



2021-2022 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, June 8, 2021

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation:

McKinney Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A of the ESSA (42 U.S.C. 11431 et seq.)

Grant period: From 09/01/2021 to 08/31/2022

Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): N/A

1. Applicant Information

Name of organization

CDN Vendor ID ESC DUNS

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

3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent. See Program Guidelines for SSA limitations for this grant.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. Complete the attached **TEHCY ESC SSA Member Chart**, see the Program Guidelines for further guidance on completing the attachment.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
1) Over 3.56% of Arlington ISD's students meet the McKinney-Vento definition of homelessness/ unaccompanied youth, more than double the state avg at 1.7% (TEA, 2020). AISD needs to ensure students are identified, enrolled, and receive Case Management.	AISD Student Outreach Service (SOS) will provide three dedicated Social Work Professionals to coordinate services/ provide training with campuses and service providers to support homeless children and unaccompanied youth, provide interventions as necessary, and provide ongoing Case Management and progress monitoring to ensure students meet academic and overall outcomes.
2) AISD serves 63,909 students, grades K-12, and employs over 8,000 staff. Each staff member must be trained and informed annually of unique challenges facing homeless/unaccompanied youth.	AISD Student Outreach Services Dept. will provide professional development (PD) for campuses, mental health professionals, & service providers. We will ensure success of homeless students across the district through assessing/implementing best practice interventions to support academic success/decrease dropouts.
3) AISD collaborates annually with more than 30 community partners to provide wraparound services for homeless students/unaccompanied youth. Each year, SOS must ensure systems are aligned to provide timely interventions for students/families.	AISD Student Outreach Services Dept. will strengthen existing and new collaborations to establish, review, and revise student/family referrals to wrap-around service providers to increase social-emotional supports.

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.

During the 2021-2022 school year, Arlington Independent School District (AISD) will provide equitable access; promote school stability; and facilitate enrollment, identification, attendance, academic and overall outcomes for homeless children and unaccompanied youth so they may meet the same challenging state academic standards established for all students. AISD will meet SMART Objectives as indicated each quarter.

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

- 1) 100% of homeless children/unaccompanied youth (HC/UA) who indicate potential homelessness will be immediately assessed for McKinney-Vento eligibility, receive Case Management support (low/moderate/high need) based on individual needs assessment including: attendance, grades, & social/emotional wellness each 6 weeks.
- 2) Identified HC/UY who fall below 90% attendance and/or are at risk of failing will receive additional Case Management support including parent notification & assessment of barriers to attendance/academic progress.
- 3) SOS staff will provide professional development to 100% of AISD staff to encourage best practice interventions to support academic success of HC/UA to decrease dropouts.
- 4) SOS staff will refer 100% of HC/UA to relevant community partners based on the individual needs assessment

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

1)100% of homeless children/unaccompanied youth (HC/UA) who indicate potential homelessness will be immediately assessed for McKinney-Vento eligibility, receive Case Management support (low/moderate/high need) based on individual needs assessment including: attendance, grades, & social/emotional wellness each 6 weeks. 2) Identified HC/UY who fall below 90% attendance and/or are at risk of failing will receive additional Case Management support including parent notification & assessment of barriers to attendance/academic progress each 6 weeks. 3)100% of HC/UY juniors & seniors will receive post-secondary support to apply for FAFSA and complete 4/2-year college applications. 4)SOS staff will provide professional development to 100% of AISD staff to encourage best practice interventions to support academic success of HC/UA. 5)SOS staff will refer 100% of HC/UA to relevant community partners based on the individual needs assessment.

Third-Quarter Benchmark

1)100% of homeless children/unaccompanied youth (HC/UA) who indicate potential homelessness will be immediately assessed for McKinney-Vento eligibility, receive Case Management support (low/moderate/high need) based on individual needs assessment including: attendance, grades, & social/emotional wellness each 6 weeks. 2) Identified HC/UY who fall below 90% attendance and/or are at risk of failing will receive additional Case Management support including parent notification & assessment of barriers to attendance/academic progress each 6 weeks. 3)100% of HC/UY juniors & seniors will receive post-secondary support to apply for FAFSA and complete 4/2-year college applications. 4)SOS staff will provide professional development to 100% of AISD staff to encourage best practice interventions to support academic success of HC/UA. 5)SOS staff will refer 100% of HC/UA to relevant community partners based on the individual needs assessment.

7. Project Evaluation and Modification

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

Continuous improvement based on data is an expectation of all program areas in Arlington ISD, and we will use project evaluation data to determine when and how to modify the program. AISD Student Outreach Services (SOS) uses a database designed specifically for gathering data pertaining to Homeless/Unaccompanied Youth case management. Data is collected and maintained during the year and includes: Identification, Enrollment, School of Origin info, Transportation & Food/Nutrition status, Case Management updates, Resources offered to families, and Staff notes.

In the event the benchmarks/summative SMART goal do not show progress, the district will use evaluation data to modify the program for sustainability. The Case Management intervention level may need to be adjusted based on needs assessments at each benchmark, or upon student/campus request. If data trends show unfavorable results, administration will request technical assistance from district/regional/state level to identify best practices for programs similar in size and scope. Historically, AISD Student Outreach Services is able to pivot quickly in order to meet students and families "where they are," addressing the changing needs of the AISD community.

For the AISD SOS Department, Performance Measures include (but are not limited to):

*Number of identified students; *Attendance rates; *6 week grades; *Promotion rates; *State assessment scores; *Graduation rates; *Number of FAFSA applications completed; *Number of 4- and 2-year college applications submitted; *Number of student/family referrals to agencies for wrap-around services; *Number of staff members conducting training sessions; *Number of AISD staff receiving training information and sessions; and *Number of training sessions conducted in the district and outside agencies.

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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 2021-2022 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 2021-2022 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.

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8. Statutory/Program Assurances (Cont.)

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.

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.

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.

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)**

As the thirteenth largest district in the state, and almost 2300 qualifying students-- Arlington ISD has COMPREHENSIVE SYSTEMS in place designed to address identified needs and promote equitable access to program services needed to improve academic outcomes for homeless children/unaccompanied youth in the district. Student Outreach Services provides assistance to students/families who qualify for McKinney-Vento services. The AISD Student Outreach Services (SOS) Coordinator/Homeless Liaison maximizes resources that enhance the social/emotional wellbeing and academic success of students. These departments are further supported by the overall district Social/Emotional Learning Department which provides guidance/support for SEL initiatives. In addition to comprehensive district systems, AISD has been the recipient of funding for homeless students for 30+ years, and has a proven record of managing the program with fidelity to support target goals and outcomes, document progress and milestones, and observable results of the proposed grant activities, programs, and services. The AISD Student Outreach Services has helped students for over 20 years. AISD SERVICES & ACTIVITIES funded from this grant will supplement existing services/activities and not be used for any services/activities required by state law, State Board of Education, or local policy. SOS ensures homeless children/youth are provided immediate enrollment, nutrition services and transportation to their school of origin upon identification. AISD provides required services in addition to ongoing case management, family engagement, data collection and evaluation--to provide homeless children/youth the best possible opportunity to complete high school and move into adulthood with college/career readiness skills. Additional activities to support academic/SEL wellness students/families: basic needs/wrap-around services, school clothing, field trips as needed, leadership development, parent engagement.

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) AISD coordinates/collaborates with other local/state agencies -- including nonprofits, churches, and local organizations that serve homeless children/unaccompanied youth (HC/UY), and has strong systems in place to facilitate referrals. Long-time partners include: Mission Arlington/Mission Metroplex - transportation services; Arlington Charities & Tarrant County Food Bank - food; Arlington Housing Authority & Homeless Shelters in Arlington - housing support; Arlington Urban Ministries & community churches - utility assistance. To support implementation of proposed grant activities, programs, and services; the SOS Dept. coordinates efforts with other district departments: Parent & Community Engagement (PACE), Curriculum/Instruction, Guidance/Counseling, PBIS, PEIMS, Special Education, World Languages; as well as district & campus leaders. To stay informed of local initiatives involving homelessness, the SOS Coordinator serves on multiple committees including: the United Way of Arlington Advisory Committee, and the Continuum of Care Board for Tarrant County.

B) The proposed use of funds will facilitate the enrollment, identification, and educational outcomes of HC/UY in AISD. Three grant-funded Social Work professionals will accomplish this objective. They serve as McKinney-Vento experts & provide support for SOS staff members assigned to coordinate services and provide Case Management for all highly mobile & at-risk children/youth at each campus.

C) Parents/guardians of HC/UY will be involved in meaningful ways in the education of their child. The SOS/PACE Dept & campuses facilitate research-based/best-practice opportunities for parents to participate in many ways including training/workshops & FAFSA orientations. The National Center for Homeless Education (NCHE) research reflects the evidence that parent/family involvement impacts learning outcomes at all ages & grade levels (<https://nche.ed.gov/parent-involvement/>).

D) HC/UH will be integrated into the regular education program, they are enrolled and integrated into their School of Origin immediately & provided meals/transportation according to their unique circumstance. Campus registrars receive ongoing training to ensure they understand and implement identification/enrollment expectations, and resolve issues.

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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 2019 -2020 and the planned reservation for 2020 -2021 (**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 Student Outreach Services-Homeless Liaison & State/Federal Programs Director have a strong/ supportive working relationship and collaborate frequently during the school year to review/develop AISD's plan to coordinate services which support eligible homeless children & unaccompanied youth using Title I, Part A Homeless Reservations. When allocated funding amounts are announced from funding sources (TEHCY, and Title I, Part A Homeless Reservations), the Homeless Liaison and State/Federal Programs Director review the current and previous year's amounts. SOS & Fed Programs have many year's experience managing funds to benefit our most at-risk student populations, are well-informed of McKinney-Vento requirements, and advocate for homeless children/unaccompanied youth.

B) The Homeless Liaison and Director conduct an annual assessment of needs to determine how to best allocate funds from different fund sources in order to supplement/not supplant federal funds. Once needs & gaps are identified through District/Campus Improvement Plans, expected costs are compared to prior years' actual expenses; the team determines how best to meet those needs and which activities will continue or expand. Budgets are created using the anticipated expenses. Areas for review/adjustment include: professional development, staffing, alignment with general education standards, transportation, tutoring, summer leadership events, and clothing/supplies. The AISD Homeless Reservation amounts/purpose for Title I, Part A are:
 2019-2020: \$136,458.
 2020-2021: \$190,568.

The purpose of funding for both years are similar: Transportation to/from School of Origin, summer programming, tutoring/homework help at shelters, clothing/school supplies, help for extracurricular,college prep fees, & personnel.

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 McKinney Vento Act was reauthorized Dec 2015 by the Every Student Succeeds Act (ESSA). Texas public schools must follow federal rules concerning the identification & education of homeless students. Texas Education Code (TEC) §§ 25.001, 25.002, and 29.153 address educational rights, & the district upholds federal/state guidelines & policies regarding the education of children experiencing homelessness -- ensuring that HC/UY receive services comparable to that of their peers. In addition, AISD has ESTABLISHED PROCESSES to develop, review, and revise district policies and procedures to ensure that proposed grant activities, programs, & services will not isolate or stigmatize homeless children & unaccompanied youth.

AISD's goal:100% of students will graduate exceptionally prepared for college, career & citizenship (AISD, 2021). Through numerous programs/services, staff ensure students receive relevant, innovative and rigorous learning experiences--including students who are experiencing homelessness. The AISD SOS Coordinator/Homeless Liaison collaborates with district leaders to develop, review, and revise AISD policies/procedures to ensure they are aligned with TEA & McKinney-Vento Act requirements. SOS develops district policies/procedures by: 1) Understanding current evidence-based practices to identify students, remove barriers to enrollment, & protect student confidentiality, 2) Reviewing pertinent board policy annually (minimal), and 3) Revising as needed through Board Policy. AISD policies/ procedures indicated are current & reviewed annually by the Homeless Liaison. In the event revisions are warranted, recommendations are made to the AISD Board of Trustees through an agenda item on a scheduled meeting through Consent Agenda following district procedures.

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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.

AISSD provides three Levels of Service & Support as outlined in the TEHCY Program Implementation requirements.

LEVEL 1: Identification, Enrollment, Service Assessment. Robust systems are in place for Level 1. Families/students must register each school year through online registration--from any computer or campus. The Student Residency Questionnaire (SRQ) is included in registration and is a chance for families to self-identify regarding living conditions. School staff, social workers, & community organizations may also refer students for identification. Students who meet McKinney-Vento homelessness criteria are immediately enrolled in school, and eligible to receive services (free meals, transportation, other services as determined through assessment).

LEVEL 2: PEIMS coding, Implementation of Services, Program Monitoring. AISSD registrars/Social Workers maintain identification, enrollment, & assessment of services data. They ensure each identified student is coded correctly in PEIMS and the SOS database. Parents/students receive information regarding their rights & how to contact SOS staff (through the school, website, email, phone), who are assigned to specific campuses for continuity with families. The SOS social workers make phone calls/home visits to establish a rapport and assess need for services.

LEVEL 3: Progress Monitoring, Attendance, Grades/Credits, McKinney-Vento/General/Special Ed. Students are supported by ongoing Case Management to ensure there are no barriers to accessing the same free/appropriate public education, academic/extracurricular activities, as other children at all ages/grades. AISSD's Dropout Prevention helps students in non-traditional/traditional learning environments. Early childhood/PreK is a priority for AISSD with staff assigned outreach at motels/shelters/homes. Level 1, 2, & 3 services are ongoing; AISSD provides services & support for HC/UY who: a) entering/returning to school from summer/holidays; b) after school year has started; c) not currently enrolled; & d) early childhood/PreK-eligible. Services may be accessed through campus websites.

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 annual AISSD/McKinney-Vento Professional Development (PD) Plan is embedded in the operational/organizational structure of the SOS office. AISSD is committed to increasing awareness of McKinney-Vento, supporting enrollment/identification, & increasing staff capacity to respond to the unique educational needs of HC/UY. Each school year staff is trained as follows, with updated information from the TEHCY and TEA regarding HC/UY.

JUL/AUG: SOS Dept staff -- McKinney Vento Act, Rights/Responsibilities, Eligibility Indicators, Best Practice Strategies to meet the needs of children/families living in homelessness. Training is 8 hours. Evaluation includes pre-/post-surveys to check for understanding.

JUL/AUG: Attendance Clerks, School Counselors, PEIMS -- SOS staff conducts in-person training regarding eligibility & immediate enrollment expectations.

JUL/AUG: Campus administrators -- information provided via written correspondence regarding eligibility, immediate enrollment expectations, nutrition assistance, and required school of origin transportation expectations.

JUL/AUG/SEP/OCT: AISSD campus & district employees -- AISSD provides mandatory online training for safety protocols, best practices regarding the identification of HC/UY and McKinney-Vento. All staff must master material to receive certificate. Deadline for viewing courses/taking mastery tests for 2021-22 school year is Oct 1, 2021.

DURING YEAR: SOS Dept staff collaborates with administrators to determine if additional training is required.

DURING YEAR: Community/Faith-Based Organizations, external stakeholders -- SOS Dept staff creates/presents PD for needs regarding HC/UY. Organizations familiar with HUD definition of homelessness are often surprised to find that McKinney-Vento Act has different criteria. Cross-training builds collaboration/shared understanding we may better assist families. At all training/PD/presentations--participants complete pre- and post-surveys to evaluate the event and check for understanding.

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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.

AISD proposed grant activities, programs & services are designed to address unique academic needs & support equitable outcomes for ELEMENTARY HC/UY. There is a robust system in place (at multiple campus/district levels) to implement ACADEMIC PROGRESS MONITORING/INTERVENTIONS/SERVICES: A) Attendance/engagement, B) On-time promotion, C) Coordination of targeted services for identified students who receive special program services (e.g., SPED, ELL, & GT), D) Bridging programs, E) Assessment Interventions, F) Discipline Interventions, G) Tutoring, H) Supplemental academic programs, and I) Other services.

Upon identification, elementary students are assessed for support needs through the SOS staff. Students/families receive ongoing Case Management with the appropriate level of support to meet their academic needs and support equitable outcomes, similar to non-homeless peers. Regular milestones are established in collaboration with family/guardians to monitor academic/SEL progress and change as needed. Families receive information, resources, & tools so they are able to monitor their child's academic progress and increase their housing stability.

6 WEEKS/SEMESTER/EOY REVIEW: attendance, assessments/academics, behavior/discipline. SOS Staff works with stakeholders to run reports, establish baselines & goals for progress; collaborate on needs/support for Identified students receiving special program services (SPED, ELL, GT); provide tutoring/other services as needed. Through a regular touch-point, SOS staff is able to determine those who need additional support: individual or group counseling, family assistance/resources/tools, Social/Emotional assistance, disciplinary help, tutoring, other special programming, additional campus interventions, or supplemental academic supports.

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.

AISD proposed grant activities, programs & services are designed to address unique academic needs & support equitable outcomes for SECONDARY HC/UY. There is a robust system in place (at multiple campus/district levels) to implement ACADEMIC PROGRESS MONITORING/INTERVENTIONS/SERVICES. In addition to all the support offered at the elementary level, secondary HC/UY require further academic support: A) Truancy interventions, D) AP/Dual credit coursework, E) Transcript review for full/partial credit, F) Credit recovery, I) 4-year cohort graduation, J) Graduation of all homeless students, K) College/Career readiness, and L) Post-secondary transition plan.

Starting 2021-22, TEHCY funding includes a SUCCESS COACH. This person's role is to work with secondary students, serve as a bridge between HS & college/career, and increase graduation rates with the student's 4-year cohort. Case management strategies include collaboration with parents/guardians/homeless children & unaccompanied youth, development of post-secondary transition plans to help students recover credits & enroll in AP courses.

6 WEEKS/SEMESTER/EOY REVIEW: attendance, assessments/academics, behavior/discipline, credits. SOS Staff works with stakeholders to run reports, establish baselines & goals for progress, & touch-points for interventions, training & resources to meet the multi-faceted needs of HC/UY. The Success Coach will provide support/interventions to improve in-school behavior, improve social/emotional health and well-being, decrease dropout rates & truancy issues related to work/sibling care -with the goal of supporting equitable outcomes for homeless students.

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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	Students	Barrier	Lack of transportation to program activities
Group	Students/Parents	Barrier	Lack of support from parents
Group	Students	Barrier	High mobility rates
Group		Barrier	

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

12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	3 FTE: Social workers' base pay - to meet project objectives: identify/provide services	\$190,570
2.	Professional staff: Extra duty pay to work during summer/school -identification & enrollment	\$722
3.	Paraprofessional staff: Extra duty pay during summer/school - identification & enrollment	\$180
4.	Total Fringe Benefits (Medicare, Health, Retirement, TRS-Care/Supp contribution)	\$30,062
5.		

Professional and Contracted Services

6.	Contract services to provide mentoring to homeless/unaccompanied youth	\$17,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Supplemental instruction - textbook & reading materials	\$1,500
12.	Supplies -attendance/participation (school supplies, school uniforms, emergency clothing)	\$1,896
13.	Office supplies to support McKinney-Vento students & professional development	\$1,400
14.	Gasoline expenses for AISD transportation	\$1,000

Other Operating Costs

15.	Professional development to support project/conference expense (3 staff x \$1200)	\$3,600
16.	Professional development to support project/symposium (3 staff x \$700)	\$2,100
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 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"/>	

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