

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas Education for Homeless Children and Youth		
Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 2px; text-align: center;"> RECEIVED TEXAS EDUCATION AGENCY 701 MAR 26 PM 1:23 <small>Place date stamp here.</small> </div>
Grant Period:	September 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, April 3, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center; margin-top: 10px;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Hays CISD	105906		
Vendor ID #	ESC Region #	DUNS #	
1741587518	13	100672930	
Mailing address		City	State ZIP Code
21003 Interstate Highway 35		Kyle	TX 78640

Primary Contact

First name	M.I.	Last name	Title
Sharrah		Pharr	Homeless Liasion
Telephone #	Email address		FAX #
5122682141	Sharrah.pharr@hayscisd.net		

Secondary Contact

First name	M.I.	Last name	Title
Eric		Wright	Superintendent
Telephone #	Email address		FAX #
5122682141	Eric.wright@hayscisd.net		

Part 2: Certification and Incorporation

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Eric		Wright	Superintendent
Telephone #	Email address		FAX #
5122682141	Eric.wright@hayscisd.net		

Signature (blue ink preferred)

Date signed

March 22, 2018

Only the legally responsible party may sign this application.

701-18-109-001

Schedule #1—General Information

County-district number or vendor ID: 105906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 105906

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 105906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
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 all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	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.
5.	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.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	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, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	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.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	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.
15.	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.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	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.

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- | | |
|-----|--|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|--|

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 105906	Amendment # (for amendments only):
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I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	105906	Eric Wright	5122682141	\$33,600
	Hays – Hays CISD		Eric.Wright@hayscisd.net	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 105906			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 105906

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 105906

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 105906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The homeless program at Hays CISD follows the regulations as set forth by the McKinney-Vento (MKV) Act that serves students who lack fixed, regular, and adequate nighttime housing. While many people picture homelessness as living in shelters and/or on the street, many Hays CISD students are in homeless situations that necessitate their "doubling up." Students qualify for McKinney Vento services through loss of housing or economic hardship AND by seeking nighttime housing in a temporary location (a shelter, hotel/motel, friend's/relative's home, or in an unsheltered location like a car). "Temporary" is just that – not a regular solution to the student's/family's housing situation. Students lose their housing through a variety of ways: natural disaster, family issues, home issues, military deployments, incarceration, incapacitation, home fire, medical bills, economic hardship, no affordable housing, as a minor student living apart from guardians, and in other special situations. Our area does not offer affordable housing; so many of our students reside in neighboring districts because of rental assistance and shelters.

Hays CISD identifies the campus counselor as the McKinney-Vento contact on each campus with the Director of Accountability and Assessment serving as the district liaison. The PEIMS clerk supports the counselor to ensure that all proper coding is updated in the Student Information System. Counselors maintain regular communication with identified McKinney Vento students on their campus and keep updated records regarding the services each student may need. Our two high schools each have a dedicated at-risk counselor that also serves as a resource to MKV students and colleagues. Additionally, the district utilizes student engagement specialists to support student attendance and provide home visit support.

As of February 28, 2018, Hays CISD had identified 366 students that qualified for McKinney-Vento services.

The most commonly utilized service under the McKinney Vento program is the Child Nutrition Meal Program. Some qualifying students also receive special transportation to and from their current living situation to their school of origin (the campus the child attended when he/she became eligible for MV services). Other services for McKinney Vento students include (and are not limited to) financial aid assistance, pre-kindergarten outreach, school supplies, emergency clothing/shoes, emergency hygiene products, holiday baskets, medical/dental/eye glass support, parental engagement support, hair cut vouchers, making extended community contributor connections (rental assistance, food pantry, utility bill support), emergency prescriptions, fees/dues for field trips/college visits, birthcertificate replacement, Social Security Card replacement, ACT/SAT waivers, college application fee waivers, special school district program assistance (i.e. Special Education referrals), additional tutoring, and assistance with participation in after school activities.

Additional services that our district provides includes, but is not limited to: parent engagement, distribution of resource materials related to basic housing/utility needs, nutrition information, SNAP, brochures/posters from the Texas Homeless Education Office, outreach services, website support, student college visits, FAFSA support, college recruitment fairs, SAT/ACT testing, referrals to transportation services, referrals to food nutrition services, information to community services such as food pantries and clothes closets, PD opportunities, and credit recovery support.

While counselors serve as the McKinney Vento liaison for their campus, they determine the eligibility and qualification of a student for the McKinney Vento program using the Student Residency Questionnaire with support from the District McKinney Vento Liaison. Additional support is provided by the Director of Guidance and Counseling.

Ongoing local professional development is provided annually to the staff within the transportation department, our PEIMS clerks, campus counselors, campus administrators, the district leadership team, and our food nutrition department. We utilize our Region 13 service center (not SSA support, just workshop registrations) to subscribe to webinars as well as program information updates. Annually, we schedule a visit with the Texas Homeless Education Office to assist us with professional development as well as ongoing phone support with unique student situations.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 105906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 105906			Amendment # (for amendments only):		
Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)					
Grant period: September 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 206/295		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$5000	\$0	\$5000
Schedule #9	Supplies and Materials (6300)	6300	\$25000	\$0	\$25000
Schedule #10	Other Operating Costs (6400)	6400	\$2600	\$1000	\$2600
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$32600	\$1000	\$33600
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$32600	\$1000	\$33600
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$33600
Percentage limit on administrative costs established for the program (8%):					× .08
Multiply and round down to the nearest whole dollar. Enter the result.					\$2688
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 105906			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	0	0	\$0
2	Educational aide	0	0	\$0
3	Tutor	0	0	\$0
Program Management and Administration				
4	Project director	0	0	\$0
5	Project coordinator	0	0	\$0
6	Teacher facilitator	0	0	\$0
7	Teacher supervisor	0	0	\$0
8	Secretary/administrative assistant	0	0	\$0
9	Data entry clerk	0	0	\$0
10	Grant accountant/bookkeeper	0	0	\$0
11	Evaluator/evaluation specialist	0	0	\$0
Auxiliary				
12	Counselor	0	0	\$0
13	Social worker	0	0	\$0
14	Community liaison/parent coordinator	0	0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant	0	0	\$0
16	ESC coordinator/manager/supervisor	0	0	\$0
17	ESC support staff	0	0	\$0
18	ESC other	0	0	\$0
19	ESC other	0	0	\$0
20	ESC other	0	0	\$0
Other Employee Positions				
21	NA	0	0	\$0
22	NA	0	0	\$0
23	NA	0	0	\$0
24	Subtotal employee costs:			\$0
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$0
26	6119	Professional staff extra-duty pay		\$0
27	6121	Support staff extra-duty pay		\$0
28	6140	Employee benefits		\$0
29	61XX	Tuition remission (IHEs only)		\$0
30	Subtotal substitute, extra-duty, benefits costs			\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 105906		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	NA	\$0
2	NA	\$0
3	NA	\$0
4	NA	\$0
5	NA	\$0
6	NA	\$0
7	NA	\$0
8	NA	\$0
9	NA	\$0
10	NA	\$0
11	NA	\$0
12	NA	\$0
13	NA	\$0
14	NA	\$0
b. Subtotal of professional and contracted services:		\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$5000
(Sum of lines a, b, and c) Grand total		\$ 5000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 105906		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$25000
Grand total:		\$25000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 105906		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$600
Subtotal other operating costs requiring specific approval:		\$600
Remaining 6400—Other operating costs that do not require specific approval:		\$2000
Grand total:		\$2600

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 105906			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	NA	N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2	NA	0	\$0	\$0
3	NA	0	\$0	\$0
4	NA	0	\$0	\$0
5	NA	0	\$0	\$0
6	NA	0	\$0	\$0
7	NA	0	\$0	\$0
8	NA	0	\$0	\$0
9	NA	0	\$0	\$0
10	NA	0	\$0	\$0
11	NA	0	\$0	\$0
66XX—Software, capitalized				
12	NA	0	\$0	\$0
13	NA	0	\$0	\$0
14	NA	0	\$0	\$0
15	NA	0	\$0	\$0
16	NA	0	\$0	\$0
17	NA	0	\$0	\$0
18	NA	0	\$0	\$0
66XX—Equipment, furniture, or vehicles				
19	NA	0	\$0	\$0
20	NA	0	\$0	\$0
21	NA	0	\$0	\$0
22	NA	0	\$0	\$0
23	NA	0	\$0	\$0
24	NA	0	\$0	\$0
25	NA	0	\$0	\$0
26	NA	0	\$0	\$0
27	NA	0	\$0	\$0
28	NA	0	\$0	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29	NA			\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 105906										Amendment # (for amendments only):				
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	185	51%%	Percentage of students that are EcoDis and MKV											
Identified homeless students	366	1.9%	1.9% of all enrolled students are MKV											
Students identified homeless with a 5A Crisis Code	5	1.3%												
Students identified homeless with a 5B Crisis Code	0	0%												
Students identified homeless with a 5C Crisis Code	0	0%												
Attendance rate for identified homeless students	NA	92.85%												
Attendance rate for economically disadvantaged students	NA	95.51%												
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter										
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
14	27	27	27	28	27	36	27	14	21	25	35	28	30	366

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Schedule #13—Needs Assessment

County-district number or vendor ID: 105906

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hays CISD is a fast growth district. In 2015, Hays County surged to the top of the list of fastest-growing counties in Texas and the fifth-fastest in the country. Our geographical location between Austin and San Marcos lends itself to fast-growth, with a current student population of nearly 20,000. In five years the district will grow by about 3,807 students, and in 10 years they estimate that will have 8,069 more students. The area is projected to have just over 40,000 students in fifty years. According to the US Census Bureau, Hays County, Texas 16% of the area does not have health insurance and 12.6% live in poverty. Unique to our population as county, our school district itself has a high percentage of students that qualify for free- and or reduced- lunch services at 48.97%. Our highest, low-income campus is at 89.18%. Our district serves fourteen campuses as Title I SW campuses because of poverty. Poverty and homelessness coincide in our district. Poverty is our leading reason for family being forced into living situations that strip them of independence. Many of our families have faced eviction, or generational poverty and are forced to double-up with other families and/or friends.

Hays County itself has limited affordable housing opportunities. If families are not able to double up with friends and/or families; they seek shelter in Austin or the San Marcos area. The district removes the barrier of homelessness in these situations by providing transportation from shelters, hotels and affordable housing units.

Annually, and as an ongoing process, our district engages in a comprehensive needs assessment. Campuses look at their demographic data, attendance data and student achievement scores to determine strategies to enhance student learning. As a part of that process, specific subset data of students identified as McKinney-Vento are reviewed as well. These needs are articulated in the CNA in Demographics Data Analysis Area. All campuses identify a need to support homeless students in our district. Most needs identified include, but are not limited to: free/reduced lunch, special transportation to/from their current living situation to their school of origin, financial aid assistance, pre-kindergarten outreach, school supplies, emergency clothing/shoes, emergency hygiene products, holiday baskets, medical/dental/eye glass support, parental engagement support, hair cut vouchers, making extended community contributor connections (rental assistance, food pantry, utility bill support), emergency prescriptions, fees/dues for field trips/college visits, birth certificate replacement, Social Security Card replacement, ACT/SAT waivers, college application fee waivers, special school district program assistance (i.e. Special Education referrals), additional tutoring, and assistance with participation in after school activities. Additional needs specific to the support of students identified as homeless, is to increase the awareness and train personnel in proper identification of students and their needs with ongoing professional development.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 105906

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Providing Ongoing Support to Counselors, Administrators, Teachers and support staff in the awareness and identification of homeless students. Supporting students in academic needs through progress monitoring and removing barriers to ensure academic success.	Provide training, workshops and access to webinars to increase awareness of homeless students, how they can be supported and resources available in the district, community and beyond. Supporting students in academic needs through progress monitoring and removing barriers to ensure academic success.
2.	Provide Emergency School Supplies to students upon identification of being homeless.	The grant will allow students to access education without the barrier of needed supplies (such as, but not limited to, core academic supplies, CTE course supplies, extra curricular supplies, and supplies needed to be successful at home with homework).
3.	Provide Emergency Clothing and Hygiene products to students upon identification of being homeless.	The grant will allow students to access clean clothing and hygiene products upon identification. Oftentimes, homelessness is abrupt and the student comes to school unprepared, unkept and needing the basics. Our campus counselors, with the grant, can provide coats, underwear, socks, shoes, shampoo, deodorant and other quick essentials so students can attend class without interruption due to homelessness.
4.	Provide Emergency Food to students upon identification of being homeless.	Because homelessness happens quicker than some social services can catch up with an immediate need, this grant would allow campus counselors to provide students with emergency food to take with them to the shelter/motel they are housed in until other services can be established.
5.	Emergency Medical/Dental/Eye Appointments to students upon identification of being homeless.	Initial copays to establishing medical/dental/eye care has been an identified barrier to support students that are homeless. The grant funds would allow an initial support (co-pay) to gain access to medical services until government supports can effectively begin as students go to the Department of Health for appointments.

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Schedule #14—Management Plan

County-district number or vendor ID: 105906

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Homeless Liaison	Ph.D.; Homeless Liaison, Teacher Certification, Principal Certification, Superintendent Certification, Federal Programs (TI)
2.	Campus Counselors	Texas Certified Counselor
3.	Campus Nurses	Certified Campus Nurse
4.	Campus Administrator	Texas Certified Administrator
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Professional Development	1. All counselors attend Counselor Kick Off	09/01/2018	09/30/2018
		2. All PEIMS clerks attend identification training	09/01/2018	09/30/2018
		3. All Transportation and Food Nutrition get trained	09/01/2018	09/30/2018
		4. All Staff receive training	09/01/2018	09/30/2018
		5. All Administration receive training	09/01/2018	09/30/2018
2.	Emergency School Supplies	1. All MKV students receive Back to School support	09/01/2018	09/30/2018
		2. Mid-Semester Support	10/01/2018	02/1/2019
		3. All MKV students receive services as needed	09/01/2018	08/31/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Emergency Clothing/Hygiene	1. All MKV students receive Back to School support	09/01/2018	09/30/2018
		2. Mid-Semester Support	10/01/2018	02/1/2019
		3. All MKV students receive services as needed	09/01/2018	08/31/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Emergency Food	1. All MKV students receive services as needed	09/01/2018	08/31/2019
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Emergency Health Services	1. All MKV students receive services as needed	09/01/2018	08/31/2019
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 105906

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As stipulated by Texas Education Code § 11.253, each school district shall maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance for all students. Each year, each campus principal, with the assistance of the campus-level committee (inclusive of community and parent stakeholders), develops, reviews, and revises the campus improvement plan for the purpose of improving student performance. Campuses utilize the Plan4Learning software to house plans, and the checklist to ensure compliance and proper metrics for are established to measure success.

In accordance with the administrative procedures established under Section 11.251(b), the campus-level committee (Campus Leadership Teams - CLTs) shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The CLT must approve the portions of the campus plan addressing campus staff development needs. Each CLT shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the agency to discuss the performance of the campus and the campus performance objectives. District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

The principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program; quarterly reviews are maintained.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, our district for the 2017-2018 school year has been part of the shared service arrangement with Region 13 as a TEXSHEP partner. This grant will allow Hays CISD to sustain our supports as our own fiscal agent to maximize the efficient use of funds by directly contributing all our allocation to our own student population. Hays continues to commit to the delivery of services to meet the needs of homeless students with a continued practice of reserving 1% of TI funding.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 105906

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Receipt of Services	1.	100% of MKV students received services needed on Identification form
		2.	
		3.	
2.	Academic Achievement	1.	MKV students score same or higher as non-homeless students on exams
		2.	
		3.	
3.	Attendance	1.	MKV students have same or higher attendance rates as non-homeless
		2.	
		3.	
4.	Professional Development	1.	100% of school support personnel receive training to support MKV students
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district utilizes attendance data, quarterly interim assessment data, STAAR, EOC, TELPAS, nine-week report cards, discipline data and other metrics to track student success. Campus counselors, through the RTI process and attendance meetings, maintain communication with the homeless liaison and campus administrator regarding additional services needed to support students that are homeless.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 105906

Amendment # (for amendments only):

Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Parent Involvement Activities	300	Campus Counselor	Agendas; Sign in Sheets	1
Provision of Supplies and Materials	300	Campus Counselor	Identification Referrals	2
Distribution of MKV literature	300	Campus Counselors	Posters, Brochures	1
All MKV student parents receive contact from school	300	Campus Counselors	Counselor Logs	1
College Readiness Events for seniors	100	Senior Class Counselors	Schedule of Events	1
Progress Monitoring	300	Campus Counselors	RTI/Tutoring Lists	1
Emergency Medical	300	Campus Nurses	Identification Referrals	5
Emergency Clothing	300	Campus Counselors	Identification Referrals	3
Food/Nutrition	300	Nutrition Department	Identification Referrals	4
Transportation	300	Transportation Department	Identification Referrals	1

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 105906

Amendment # (for amendments only):

Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Community Action	Provides utilities assistance
2.	San Marcos Housing Authority	Provides assistance to very low income families
3.	St. Vincent De Paul Society	Provides emergency assistance with utilities, rent and clothing if family meets eligibility
4.	Lions Club	Provides free eye exams and glasses to low income students. \
5.	Family Emergency Shelter in SM	Provides up to 3 months in a shelter for qualified applicants
6.	McCoy Family Shelter	Shelter for Domestic Violence Victims only
7.	Austin Resource Center for the Homeless-ARCH	Provides various temporary shelters
8.	Food Pantry at Buda United Methodist Church	Provides food to qualified families once every two weeks
9.	Hays County Area Food Bank	Provides food distribution to qualified applicants in the Buda/Kyle
10.	Hays CISD CTE Cosmetology	Provides free haircuts to students in need
11.	Communities in Schools	Provide crisis intervention, individual counseling or support groups, basic life skills, tutoring, mentoring, or enrichment opportunities
12.		
13.		
14.		
15.		

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 105906

Amendment # (for amendments only):

Statutory Requirement 2b: Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The funds will provide supplemental professional development opportunities to the district liaison, counselors, principals and additional support staff by attending Region Service Center workshops, registration to web-based trainings and Annual Homelessness Conferences. Best practices will then be turned around using in-house PD during instructional leadership trainings, counselor kick-off and other district based PD to ensure our systems provide seamless support for homeless students needing to be identified, enrolled and provided with services.

Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district provides multiple support opportunities. First, every campus and district website has information regarding homelessness inclusive of area resources and contact information for support. Each campus communicates with students identified as being homeless and completes an MKV identification form which initiates supports such as food, clothing, transportation and food. Parents are provided support with college readiness, basic necessities and community resources. Our district liaison makes themselves regularly available for parent support.

Statutory Requirement 2d: Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Homelessness will not be a barrier at Hays CISD. Our students are provided the supplies, materials, food, clothing and support to be successful in both their content courses and extra-curricular activities. With the use of campus counselors, students identified as MKV are ensured access to regular education, CTE courses, and special services (SPED, ELL support, as needed). We maintain the confidentiality of our homeless students and ensure that they have the resources they need to be as successful, if not more, than their peers which are not homeless.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 105906

Amendment # (for amendments only):

Statutory Requirement 3a: Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

On the ESSA grant PS3101, Hays CISD reserves 1% of the total TI grant amount for the purposes of serving students identified as homeless.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$24,313	Emergency Food, Emergency Clothing, School Supplies, Class Fees, Textbook Assistance, Extra-Curricular Support, Medical Access, Professional Development
Planned Set-Aside for 2017–2018	\$21,029	Emergency Food, Emergency Clothing, School Supplies, Class Fees, Textbook Assistance, Extra-Curricular Support, Medical Access, Professional Development

Statutory Requirement 3b: How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district utilizes a rate of 1% of the total TI allocation to calculate the reservation of funds to support student services to homeless students. Annual training is provided to campus administrators, counselors and district level personnel regarding the fiscal reservation and proposed utilization based on the comprehensive needs assessment. The campus improvement plans and district improvement plan each list the following strategy, "Campus counselors will identify students that are homeless and utilize district resources (TI Reservations and Supplemental Grant funds), in coordination with the homeless liaison, to provide emergency instructional supplies, hygiene products, clothing, etc., as needed." Each campus and district webpage within the district is linked to resources to support homeless students.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 105906	Amendment # (for amendments only):
Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	YES
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	YES
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	YES
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	YES
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	YES
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	YES
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	YES
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	YES
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	YES
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	YES
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	YES

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 105906

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless 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. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district utilizes the Student Residency Questionnaire to initially identify student who might be homeless each year. If a student was homeless at the end of a school year, the campus counselors maintain a list to see if those same students need continued support. During the first weeks of school, counselors meet with students and families whose answers on the SRQ could indicate homelessness. Ongoing support from the campus counselor and district liaison, allows close communication regarding student needs; especially over the holidays. The director of Early Childhood services also alerts campus principals of students who registered for PK that are also MKV. Referrals for MKV services are given to campus counselors from teachers, bus drivers, cafeteria monitors, administrators and other persons if a student seems in need. Counselors vet the need and properly identify not only the student as homeless in PEIMS, but also properly set up support services to ensure academic success.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 105906

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Multiple professional development opportunities are provided to various staff members at Hays CISD, including, but not limited to:

Counselors – Counselor Kick Off is a beginning-of-the-year event in which all counselors receive legal and programmatic updates regarding students identified as being homeless. Counselors receive literature and ongoing support through the Texas Homeless Education Office via the district homeless Liaison.

District Homeless Liaison – Attend the Annual Homeless Conference and receives ongoing support from THEO regarding regulations. Our district homeless liaison is also the Federal Programs director; this role involves attending the annual ACET conference and if state-based the National Title I conference.

Transportation Staff - Attends the annual transportation meetings with Region 13 and watches relevant webinars related to providing services to homeless students.

Teachers – Workshop Sessions are provided during teacher professional development days. Information is also provided via the campus counselor.

PEIMS clerks – Beginning of the year training is provided by the district homeless liaison and the director of student services.

Campus Administrators and District Administrators – Annual and ongoing updates are provided regarding services, attendance rates, and academic achievement of MKV students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 105906

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hays CISD utilizes a robust response to intervention system which looks at student achievement in a multitude of areas such as academic success, behavior supports, attendance, grades, etc. In that process, campus counselors are engaged to look at the progress of a student to ensure barriers such as homelessness have been removed. This process is done from the first day of enrollment, throughout the duration of a student's enrollment at Hays. As needs are identified, services are setup and supports are delivered. Ongoing monitoring of initial concerns are kept in place. Summative evaluations of how the student performed compared to last year, and in comparison to their peers that are not homeless are also analyzed.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 105906

Amendment # (for amendments only):

TEA Program Requirement 4: Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district utilizes attendance data, quarterly interim assessment data, STAAR, EOC, TELPAS, nine-week report cards, discipline data and other metrics to track student success. Campus counselors, through the RTI process and attendance meetings, maintain communication with the homeless liaison and campus administrator regarding additional services needed to support students that are homeless. The utilization of attendance meetings, parent meetings and RTI meetings maintain constant communication of the students' success.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 105906

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 105906

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 105906

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 105906

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 105906

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 105906

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 105906

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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