



# 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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**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
Academic Needs-Homeless students and at-risk population face disruptions in their education due to frequent moves or unstable living situations We currently serve 600 homeless students of which 50% are struggling academically of students are struggling academically. We also have 57% students at-risk of not graduating on time.	Provide grade level instructional support camps in the fall and spring to address the individual needs of students in need of support. Achieve a 5% increase in students achieving passing grades in reading and writing as per district benchmarks.
Attendance and Participation- Our homeless population lacks access to essential resources. We currently serve 600 homeless students of which 284 are living in unsheltered conditions, which constitutes 47% of the population. Another targeted group is our at-risk population which is at 57%	Conduct an individual intervention plan for each student and identify areas of need. Provide support to close the gap between home and school. Contact parents individually of truant students and provide transportation and food services to ensure that they are attending school.
Retention and Grade Promotion-50% of our homeless population struggles academically.	Ensure that students successfully complete required courses with a target of 60% course completion as well as successfully advancing to the next grade level by the end of the academic year. Monitor academic progress and achievement by grading period and enroll students in grade recovery and summer school programs.

**5. SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By May, 2025, McAllen ISD will improve reading and writing proficiency among homeless and at-risk students in grades 3rd-8th and support their social emotional needs. The target is to increase the average reading comprehension level by 5% based on district benchmarks and state assessments. Through continuum of care services for this population, McAllen ISD will increase student engagement 3%.

**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**

Phase I:  
Recruit and hire program personnel to provide outreach efforts for identification and enrollment, grade checks, parent contacts, phone calls, monitoring of attendance; Collaborate with counselors for beginning of the year training and present upcoming grant-funded activities; Conduct beginning of the year training for district and camps staff; and collaborate with community partners for wraparound services. Staff will also measure academic progress through regular assessments, attendance, and grades. Monitor attendance and participation rates of students in instructional camps. Conduct regular student and teacher assessments to gather feedback from students about the effectiveness of the program, satisfaction levels, and areas of improvement.

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

Phase II: Distribute resources to campuses, provide on-going training to district and campus staff; coordinate transportation for students; launch program activities, such as instructional camps/college readiness supports and social emotional learning events.

Review the middle of the year benchmark, academic report card, attendance, and semester exam. Parent contact will also take place for tier 3 students. Tier 3 students are those with the highest academic needs. Staff will also meet with the students who have not attended instructional camps.

**Third-Quarter Benchmark**

Phase III: Continued coordination of transportation for students. Continue to launch program activities; continue with ongoing training, ongoing evaluation and data management on the following data points: Six Weeks Report Cards, attendance reports, discipline reports state mandated exams, promotion rates, district benchmark results. Continue to order program supplies and coordinate distribution to homeless students and 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.

McAllen ISD will establish a system for ongoing data collection throughout the program to guarantee program compliance. This will include surveys, assessments, interviews, and teacher observations to gather qualitative and quantitative data on various aspects of the program. The focus will be on student participation satisfaction, academic progress, attendance rates, and student interactions.

At the district level, the homeless liaison will work with district PEIMS staff to gauge the program's efficacy and identify areas of need. The Homeless Liaison will also work with all stakeholders and secure feedback. Stakeholders which include students, parents, teachers, and administrators provide valuable perspectives on program strengths, weaknesses, and areas for adjustments. Findings will help us determine necessary adaptations or modifications to the program. This can involve revising program components, adjusting intervention strategies, reallocating resources, or implementing new initiatives to address identified needs and capitalize on opportunities for improvement. The homeless liaison will drive efforts and, along with all stakeholders, will ensure that we adopt a culture of continuous improvement by regularly revisiting evaluation data, soliciting feedback, and making adjustments as needed.

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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**)

Our program will provide comprehensive support to homeless children and unaccompanied youth to improve their academic outcomes and overall well-being. We recognize the unique challenges they face and we are committed to ensuring equitable access to resources and services.

Activities will include the following:

Instructional grade-level Reading/Writing camps designed to enhance reading and writing skills in a fun and engaging environment. The camps will include activities such as story telling, interactive reading sessions, writing workshops, and games to promote comprehension and fluency. The camps are structured to boost confidence and enthusiasm for reading among young learners. The plan is to offer 3 camps in the fall and 3 camps in the spring.

College 1st Readiness Event-the program is designed to help students with college readiness skills in preparation for middle and high school. Topics will include writing, critical thinking and study habits, time management, and college awareness. The program will also include age appropriate financial literacy. The camp will provide valuable insight and tools to navigate academic and social challenges aiming at increasing student success and confidence.

Creative Being SEL Event will provide social emotional skills which include self-awareness, self-regulation, motivation, empathy and social skills. The program will help students express themselves creatively while developing important social emotional competencies.

Services will address identified needs based on academic data an the individualized intervention plans.

Outreach services provided by social workers, which will include parent contacts, home visits, academic reviews, attendance, grades and create an individualized intervention plan for students in need.

2.

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.

1. McAllen ISD works closely with local and state agencies to serve homeless students and unaccompanied youth. Staff will use the following resources and make them available to students and families in need. The following are some of the partnerships that we currently have in place:

1. **Salvation Army of McAllen** offers emergency shelter and feeding programs to homeless families who are enrolled in our district. A long time collaboration with Social Services Coordinator to immediately identify school aged children once registered in their shelter and coordinate immediate enrollment in our schools or school of choice.

2. **United Way of South Texas** is a nonprofit organization supporting freshman students with school supplies, clothing, transportation vouchers, and mentorship programs.

3. **Hidalgo County Community Service Agency** is a local county office promoting self sufficiency to low income and vulnerable households in our area by providing comprehensive services including emergency shelter, medical care, utility assistance, and meeting community needs.

4. **Food Bank of the Rio Grande Valley** improves lives through food assistance, nutrition education, and access to community services. Established a food pantry in our high school that directly provides immediate assistance to McKinney-Vento families to alleviate need.

5. **Mujeres Unidas** non-profit organization that provides a safe environment to victims of family violence and their children. Direct communication with Shelter Manager for immediate enrollment in school without any delays.

6. **Family Treatment Program** is a district initiative to assist families and students in acquiring campus based and community based mental health services through identification, prevention, and awareness.

7. **Region One Education Services Agency** offers support to improve student performance and inform on current legislative or commissioner initiatives for McKinney-Vento Program.

8. **Texas Education for Homeless Children and Youth (TEHCY) Program** offers State Coordinator training necessary to improve program implementation and success.

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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.

The homeless liaison collaborates with business office and state and federal programs to ensure coordination of services for eligible homeless students and unaccompanied youth is in place. We use Title I, Part A reservations to provide emergency clothing, school supplies, and transportation for tutoring. The homeless liaison secures lists from campus staff on needs and purchases and distributes those supplies. Title I, Part A reservation amounts is determined based on the needs of the homeless students and the historical expenditures. The homeless reservation for 2022-2023 was 17,000 and for 2023-2024 was 17,000. These efforts are reflected on the district improvement plan as well as the campus improvement plans.

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**)

Our district ensures that proposed grant activities, programs, and services are developed, reviewed, and revised in a manner that prioritizes equity, and sensitivity to the needs of homeless children and unaccompanied youth, while actively working to mitigate isolation and stigma within the school community. We apply an equity lens to the development and review of district policies and procedures to proactively identify potential disparities and unintended consequences. We consider such factors as socioeconomic status, race, ethnicity, language proficiency, and disability status. McAllen ISD cultivates an inclusive and supportive climate that values and respects the backgrounds and identities of all students. We integrate trauma-informed approaches into the design and implementation by creating a safe and welcoming environment that prioritizes empathy, sensitivity, and understanding to address the unique needs of homeless and unaccompanied youth who may have experienced trauma or adverse childhood experiences. Every year we review and evaluate our MKV practices by including the MKV Liaison, administration, counselors and social workers. We review the effectiveness of policies and procedures and their relevance and alignment with the needs of homeless students. Furthermore, we provide ongoing professional development and training opportunities for district staff to enhance their knowledge and skills in supporting homeless students and unaccompanied youth.

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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.

A: Entering and/or returning to their school from summer/holiday break:

Every year, our staff works diligently in identifying homeless and unaccompanied youth throughout the school year. Registration practices are in place where staff has been trained to complete registration questionnaires that include questions about homelessness. Pre-enrollment outreach takes place before the start of a school year or after a holiday break to conduct outreach efforts to identify and reach out to homeless families and unaccompanied youth who may have been displaced during the break period. The identification and enrollment used at McAllen ISD is a streamline enrollment process that allows for immediate enrollment of homeless students even without their traditional documentation. The MKV homeless liaison and social workers are the point of contact within each school to assist with enrollment and provide information about available services. Upon enrollment McAllen ISD ensures that homeless students have immediate access to student services including academic assessments, counseling support, meal programs, transportation assistance and extracurricular activities. We offer transition support to help students adjust to returning to school after a break period by providing orientation sessions and other supports.

B. Experiencing homelessness after the school year has started: Our counselors and social workers continuously monitor enrollment data and conduct ongoing outreach efforts to identify students after the school year. Those efforts include teacher professional development, collaboration with emergency shelters, and community organizations to identify and refer eligible students. We expedite the enrollment process and ensure that homeless students have immediate access to educational services and supports which include wrap-around services to address their immediate needs. These may include transportation, school supplies and access to food and clothing resources. We ensure that students remain in their school of origin.

C. Are not currently enrolled or attending school-Our team implements targeted outreach strategies such as the use of social media, our communications department and other marketing tools to share with the community the services that McAllen ISD has available for homeless families. We provide flexible enrollment options, credit recovery programs and alternative education opportunities to facilitate their return to the district.

D. Are eligible for early childhood and/or prek programs: Staff conducts early childhood screenings to identify homeless children who are eligible for early childhood programs. We work closely with HeadStart to identify families and prioritize the enrollment to ensure that they have access to quality early learning experiences to support their school readiness and long-term academic success.

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.

McAllen ISD provides the following professional development for Homeless Identification and Support Services Training:

New Teacher Orientation/August 16th/2 Hour Training  
 BOY Campus Staff Training/August and September/1 hour  
 MOY Campus Staff Training/February/1 hour  
 BOY Social Worker Training/August/2 Full Days  
 BOY Counselor Training/August/2 hours  
 BOY Nurses Training/August/1 hour  
 BOY Transportation Department/August/1 hour  
 BOY PEIMS Clerk and Administrator Training/September/1 hour

MKV Liaison Conducts Monthly Social Worker Meetings on MKV updates, strategies, community resource information, trauma informed practices, and collaboration and partnerships to meet the needs of homeless students and unaccompanied youth. Each training typically lasts for 3 hours, which allow for in depth discussions and interactive learning activities.

Training content provides the following:

MKV Homeless Assistance Act (Purpose, key provisions, and rights of homeless students and unaccompanied youth)  
 Identification and enrollment procedures for identifying and enrolling students.  
 Eligibility criteria, documentation requirements, confidentiality guidelines  
 Role of the homeless liaison  
 Support services and resources to explore transportation assistance, academic support programs, counseling services, and community referrals.

By implementing this annual professional development plan our district aims to ensure that all stakeholders are equipped with the knowledge, skills and resources to effectively support homeless children and unaccompanied youth ultimately promoting their academic success and wellbeing.

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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.

McAllen ISD addresses the unique academic needs and supports equitable outcomes for elementary homeless children and unaccompanied youth through the following comprehensive approach. The proposed grant activities will be implemented over a period of one academic year with ongoing evaluation and adjustments as needed. During the first month, we will conduct a comprehensive assessment to identify the specific academic needs and challenges faced by elementary homeless/unaccompanied children in the areas of reading and writing. During months 3-10, we will roll out proposed activities-instructional camps, programs, and services according to the established timeline and objectives. Value-added progress monitoring takes place throughout the school year. We evaluate the programs and make the necessary adjustments as needed to ensure equitable outcomes for all participants.

- A) In the area of attendance and engagement, we will provide the necessary support services to ensure that students have transportation and resources to attend school on a regular basis. Our staff will create welcoming and supportive school environment. Conduct outreach to families to raise awareness of the importance of regular school attendance and provide resources and support to overcome obstacles
- B) On-Time Promotion: Provide targeted academic monitoring to ensure homeless students are on track to grade level promotion to address academic gaps or challenges
- C) Coordination of Targeted Services-Collaborate with special education, English learner, and gifted and talented programs to ensure homeless children receive appropriate supports and accommodations by establishing regular communication channels.
- D) Support Services: Offer transition support services by providing orientation sessions and social emotional support to facilitate smooth transitions
- E) Assessment Interventions and Scores: Conduct ongoing academic assessments to monitor student progress.
- F) Discipline Interventions: Provide counseling and social emotional support to address issues contributing to behavioral challenges.
- G) Tutoring Service: Offer campus tutoring schedules to homeless students to support remediation.
- H) Supplemental Academic Programs: Offer supplemental academic programs, after school enrichment programs, summer learning opportunities, and extended day.
- I) Other Programs and Services: Development of holistic approach to include mental health counseling, health and wellness initiatives, and family support 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.

McAllen ISD addresses the unique academic needs and supports equitable outcomes for homeless children and unaccompanied youth by conducting a comprehensive needs assessment to identify the specific academic needs and challenges faced by homeless/unaccompanied youth in the areas of reading and writing. Our activities will take place in the fall and spring. We are proposing to hold instructional camps by grade level that target Reading and Writing. Along with instructional camps, our goal is to offer college readiness activities as well as social emotional support events. The grant will help us better monitor and evaluate program effectiveness, and make adjustments as needed to ensure equitable outcomes for participants.

**A)** Funding will allow us to access resources such as transportation assistance, school supplies, and uniforms to eliminate barriers. Engage families in the importance of regular attendance. Our student-centered approach is in place to target the unique needs and interests of students. We will also adopt additional truancy interventions which will include monitoring attendance patterns and behavior indicators to identify areas of concern. **B)** We will provide targeted academic monitoring to ensure homeless students are on track to grade level promotion and address academic gaps or challenges **C)** We will collaborate with special education, English learner, and gifted and talented programs to ensure homeless children receive appropriate supports and accommodations by establishing regular communication channels. **D)** We will provide clear guidance on eligibility criteria, application processes and available support. We will work closely with staff to ensure students are aware and can participate in advanced programs. **E)** We will ensure that academic records are readily accessible by collaborating with academic counselors to review and monitor data. **F)** We will offer programs for homeless students to make up missed coursework and earn credit or make up grades. **G)** We will conduct a comprehensive review of homeless students' academic records to assess the alignment of prior coursework with current academic standards and graduation requirements. **H)** Provide counseling and social emotional support to address issues contributing to behavioral challenges **I&J)** Collaborate closely with campus-based graduation specialist and counselor to ensure homeless student is provided necessary support services. **K)** College and Career readiness support by providing timely independent status letter and regularly meet with College Admissions & Career Counselor

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**10. Equitable Access and Participation**

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

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

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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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.	Extra-Duty Pay	3,402.00
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.	College 1st College Readiness Program Fall 2024 Event	6,600.00
7.	College 1st College Readiness Program Spring 2025 Event	6,600.00
8.	Creative Being (Social Emotional Learning) Fall & Spring Event 6th-8th Grade	7,000.00
9.	Creative Being (Social Emotional Learning) Fall & Spring Event 3rd-5th Grade	7,000.00
10.		

**Supplies and Materials**

11.	Backpacks	2,498.00
12.	Hygiene kits	1,500.00
13.	Supplies and materials	3,118.00
14.		

**Other Operating Costs**

15.	Student Travel	1,500.00
16.	Snacks	1,500.00
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: 1,807.00

**TOTAL GRANT AWARD REQUESTED:** 42,525.00

**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](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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
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**For TEA Use Only:**  
 Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.



**Statutory Requirement #1 - TEHCY Grant Activity Chart**

**Describe the grant activities, programs, and services that will be provided to address the unique identified needs of students experiencing homelessness. Indicate which quantifiable identified needs these grant funds will address. The information in this chart should align with your SMART Goal you have identified for this application and related to student outcomes consistent with the grant's purpose. Limit to 10 Activities.**

<b>Activity Description and Targeted Student Outcomes</b>	<b>Estimated # of Participants</b>	<b>Position Responsible for Completing Activity</b>	<b>Related Identified Need</b>	<b>Budget Allocation</b>
Instructional Camps Fall Outcome: Strengthen reading and writing skills.	25-30	Content Coordinators/Teachers for Reading and Writing and Social Workers	Academic Needs Social-Emotional Needs	500
Creative Being Leadership Conference 3 <sup>rd</sup> -5 <sup>th</sup> (targeting SEL)	25-30	Connie Caballero, Social Services Manager and Social Workers	Social Emotional Learning Program	3,500
Creative Being Leadership Conference 6 <sup>th</sup> -8 <sup>th</sup> (targeting SEL)	25-30	Connie Caballero, Social Services Manager and Social Workers	Social Emotional Learning Program	3,500
College 1 <sup>st</sup> Leadership Program for 6 <sup>th</sup> -8 <sup>th</sup>	50	Social Services Manager and Social Workers	College Readiness Initiative	6,600
Instructional Camps Spring Outcome: Strengthen reading and writing skills.	25-30	Content Coordinators/Teachers for Reading and Writing and Social Workers	Academic Needs Social-Emotional Needs	500
College 1 <sup>st</sup> Leadership Program for 6 <sup>th</sup> -8 <sup>th</sup>	50	Social Services Manager and Social Workers	College Readiness Initiative	6,600
Creative Being Leadership Conference 3 <sup>rd</sup> -5 <sup>th</sup> (targeting SEL)	25-30	Social Services Manager and Social Workers	Social Emotional Learning Program	3,500
Creative Being Leadership Conference 6 <sup>th</sup> -8 <sup>th</sup> (targeting SEL)	25-30	Social Services Manager and Social Workers	Social Emotional Learning Program	3,500
Outreach Services	25-30	Social Workers	Academic Needs	2,400



**Statutory Requirement 3a - Title I, Part A and McKinney-Vento Program Coordination:**

Complete the following table regarding the use of Title I, Part A Homeless Reservation funds. For applicants applying as a SSA, complete a separate table and set of questions for each LEA.

	<b>Homeless Reservation Amount</b>	<b>Use/Activities/Staffing</b>
<b>Actual Title I, Part A Homeless Reservation for FY23 (2022-2023)</b>	17,000	Funds are used for clothing, school supplies, transportation and tutorial programs. Funds are also used for extra duty pay for outreach support after school hours.
<b>Actual Title I, Part A Homeless Reservation for FY24 (2023-2024)</b>	17,000	Funds are used for clothing, school supplies, transportation and tutorial programs. Funds are also used for extra duty pay for outreach support after school hours.



<b>Statutory Requirement #4:</b> Indicate if current LEA McKinney-Vento policies and procedures are current and their applicable revision date. If you indicated yes for “ <b>Dispute Resolution</b> ” “ <b>Transition Assistance</b> ” “ <b>Truancy and Discipline</b> ”: provide the additional information requested below.	
McKinney-Vento Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
<b>McKinney-Vento Liaison Designation and Duties:</b> The LEA, in collaboration with the McKinney-Vento Liaison, has established policies and procedures to inform LEA and campus staff annually LEA McKinney-Vento Liaison duties and contact information <a href="#">42 US Code §11432(q)(6)(A)</a> .	Yes
<b>Public Notice of Educational Rights:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to ensure the public notice of the educational rights of homeless children and unaccompanied youth <a href="#">42 US Code §11432(q)(6)(A)(vi)</a> .	Yes
<b>Immediate Enrollment:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to review and revise any LEA or campus enrollment policies or practices that may act as a barrier to the enrollment of homeless children and unaccompanied youth. <a href="#">42 US Code §11432(q)(3)(C)</a> .	Yes
<b>Identification:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to ensure that homeless children and unaccompanied youth are identified by LEA and campus personnel. <a href="#">42 US Code §11432(q)(7)(A)</a> .	Yes
<b>School Selection:</b> The LEA, with the McKinney-Vento Liaison, has established policies and procedures to ensure homeless children and unaccompanied can attend their zoned school in their attendance area or remain in their school. State law also permits homeless children and unaccompanied youth to attend any LEA in Texas <a href="#">TEC § 25.001(b)(5)</a> .	Yes
<b>Dispute Resolution Process:</b> The LEA in collaboration with the McKinney-Vento Liaison has developed and implemented local policies and procedures to address McKinney-Vento disputes over eligibility, school selection, or enrollment in school and ensures that they are mediated and resolved in a timely manner. <a href="#">42 US Code §11432(q)(3)(E)</a> .	Yes
<b>Do you have a local Dispute Resolution Policy? If you indicated yes, provide an attachment of the local board policy and any attachments that support this process.</b>	
<b>School of Origin Transportation:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to ensure School of Origin transportation services are provided in a timely manner when requested by the parent, guardian, or unaccompanied youth <a href="#">42 US Code §11432(q)(6)(A)(viii)</a> .	Yes
<b>Free meals:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to implement enrollment in school nutrition programs for homeless children and unaccompanied youth <a href="#">42 US Code §11432(3)(C)(cc)</a> .	Yes
<b>Comparable Services:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to support equitable access and continuity of comparable services to: Head Start and LEA preschool programs, Special Education, English Learners, Career and Technical Education, and Gifted and Talented programs for homeless children and unaccompanied youth <a href="#">42 US Code §11432(q)(4)</a> .	Yes



<p><b>Statutory Requirement #4:</b> Indicate if current LEA McKinney-Vento policies and procedures are current and their applicable revision date. If you indicated yes for “Dispute Resolution” “Transition Assistance” “Truancy and Discipline”: provide the additional information requested below.</p>	
<p><b>Pre-School:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to support equitable access for homeless children and unaccompanied youth to enroll in LEA-based prekindergarten programs in accordance with <a href="#">TEC §29.153</a>.</p>	Yes
<p><b>Coordination of Resources:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to provide community resources to homeless students and families for health care, dental services, mental health, substance abuse, housing services, and other appropriate services <a href="#">42 US Code §11432(g)(6)(A)(iv)</a>.</p>	Yes
<p><b>Postsecondary Transition:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to assist homeless children and unaccompanied youth with post-secondary planning. Including but not limited to, development of a four-year plan that includes post-secondary college and career options, information on dual credit courses, assistance with career interest inventories, verification of independent status for homeless unaccompanied youth, etc., <a href="#">42 US Code §11432(g)(6)(A)(x)(3)</a>.</p>	Yes
<p><b>Training:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to provide McKinney-Vento professional development to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth <a href="#">42 US Code §11432(d)(5)</a>.</p>	Yes
<p><b>Transition Assistance:</b> The LEA has policies and practices in place to align with requirements of <a href="#">Texas Administrative Code 89 Subchapter FF. Commissioner's Rules Concerning Transition Assistance for Highly Mobile Students Who Are Homeless or Substitute Care</a>, specifically relating to students experiencing homelessness.</p> <p><b>Do you have a local Transition Assistance Policy? If you indicated yes, provide an attachment of the local board policy and any attachments that support this process.</b></p>	Yes
<p><b>Truancy and Discipline:</b> The LEA has policies and practices in place in alignment with <a href="#">TEC § 37.001(4)(F); 37.005(d)</a> to consult with the McKinney-Vento Liaison in regard to attendance/truancy matters and for disciplinary measures for students experiencing homelessness.</p> <p>The LEA has policies in place to support implementation of <a href="#">Commissioner Rules Concerning Truancy §129.1045. Best Practices</a> for addressing the needs of students experiencing homelessness.</p> <p><b>Do you have a local Truancy and Discipline Policy? If you indicated yes, provide an attachment of the local board policy and any attachments that support this process.</b></p>	Yes

- Liaison for Homeless Students** The Superintendent shall designate an appropriate staff person as the District liaison for students who are homeless. [See FFC]
- The liaison shall receive and provide to appropriate staff members professional development regarding services required by law to identify and meet the needs of students who are homeless. In addition, the liaison shall regularly review with campus admissions personnel the laws and administrative procedures applicable to students who are homeless.
- Admissions** The District shall not stigmatize or segregate a student who is homeless.
- The principal and campus admissions staff shall notify the liaison for homeless students within one school day of admission of a student who is homeless.
- Enrollment in School of Origin** In determining the best interest of the student for the purpose of continuing the student's education in the school of origin, as defined by law, the District shall presume that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. The District shall also consider the best interests of the student with regard to the impact of moving schools on the student's achievement, education, health, and safety, including such relevant factors as:
1. Continuity of instruction;
  2. Age and grade placement of the student;
  3. Distance of the commute and its impact on the student's education or special needs;
  4. Personal safety of the student;
  5. The student's eligibility and need for any specialized services and supports, such as Section 504, special education and related services, or bilingual or English as a second language services;
  6. Length of anticipated stay in a temporary shelter or other temporary location, if applicable;
  7. Likely area of the family's or youth's future housing;
  8. Time remaining in the school year; and
  9. School placement of siblings.



Services, including transportation, that the District is required to provide shall not be considered in determining the student's school of attendance.

**Continuation of  
Transportation**

The District shall provide transportation to a student who is homeless to and from the school of origin, as provided by law. If such a student ceases to be homeless and if requested by the parent, guardian, or unaccompanied youth, the District shall continue to provide transportation to and from the school of origin through the end of the school year. [See CNA]

**Dispute Resolution  
Process**

If the District determines that it is not in the student's best interest to attend the school of origin or the requested school, the District shall provide a written explanation, in a manner and form that is understandable to the parent, guardian, or unaccompanied youth, of the reasons for the decision, including the right to appeal.

If the student, parent, or guardian has a complaint about eligibility, school selection, or enrollment decisions made by the District, that person shall use the complaint resolution procedures set out in FNG(LOCAL), beginning at Level Two. The District shall expedite local timelines in the District's complaint process, when possible, for prompt dispute resolution.

Pending final resolution of the dispute, the District shall immediately enroll the homeless student in the school in which enrollment is sought and permit the student to attend classes, receive the requested services, and participate fully in school activities.

When the principal becomes aware of a complaint, he or she shall notify the liaison for homeless students within one school day. At all times during the dispute resolution process, the liaison for homeless students or designee shall accompany and assist the student, parent, or guardian.

[See FNG(LOCAL) for all other complaints.]