



# 2021-2022 Texas Education for Homeless Children and Youth

## Competitive Grant Application: Due 11:59 p.m. CT, May 18, 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](mailto:competitivegrants@tea.texas.gov)

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

Authorizing legislation:

Grant period: From 09/01/2021 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 Alice Independent School District

Campus name N/A CDN 125901 Vendor ID 74-6000007 ESC 2 DUNS 095111209

Address #2 Coyote Trail City Alice ZIP 78332 Phone 361 664-0981

Primary Contact Dr. Alma Garcia Email dralma.garcia@aliceisd.net Phone 361 664-0981

Secondary Contact Ms. Anna Holmgreen Email anna.holmgreen@aliceisd.net Phone 361 664-0981

### 2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Dr. Carl Scarbrough Title Superintenden Email drcarl.scarbrough@aliceisd.net

Phone 361 664-0981 Signature  Date 5/12/2021

Grant Writer Name Alonzo Alaniz Signature  Date 5/12/2021

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.

### 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
3.9% of Alice ISD's students are classified as Homeless. This is nearly triple the states average of 1.4%. (Source: 2019-2020 TAPR) These students struggle to keep up academically with their non-homeless peers.	Develop, implement, & expand on early warning support systems that identify intervention needed, measure progress, and ensure that appropriate academic and overall support is in place for homeless children. Further, the district will provide professional development to teachers so they can better understand the homeless students' needs and identify/remove barriers.
Alice ISD has an attendance rate for its homeless and unaccompanied youth of 92.47%. The district hopes to at minimum meet or exceed the state's attendance rate of 95.4%.	The district will have on staff a designated homeless liaison that: Arranges transportation, enrolls students, and provides necessary school supplies for these students. This will ensure homeless students are academically prepared and that no barriers exist preventing them from attending.
Alice ISD has 99.3% of its students eligible for Title I funds, which is extremely high in comparison to 65.1% for the state. Further, 82.7% classify as economically disadvantaged, which is much more than the state's of 60.3%. TAPR	Due to economic hardships, homeless students struggle with lack of resources available at home. Therefore, Alice ISD will offer both before and after school homework and tutoring assistance in a rigorous and academic setting. This will ensure students have resources available to meet challenging state academic standards established for all students.

### 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.

Alice ISD wants only the best for its homeless students. Therefore, the district has developed the following SMART goal: To increase all state assessment scores from homeless students by 10%, as well as, increase their attendance by 3%. The district will do this by establishing innovative activities that promote equitable access and overall academic success in state assessments, as well as, by identifying and removing barriers for homeless children. This program is needed as our current Homeless student academic and attendance rates are sub-par. This goal is achievable by the year 2022, especially with an experienced LEA and campus staff.

### 6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

#### First-Quarter Benchmark

Alice ISD created the following 1st quarter benchmarks with grant goals/objectives in mind:

- Have the designated homeless liaison schedule all grant required trainings;
- Have the district teachers partake in program-related professional development;
- Begin identifying homeless students that are to be targeted for the program; and
- Convene with community partners and social service providers to identify resources for the targeted homeless students and unaccompanied youth.

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

Alice ISD has developed the following 2nd quarter benchmarks:

- Have attendance of homeless students and unaccompanied youth increase by a minimum of 2%;
- Have at least 12 homeless students and unaccompanied youth attend before and/or after school tutoring;
- Have 35 homeless students and their parents get in contact with community partners and social service providers; and
- Have a minimum of a 5% increase on report card grades from homeless students and unaccompanied youth.

**Third-Quarter Benchmark**

Alice ISD has developed the following 3rd quarter benchmarks:

- Have attendance of homeless students and unaccompanied youth increase by a minimum of 3%;
- Have at least 18 homeless students and unaccompanied youth attend before and/or after school tutoring;
- Have 54 of homeless students and their parents get in contact with community partners and social service providers; and
- Have homeless students and unaccompanied youth demonstrate on average an improvement of 10% on state benchmarks.

**7. Project Evaluation and Modification**

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

**DESCRIBE HOW YOU WILL USE PROJECT EVALUATION DATA TO DETERMINE WHEN AND HOW TO MODIFY YOUR PROGRAM:** In order to effectively determine when and how to modify the TEHCY program, the district will meet monthly throughout the duration of the grant to ensure it is on track to meet the previously mentioned benchmarks for the grant program. During these meetings, members will analyze project evaluation data that includes the following: enrollment numbers, attendance rate, tutoring sessions offered, referrals provided, student report cards, teacher testimonials, student surveys, and state benchmark scores.

By reviewing this project data, the district will be able to develop early warning support systems that identify intervention needed, measure progress, and ensure that appropriate academic and overall support is in place so that homeless children and unaccompanied youth achieve grade level standards, achieve on state mandated assessments, promote on grade-level, graduate on time with their peers, and persist to a post-secondary education.

**IF YOUR BENCHMARKS OR SUMMATIVE SMART GOALS DO NOT SHOW PROGRESS, DESCRIBE HOW YOU WILL USE EVALUATION DATA TO MODIFY YOUR PROGRAM FOR SUSTAINABILITY:** If it is determined that the district is not making progress towards the benchmarks and SMART goal, the district will make modifications for program success/sustainability. If other, more effective, strategies must be implemented and cause a change in the grant, the district will send out letters to the community, administrators, and board members. If needed, an amendment will be submitted to TEA to receive authorization to modify the program.

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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.

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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)

GRANT ACTIVITIES, PROGRAMS, AND SERVICES TO ADDRESS NEEDS, PROMOTE EQUITABLE ACCESS AND IMPROVE ACADEMICS: Once the district identified the needs of its students, it began establishing which grant activities/programs/services would address these needs. Based on the needs identified, Alice ISD plans on implementing the following activities: 1) Providing all homeless students with before/after school tutoring. (NEED: To pass state assessments set for all students) 2) Providing all homeless students with school supplies. (NEED: To have the supplies needed for academic success) 3) Providing professional development (PD) to educators/homeless liaison. (NEED: To heighten educator's understanding of the district's homeless students' needs and increase ability of the homeless liaison). 4) Providing homeless students with transportation and referral services to community partners/social service providers. (NEED: To ensure homeless students/parents receive essential support services) and 5) Providing training to parents about the resources available to them. (NEED: To ensure parents and guardians are aware of support services) RESOURCES, STRATEGIES TO SUPPORT TARGET GOALS/OUTCOMES, DOCUMENT PROGRESS/MILESTONES, AND OBSERVABLE RESULTS OF THE PROPOSED GRANT ACTIVITIES, PROGRAMS, AND SERVICES: The district's teachers and administration will monitor the status of the homeless students and document as to whether the proposed grant activities are meeting the desired outcomes. To ensure outcomes are met, Alice ISD's current policies/specific courses of action (COA) that will be utilized for homeless students. These COA's cover areas such as: enrollment in school of origin, school stability, immediate enrollment, school placement, record retrieval, dispute resolution processes, transportation, coordination of health services, and comparable services (to other students in school). These current systems/courses of actions will ensure target goals/ outcomes are met.

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) COORDINATION WITH OTHER LOCAL AND STATE AGENCIES THAT SERVE HOMELESS CHILDREN AND UNACCOMPANIED YOUTH. The district has been in collaboration with other local and state agencies serving homeless, including, Alice Coyote Closet and Alice ISD Social Workers. Alice ISD partnered with these agencies to increase the capacity and support to its homeless children and unaccompanied youth. The following is a brief description of how they will assist Alice ISD: Alice Coyote Closet- Provide clothing and hygiene products to students who are in need; Alice ISD Social Workers- Provide weekend snacks for high school students once per week. These partnerships have been effective. In fact, the district was able to utilize these partnerships in the previous submission and award of the 2018-2019 Texas Education for Homeless Children and Youth (TEHCY). B) THE PROPOSED USE OF FUNDS WILL FACILITATE THE ENROLLMENT, IDENTIFICATION, AND EDUCATIONAL OUTCOMES OF HOMELESS CHILDREN: Alice ISD will be utilizing its district staff and designated homeless liaison, to facilitate the enrollment, identification, and educational outcomes of the district's homeless children. This liaison will assist the district with helping homeless students: Arrange their transportation; Enroll in school; Acquire educational tools or necessary school items (calculators, notebooks, etc.); Make educational program decisions; and Locate avenues/resources to pay for fees and other costs associated with tracking, obtaining, and transferring their records. C) HOW THE DISTRICT WILL PROMOTE THE INVOLVEMENT OF PARENTS OR GUARDIANS: Meaningful involvement of parents is essential for program success. Thus, Alice ISD will promote their involvement by: sending letters home discussing resources, holding in-person meetings, and providing Zoom Session availability to limit parent/guardian travel barriers. These sessions can be joined on a smart phone to assist with attendance. D) HOW HOMELESS CHILDREN AND UNACCOMPANIED YOUTH WILL BE INTEGRATED INTO THE REGULAR EDUCATION PROGRAM: To ensure homeless students are integrated into the regular education program, the district will enroll these students immediately even if they: Are unable to produce records normally required for enrollment, such as previous academic record, records of immunization, proof of residency, or other; or Have missed enrollment deadlines during any period of homelessness.

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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.

**TYPES, INTENSITY, AND COORDINATION OF SERVICES TO BE PROVIDED:** The following are a list of types, intensity, and coordination of services to be provided in coordination with Title 1, Part A Homeless Reservation: **TYPE:** Transportation - **INTENSITY:** Daily. - **COORDINATION EFFORTS:** State transportation funds to cover driver expenses/gas costs. **TYPE:** School Essentials - **INTENSITY:** Daily. - **COORDINATION EFFORTS:** Local funds are utilized to cover school essentials (backpacks, pens, etc.) **TYPE:** Nutritional - **INTENSITY:** Daily. - **COORDINATION EFFORTS:** NSLP funds to cover costs of food and cafeteria workers. **PROCESS TO REVIEW COORDINATION OF SERVICES:** The homeless liaison will review/develop (when needed) the current coordination of services. If a change is suggested by the liaison, the district will make changes as necessary. Also, annual meetings will be held to review the effectiveness of the services being coordinated. **FUNDS RESERVED FOR THE 2019-2020 AND 2020-2021 SCHOOL YEARS:** For 2019-2020, the district set-aside a reservation of \$200 in Title I, Part A funding while the planned reservation for 2020-2021 is \$500. **B) DETERMINING RESERVATION AMOUNT.** This amount has been set based on what the district plans to purchase/implement with the district's reserved funds. **ASSIST STAFF IN UNDERSTANDING POLICIES TO SUPPORT HOMELESS STUDENTS REGARDLESS OF STATUS:** To ensure the district's staff understand the current policies in place to support homeless children regardless of the Title 1 status, trainings are provided on an annual basis. **HOW NEEDS OF HOMELESS CHILDREN ARE ADDRESSED:** To address homeless students' needs, the liaison participates in the development of a needs assessment that addresses the needs of all homeless students enrolled in the school. Based on this assessment, Title I and local funds are coordinated to obtain the resources needed to address those needs.

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**)

**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:** The district understands that homeless and unaccompanied youth may feel isolated or stigmatized for being homeless and face additional barriers inhibiting their academic success. Therefore, Alice ISD makes it the responsibility of the designated homeless liaison to review and bring to administrators' attention any current LEA policies and procedures that need revision that could further add to this isolation.

Furthermore, the district will place an emphasis on ensuring that no current LEA policy and procedure is in place that may act as a barrier including: policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation. No homeless student should further have to deal with any issue that they are not in control of.

With that said, Alice ISD will continue using its specific courses of action for homeless students regarding: enrollment in school of origin, school stability, immediate enrollment, school placement, record retrieval, dispute resolution processes, transportation, coordination of health services, and comparable services (to other students in school). Alice ISD knows these systems are effective, as they were implemented in the previous submission and award of the 2018-2019 Texas Education for Homeless Children and Youth (TEHCY).

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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.

PROCESS/PROCEDURES UTILIZED TO ENROLL, IDENTIFY, AND PROVIDE ALL THREE LEVELS OF TEHCY PROGRAM SERVICES: A) ENTERING AND/OR RETURNING TO THEIR SCHOOLS FROM SUMMER OR HOLIDAY BREAK: For students enrolling and new to the district, parents/guardians are screened in the intake process and are assisted in completion of the Student Residency Questionnaire (SRQ). For returning students, SRQ's are sent to parents/guardians during the students' first or second week of school. B) EXPERIENCING HOMELESSNESS AFTER THE SCHOOL YEAR HAS STARTED: The district will ensure that registrars and secretaries are made aware of the homeless criteria and will have the student fill out a new SRQ so that the student can be qualified as homeless. C) ARE NOT CURRENTLY ENROLLED OR ATTENDING SCHOOL: The district will ensure the district's social workers are working to discover these students and refer them to the designated homeless liaison. Further, home visits will be performed, when necessary, to encourage school attendance. The district will also monitor these students carefully to ensure they enroll and attend school. D) ARE ELIGIBLE FOR EARLY CHILDHOOD AND/OR PREKINDERGARTEN PROGRAMS: The district will conduct a prekindergarten registration roundup in the summer. SRQs are passed out during the registration with the designated homeless liaison present during the roundup. Further, each campus will send out information to families/guardians regarding these programs via flyers, letters, social media, and the district/campus websites. All the aforementioned procedures will be effective in enrolling, identifying, and providing TEHCY program services to homeless students of Alice ISD.

2. Provide a description of the annual McKinney-Vento professional development plan that is currently in place to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth. Include training dates, duration of training, who was trained/will be trained, and a summary of the training content and evaluation process. Include both external and internal professional development activities.

DESCRIPTION OF THE ANNUAL MCKINNEY-VENTO PROFESSIONAL DEVELOPMENT (PD) PLAN THAT IS CURRENTLY IN PLACE: The district truly wants what's best for its homeless students. Therefore, the district has an annual McKinney-Vento professional development plan that is currently in place to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth. As part of this development plan, the district staff partake in trainings that focus on: the barriers homeless and unaccompanied youth face, homeless and unaccompanied youth and the services they are entitled to, and various policies and procedures that staff must follow when addressing homeless students' needs. INCLUDE TRAINING DATES, DURATION OF TRAINING, WHO WAS TRAINED/WILL BE TRAINED, AND A SUMMARY OF THE TRAINING CONTENT AND EVALUATION PROCESS. INCLUDE BOTH EXTERNAL AND INTERNAL PD ACTIVITIES: Alice ISD conducted a total of 4 trainings, all of which were internal PD trainings. The first training was the 18 of August 2020. This training lasted 2 hours and included the Registrars and Campus Secretaries. The training went over identifying potential homeless students. Alice ISD had its second training on the 14 of October 2020. This training lasted 2 hours and included the Campus Principals. The training discussed the Student Residency Questionnaire and McKinney-Vento. Alice ISD had its third training on the 26 of February 2021. This training lasted 1 hour and included the PEIMS staff. The training went over coding homeless students. Alice ISD had its most recent training on the 25 of March 2021. This training lasted 2 hours and included the Campus Secretaries and Registrars. The training went over registration forms for Pre-K and Kinder to include the Student Residency Questionnaire.

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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.

**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:** When designing the proposed grant activities, programs, and services, the district tailored them to ensure they successfully support equitable outcomes and address the unique academic needs of elementary homeless children and unaccompanied youth. In fact, most of the elementary children's proposed activities are to include more parent/guardian and student accompanied games/meetings. **INCLUDE A TIMELINE, MILESTONES, STRATEGIES, AND/OR SYSTEMS THAT WILL BE UTILIZED TO IMPLEMENT ACADEMIC PROGRESS MONITORING, INTERVENTIONS, AND SERVICES TO SUPPORT:** The district will have the designated homeless liaison consistently conduct reports. These reports will be crucial to ensure the district is on track to meet grant timelines and milestones. The reports will monitor the following information from elementary homeless children: 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. If these reports determine the district is not making progress towards its goals, the district will change or modify the activities and strategies being implemented.

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.

**HOW PROPOSED GRANT ACTIVITIES, PROGRAMS, AND SERVICES WILL ADDRESS THE UNIQUE ACADEMIC NEEDS AND SUPPORT EQUITABLE OUTCOMES FOR SECONDARY HOMELESS CHILDREN:** When designing the proposed grant activities, programs, and services, the district tailored them to support equitable outcomes and address the unique academic needs of secondary homeless students. The secondary children's proposed activities are to include but are not limited to: Transcript review for full or partial credit; Credit recovery or repair services; Assessment interventions; College/Career readiness programs and support services; Post-secondary transition plans; and targeted involvement of parents to increase attendance and academics. **INCLUDE A TIMELINE, MILESTONES, STRATEGIES, AND/OR SYSTEMS THAT WILL BE UTILIZED TO IMPLEMENT ACADEMIC PROGRESS MONITORING, INTERVENTIONS, AND SERVICES TO SUPPORT:** The homeless liaison will consistently monitor homeless students and create reports to measure program-related data. The reports will monitor the information that could include but is not limited to: A) Attendance and engagement, B) On-time promotion, C) Coordination of targeted services for homeless students receiving other special program services (e.g. Special Education, English Learners, and Gifted and Talented), D) Bridging program support services, E) Assessment interventions, F) Discipline interventions, G) Tutoring services, H) Supplemental academic programs, and I) Graduation rates, etc. If it is determined that progress is not being made towards grant goals, Alice ISD will change the activities being implemented.

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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"/>

**For TEA Use Only:**

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

**12. Request for Grant Funds**

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

**Payroll Costs**

1.	Extra-duty pay for before/after school tutoring	\$4,750
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.	PD for educators to understand homeless students' needs and identify barriers	\$6,250
7.	Funds for required Homeless Liaison grant trainings	\$1,250
8.	Education and trainings for parents and guardians of homeless children and youths	\$1,000
9.		
10.		

**Supplies and Materials**

11.	Providing all homeless students with school supplies necessary for academic success	\$7,345
12.		
13.		
14.		

**Other Operating Costs**

15.	Transportation costs for students	\$2,000
16.		
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: \$835

**TOTAL GRANT AWARD REQUESTED: \$23,430**

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**Appendix I: Negotiation and Amendments**

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov) Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page.*

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

**Section Being Negotiated or Amended      Negotiated Change or Amendment**

Dropdown menu

Text box for change or amendment

Dropdown menu

Text box for change or amendment

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