



# 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)

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

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  Digitally signed by Christine Fox Date: 2024.04.22 15:50:53 -05'00' 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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**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
Need 1.) Increase the identification of homeless students. Austin ISD will increase the number of student identified and served by the program by 10% by August 31, 2025. The identified student # will increase from 1375 (SY 23-24) to 1513 SY24-25).	The AISD Homeless Liaison along with the Project HELP Sta will increase McKinney-Vento trainings to District Leaders as well as campus sta ensuring that all are equipped with strategies to identify homeless students as well as the services and resources that are available to them. Sta will increase connections with community partners to ensure students and families enroll in Austin ISD.
Need 2.) Increase the on time grade promotion rates of homeless and unaccompanied youth by 3%. The promotion rate to increase from 91% to 94% by August 31, 2025.	The AISD Homeless Liaison and the Project HELP Sta will monitor the academic health of homeless and unaccompanied youth by monitoring attendance, grade progress and student behavior. In order to ensure the early identification and implement needed interventions, while ensuring the removal of all barriers.
Need 3.) Increase the school attendance rates of both students experiencing homelessness and those identified as unaccompanied youth. The attendance rates will increase by 4% from 89% (SY 23-24) to 91% by August 31, 2025.	The AISD Homeless Liaison along with the Project HELP Sta will coordinate e orts with District Transportation sta to ensure prompt scheduling of school or origin transportation for homeless and unaccompanied youth. Project HELP sta will use district data platforms, collaborate with campus sta as well as parents/ guardians to remove barriers ensuring student attendance successes.

**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 August 31, 2025, Austin ISD will accomplish three major goals. 1.) Increase the identification of homeless students by 10% to 1513; 2.) Increase the attendance rates of homeless and unaccompanied youth by 4% to achieve a 94% attendance rate; 3.) Increase the overall promotion rate of homeless students by 3% to 94% by August 31, 2025. The number of identified homeless students will increase 10% by the end of the first and second quarter benchmarks; and will maintain its accrued gains during the third quarter benchmark attaining an overall Identification rate of 1540. Homeless and unaccompanied student attendance rates will increase by 4% by the end of the first and second quarter benchmarks attaining an Attendance rate of 91%. The promotion rates for homeless students will increase 3% increasing to 94%. All gains described will be achieved by August 31, 2025.

**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**

The number of identified homeless and unaccompanied students at the first bench mark will increase 5% to 94% of overall goal; equal to 1444.  
 The on-time promotion rate for homeless and unaccompanied students at the first bench mark will be on target of 3% of overall goal; equal to 94%.  
 The attendance rates of homeless and unaccompanied students at the first bench mark will increase 2% to 91% of overall goal of 94%.

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**6. Measurable Progress (Cont.)****Second-Quarter Benchmark**

The number of identified homeless and unaccompanied students at the first bench mark will increase an additional 5% to 99% of overall goal; equal to 1540.

The on-time promotion rate for homeless and unaccompanied students at the first bench mark will be on target of 3% of overall goal; equal to 94%.

The attendance rates of homeless and unaccompanied students at the first bench mark will increase an additional 2% to 94% achieving the overall goal.

**Third-Quarter Benchmark**

The number of identified homeless and unaccompanied students at the first bench mark will maintain the 10% gain of identified homeless students equal to 1540.

The on-time promotion rate for homeless and unaccompanied students at the first bench mark will achieve the target goal of 94%.

The attendance rates of homeless and unaccompanied students at the first bench mark will maintain the 4% attendance gain for homeless and unaccompanied students to 94% of the targeted goal.

**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.

During each benchmark period, data will be meticulously examined to assess the effectiveness of strategies and initiatives devised to accomplish the program's SMART objectives: augmenting the count of identified homeless students, enhancing attendance figures, and boosting promotion rates. Evaluating progress towards increasing the number of identified students involves analyzing various metrics, including the impact of initiatives aimed at raising awareness about the McKinney-Vento Act (MV) and youth homelessness. This assessment encompasses scrutinizing homeless student data, MV training metrics (comprising the number of sessions conducted for district, community, and program staff, along with their participation in conferences/seminars and training sessions), feedback gleaned from training surveys, and the level of collaboration between program personnel, district staff, and community entities. Should the program falter in advancing towards its identification target, adjustments will be made to MV training content and frequency. Furthermore, intensified efforts will be undertaken to foster collaboration with district and community stakeholders to heighten awareness about MV and youth homelessness.

To gauge progress towards the goal of improving attendance rates by 4%, the program will closely monitor monthly attendance reports. Proactive measures will be taken to address attendance hurdles by collaborating with school staff, students, and parents to identify obstacles and implement truancy prevention strategies. These initiatives may include streamlining transportation services, offering social support resources such as counseling and Mentorship programs as well as providing assistance with basic needs.

Regarding the objective of enhancing the promotion rate by 3%, program staff will assess students' performance during 6wk or 9wk periods, review standardized testing result, and monitor the withdrawal rates among high school students. Special attention will be devoted to dropout prevention and intervention efforts, particularly for high school students who have left school prematurely. As an academic intervention, students will be referred to tutoring and

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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)**

The proposed grant initiatives aim to bolster support for AISD students facing homelessness through a multifaceted approach encompassing McKinney-Vento identification, academic and attendance enhancement, basic needs provisions, and social/emotional assistance. By capitalizing on existing intra-district partnerships and community collaborations, AISD endeavors to ensure equitable educational access and foster academic success for all students.

In pursuit of a 10% increase in homeless student identification, the program will facilitate McKinney-Vento training sessions for district personnel and community stakeholders, alongside the dissemination of informational materials like posters, brochures, a comprehensive website as well as shared collaboration with community stakeholders to heighten public awareness in the community and district-wide. These efforts are engaged to elevate homeless student attendance rates by 4% and improve grade promotion by 3%. Program staff will intensify communication with parents/guardians through surveys and meeting feedback to pinpoint service gaps. Monthly student attendance reviews will enable the AISD Project HELP Program team to identify and support students at risk of truancy, employing strategies like liaising with campus staff, families, and students to address attendance hurdles. Additionally, Project HELP staff efforts will target and streamline access to academic support resources, including campus and community-based tutoring programs, tailored to individual student needs, with options like on-line tutoring and credit recovery programs available during evenings and Saturdays. Furthermore, the provision of essential services and referrals for students and families will directly tackle obstacles hindering attendance and academic involvement, such as food insecurity, emergency shelter needs, hygiene needs, financial assistance for rent, deposits, and utilities, technological access, and clothing provisions.

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.)The program has established and maintained strong partnerships with various district programs and community organizations to ensure homeless students are identified, enrolled, and supported for success in school. Collaborations with Region 13 and TEA, the City of Austin, Austin Public Health offer training and technical assistance to staff, enhancing the Program's ability to identify students promptly and provide immediate enrollment and health related services. Academic initiatives like the Victory Tutorial Program and the Twilight Credit Recovery, Career & Technical Education opportunities are implemented to boost grade promotion, success in standardized tests and allow students to prepare for college, career and life. Surveys conducted with parents/guardians and unaccompanied youth reveal that housing instability results in extreme stress which poses significant barriers to student school success. Consequently, many collaborations within the program prioritize providing basic needs assistance to enhance the attendance and academic performance of homeless students. These collaborations include: AISD Social Workers, Licensed Mental Health Providers, Multi Tier Supports Staff and Social Emotional Learners staff offer emergency assistance and crisis counseling, Lifeworks Youth Diversion Program provides basic needs assistance and emergency housing support, AISD Dept. of Innovation & Development coordinate gift card fundraisers for food and emergency hotel assistance, Undies for Everyone alleviates student underwear insecurity, Hindu Charities donates school supplies to all AISD homeless students and various private donors support student school fees such as field trips and music instruments. B.) Grant funds are primarily allocated towards supporting the salaries and professional growth of Project HELP personnel, who offer assistance to homeless students and families, while also ensuring the district's adherence to the MV act. C.) The program will execute communication tactics to inform parents and families about their entitlements and available services. These strategies include mass call-outs, emails, text messages, and direct communication in their preferred language. Moreover, surveys are distributed to collect feedback from students and families to guide program strategies. D.)Students and district staff craft local policies ensuring adherence to statutory requirements, and initiatives tailored to ensure all homeless students receive equitable access to free education.

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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.)The AISD State & Federal Compliance & Accountability Office (SAFA) oversees the management of the district's Title I, Part A, Homeless Reservation funds and collaborates with the Project HELP Program in the following ways:  
 1.) Establishing and maintaining a streamlined network of services across the school district to facilitate the assessment of eligibility and provision of services to homeless students. 2.) Strengthening planning and evaluative efforts. 3.) Conducting annual needs assessments. 4.) Partnering to secure stable funding for program staff salaries. This partnership ensures that students receive comprehensive support including academic assistance, social and psychological services, and resources for parental involvement. The SAFA office determines the allocation of funds for homeless services based on the TEHCY grant funding received from TEA and the number of economically disadvantaged and identified homeless students. Moreover, resources from donors and local programs are also considered when budgeting for homeless services. B. Title I funds are utilized to cover program salaries, ensuring that the needs of homeless students are effectively met and compliance with the McKinney-Vento Act is maintained. In the 2023-2024 school year, a total of \$187,000 in Title I funding was allocated for homeless services. Collaboration between the AISD Homeless Liaison and the SAFA office ensures that campus and District improvement plans address the specific needs of homeless students and work to eliminate barriers to their academic success. Efforts to coordinate include organizing training sessions for representatives from various campus and district-level programs. Both Title I and non-Title I school administrators and support staff are required to attend annual McKinney-Vento training sessions to ensure compliance with its provisions. These sessions cover McKinney-Vento requirements, local homeless program services, and district policies and procedures.

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

The AISD Homeless Liaison collaborates with the District Office of Intergovernmental Relations and Policy Oversight and the State, Federal, and Private Accountability Office to annually review current LEA policies and procedures, ensuring legal grant compliance. Additionally, collective efforts are made to prevent the stigmatization or disrespectful treatment of homeless students and unaccompanied youth, ensuring they are not placed in separate educational settings from their peers. The program is carefully managed to achieve its goals and projected outcomes. The Project HELP Program, operating under the Department of Student Support Services, provides supervision, oversight, and support for grant activities. As a large urban district, AISD has robust administrative, financial, and legal infrastructures to ensure that grant awards are expended in accordance with grantor regulations and that the district complies with all statutory requirements related to homeless children and unaccompanied youth. The program is aligned with the district's Strategic Plan, which aims to ensure that all students graduate college, career, and life-ready, as well as to create an effective, agile, and responsive organization and foster vibrant relationships critical for student and school success. The purposes and goals of the grant are determined through a needs assessment, which includes a review of district demographic data and information. The efficiency of this assessment process is evaluated through the annual program evaluation, which assesses the program's efforts toward meeting its needs and goals. In partnership with the Student Support Services Office, Intergovernmental Relations and Policy Oversight, and the State, Federal, and Private Accountability Office, grant activities, district procedures, and current local policies are continually evaluated to ensure adherence to statutory requirements and

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## 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.

Austin ISD follows a standardized process to identify McKinney-Vento eligible students. The Student Residency Questionnaire (SRQ) is included in the enrollment packet for every student enrolling in the district. The program collaborates closely with the Office of Student Services and the Technology Department to ensure that all students qualifying for McKinney-Vento rights and protections are identified, documented in district databases, and receive services from the Project HELP Program. Additionally, ongoing training and support on McKinney-Vento law related to enrolling homeless students are provided to district staff. A) Homeless students who enroll after summer or holiday breaks and complete the SRQ included in the district's enrollment packet, whether filled out online or in person, indicating a temporary living situation, are promptly forwarded to Project HELP for review and follow-up. B) District staff are trained on the application of McKinney-Vento law. When a student or parent notifies the school of an address change due to a homeless situation, the registrar requests completion of the SRQ and forwards the form to the program. Additionally, staff members may identify students who become homeless after the school year has commenced based on indicators such as changes in attendance, grades, physical appearance, stress levels, or behavior, leading to inquiry about the student's living situation. Students meeting McKinney-Vento criteria are referred to the program via a notification phone call to the Project HELP office. C) The program maintains a database of all identified homeless students, comparing the list annually with currently enrolled, identified students. Staff use this data to identify previously served students and reach out to ascertain their current living situation, offering enrollment assistance. D. The program collaborates with the AISD Early Childhood Education Department to identify early childhood students experiencing homelessness. This collaboration involves working with parents, the

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 McKinney-Vento (MV) professional development plan centers on ensuring the district's adherence to legal provisions while empowering participants to recognize signs of homelessness and provide relevant information and support for students to enroll and access appropriate academic and support services. The training agenda covers various aspects, including an overview of the MV Act and homelessness definitions, detailed information on "doubled-up" families and unaccompanied youth, barriers to academic success stemming from housing insecurity, the importance of immediate enrollment, required services like free lunch and transportation, available Project HELP support services, indicators of homelessness, and the Student Residency Questionnaire (SRQ) process for student referrals. Training is delivered through prerecorded sessions, in-person sessions, and ongoing sessions tailored for campus registrars. Community agencies and organizations also receive training, both in person and via Zoom. Typically, training sessions last about 45 minutes, including a 25-minute presentation and a 20-minute Q&A session. Attendees are provided with surveys upon completion of the training to evaluate its content and quality, offering valuable feedback to inform future training strategies. Campus registrars and frontline staff receive training in late July or early August, while principals, assistant principals, district department directors, and elementary and secondary leadership staff receive training in mid-August in collaboration with the State, Federal, and Private Accountability Office. Additional training sessions for school nurses, district social workers, dropout prevention specialists, school counselors, and community agencies are conducted throughout the fall semester to accommodate various schedules. The Homeless Liaison and Project Supervisors attend state conference and often the NEHCY conference as well. Furthermore, staff participate in monthly TEA and Region 13 trainings, summits and

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**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.

Program staff collaborate with school counselors, attendance specialists, instructional specialists, parents, and students to develop plans addressing barriers to attendance, engagement, and academic achievement for students requiring additional support. Activities aim to bolster attendance and academic performance, including enhancing communication with parents, conducting student needs surveys, referring students to tutoring programs, providing basic needs assistance, and coordinating with the transportation department to enhance services. A) The attendance of homeless students and unaccompanied youth is monitored monthly by program staff to ensure consistent attendance. Students with chronic absenteeism receive intervention efforts such as improved transportation services and basic needs assistance. Collaboration with campus personnel and parents determines additional needed services. B) Elementary and secondary students have either 6-week or 9-week grading periods, with grades reviewed in mid-October, January, and April. Staff coordinates with campus and district programs to provide academic support services to struggling students. Early interventions are provided to at-risk students to ensure promotion with their cohort. C) Parents are offered the opportunity to attend an enrollment conference with program staff and a campus contact to identify and coordinate targeted services, including Special Education (SPED), Gifted and Talented (GT), English Language Learners (ELL), and bridge program support services tailored to students' unique needs. D) The program collaborates with campuses and other LEAs that the student may have attended to access assess. E) Program staff collaborate with campus staff and parents to initiate discipline interventions among homeless and unaccompanied youth.

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.

Homeless and UY students have the opportunity to participate in an enrollment conference to identify and coordinate tailored services. Grant activities are crafted to bolster attendance and academic performance, encompassing: enhanced parental communication; conducting needs surveys; facilitating referrals for tutoring; providing assistance with basic needs; collaborating with the transportation department to enhance services; and referring all unaccompanied youth to the LifeWorks Diversion Programs. A. Attendance is monitored monthly, with grades reviewed at the end of each 6-week and 9-week grading period. Truancy prevention strategies are deployed as necessary to enhance attendance. B F I & J. Grades are reviewed each 6wk/9wk period and struggling students are referred to academic support programs. Project HELP works closely with seniors to provide early intervention and encourage enrollment in credit recovery programs to ensure on time graduation. C. Parents and students will have the opportunity to participate in an enrollment conference with Project HELP staff and a designated campus contact to identify and coordinate services, including those for (SPED),(GT), (ELL) and Newcomers. D. Dual Credit, and Adv. Placement service coordination will be reviewed every 6wk/9wk as needed to support student success. E. The program collaborates with high school administrators to ensure that students receive both full and partial credit for their coursework. G. EOC and STAAR scores undergo review and students have access to testing preparation programs. H. The program collaborates to ensure that campuses are trained in discipline interventions, including MV, ISS, OSS, detentions and expulsions. K L. Seniors receive FAFSA information, staff coordinates with to aid in

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**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

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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.	Administrative Supervisor	50%	Identify homeless students and provide services	\$64,916
2.	Project Supervisor	25%	Identify homeless students and provide services	\$23,814
3.	Project Supervisor	25%	Identify homeless students and provide services	\$21,987
4.	Project Supervisor	25%	Identify homeless students and provide services	\$18,688
5.	Project Supervisor	25%	Identify homeless students and provide services	\$19,037

**Professional and Contracted Services**

6.	1 yr Rental Fee for Office Copier (specific approvals not required)			\$2,600
7.				
8.				
9.				
10.				

**Supplies and Materials**

11.	General Office Supplies			\$2,500
12.				
13.				
14.				

**Other Operating Costs**

15.	Professional Development			\$3,500
16.				
17.				

**Capital Outlay**

18.				
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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