departments to retrieve data, run reports, and establish individual baselines for setting goals and measuring progress. Through regular, ongoing face-to-face touchpoints, social workers meet students and their families where they are to ensure that all homeless students receive free meals, school of origin transportation (as needed), and equitable access to academics and extracurricular activities and to ensure that students who need supplemental services receive tutoring, individual or group counseling, resources, tools, and other support. FIT social workers partner with other departments to ensure that homeless students receive equitable access to special programs (e.g., special education, emergent bilingual, and gifted and talented).

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

The proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for secondary homeless children and unaccompanied youth. AISD has a robust multilevel system in place that requires collaboration among all campuses and many departments to implement 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, D) advanced placement and dual credit course work, E) transcript review for appropriate full or partial credit, F) credit recovery or credit repair services, G) assessment interventions and scores, H) discipline interventions, I) four-year cohort graduation, J) graduation of all homeless students, K) college and career readiness programs and support services, L) post-secondary transition plans, and M) other programs & services. FIT and SOS staff maintain a database specific to homeless students and unaccompanied youth, and they use it to track attendance, grades, and discipline records and analyze them at a minimum of once per semester. They collaborate with other departments to retrieve data, run reports, and establish a baseline for setting goals and measuring progress. Through regular, ongoing face-to-face touchpoints, social workers meet students and their families where they are to ensure that homeless students who need supplemental services receive tutoring, individual or group counseling, resources, tools, and other support. AISD staff ensure that homeless students receive equitable access to special programs, CTE pathways, and advanced academics (AP, IB, and dual credit) and create a post-secondary transition plan. AISD covers their exam fees and graduation expenses.

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



**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.	Salary for 3 FTE Social Workers	\$191,367
2.	Fringe for 3 FTE Social Workers	\$32,157
3.		
4.		
5.		

**Professional and Contracted Services**

6.	N/A	
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Emergency Supplies and Materials	\$2,695
12.		
13.		
14.		

**Other Operating Costs**

15.	N/A	
16.		
17.		

**Capital Outlay**

18.	N/A	
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to [competitivegrants@tea.texas.gov](mailto: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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