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** Write NOGA ID here:
Grant Period:	September 1, 2018, to August 31, 2019	Place date stamp here.
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: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov, (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #			Amendment #
Manor ISD	**227-907**			

Vendor ID #	ESC Region #		DUNS #
1746003097	**13**		**050223239**

Mailing address		City	State	ZIP Code
10335 US Highway 290E		**Manor**	**TX**	**78653-4686**

Primary Contact

First name	M.I.	Last name	Title
Rebecca	**J**	**Lott**	**Director Student and Family Support**

Telephone #	Email address	FAX #
512-278-4462	**rebecca.lott@manorisd.net**	**512-278-4017**

Secondary Contact

First name	M.I.	Last name	Title
Jerretta		**Jimmerson**	**Homeless Liaison**

Telephone #	Email address	FAX
512-278-4099	**jerretta.jimmerson@manorisd.net**	**512-278-4017**

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
Brian		**Yearwood**	**Assistant Superintendent**

Telephone #	Email address	FAX #
512-278-4016	**brian.yearwood@manorisd.net**	**512-278-4017**

Signature (blue ink preferred)   Date signed

03/28/2018

Only the legally responsible party may sign this application.

701-18-109-007

Schedule #1—General Information	
County-district number or vendor ID: **227-907**	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	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

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

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227-907	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
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	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.
☒	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: **227-907**	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

1   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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Schedule #2—Required Attachments and Provisions and Assurances Continued	
County-district number or vendor ID: **227-907**	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

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: **227-907**	Amendment # (for amendments only):

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.	NONE	NONE	NONE	NONE
Member Districts				
2.	NONE	NONE	NONE	NONE
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name County-District Name	Name	Telephone number Email address Email address	Funding amount

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: **227-907**	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 Manor Independent School District is applying for this grant due to the complex needs and challenges of the homeless students and families encounter in the community. The grant budget was developed based on a needs assessment process and the management structure of the homeless program. Grant funds will cover a portion of the salary of the Project Hope Assistant, who review Student Residency . Moreover, funds will be directed towards both basic and educational supplies, and training opportunities for Project Hope Homeless Education staff.

The grant will allow for the Project Hope Liaison and Assistant to comprehensively manage the support and services that the students need. These staff have a lot of experience in the homeless education field and has been recipients of previous TEXSHEP grants. The outlined services will ensure children in homeless situations are identified and informed of their educational rights, enrolled in school, and receive appropriate services to meet academic success.

The Project Hope staff will:
- Complete assessments on every homeless family to determine their needs.
- Provide basic needs services (food, clothing, educational supplies, housing) and collaborate with providers who will offer support.
- Collaborate with school-based integrated mental health and primary-care services
- Provide comprehensive professional development to district staff and community providers.
- Collect attendance, grades, discipline data and provide interventions to struggling students.

The student population in Manor ISD is 9,229 with 74% Economically Disadvantaged, 74% At-Risk, and 38% Limited English Proficient. Leading into the 2018/19 school year, three high schools, two middle schools, nine elementary schools, one alternative academy, and a PreK Center will serve Manor ISD children and youth. Moreover, the District is anticipated to double in size within the next five years. The racially diverse student population consists of 65.32% Hispanic, 20.31% African American, 7.48% White, .16% American Indian, .09% Hawaiian/Pacific Islander, 3.91% Asian, and 2.74% two or more.

These demographics and the evidence below reflect the needs, purpose and goals outlined of this application. The primary areas of focus will lead to improved overall social, emotional and academic outcomes of homeless children and youth.

Basic Needs: Many homeless students in our district struggle to have their basic needs, food clothing and shelter met. Lack of nutrition, hygiene, and security negatively impacts their success. Project Hope staff will refer students to various services in the district to help address their needs. These include but aren't limited to: Free clothing through Operation School Bell, Food from area pantries, Free vision exams and glasses through several parnterships, and Housing support through Integral Care Family with Voices Program. Transportation fees for students to receive services with Operation School Bell were also included in the grant.

Integrated Primary/Behavioral Needs
Primary Care: A high percentage of homeless students enroll in school without behavioral and primary-care providers. The Project Hope staff will collaborate with the District's school-based health center (Manor Mustang Health Center), which operates 3 days a week to serve students of all ages. People's Community Clinic, the provider, mission is to improve the health of medically underserved and unisured by providing high quality, affordable health care. No family is denied services on the inability to pay.

Mental Health
Mental health crises have risen across the district from the previous school year. This resulted in the need for increased

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: **227-907**	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.

counseling and a sixth will respond to mental health crises. As the Local Mental Health Authority, Integral Care strengthens the community by supporting students to achieve well-being. Many of the homeless youth need preventative and interventions services related to dating violence. Project Hope will collaborate with a Safe Alliance Counselor who will promote healthy teen relationships and works to prevent dating and sexual violence among middle and high-school students. In addition, through campus-based programs, Communities In Schools will create a network of social services and community resources that work together to break down barriers and help students succeed.

Professional Development
Staff turnover in the district is higher than the state's average. Consequently, the homeless staff need to provide homeless trainings on a regular basis. Comprehensive homeless-education professional development will take place at a variety of levels. Group and one-on-one trainings will be offered to administrators, counselors, registrars, food services, bilingual, transportation, special education, parent liaisons, dropout prevention staff and community partners. Trainings will cover a variety of McKinney Vento topics: law, liaison duties, immediate enrollment, instructional support, school selection, full participation in school, dispute resolution and community resources.

Attendance
The attendance of homeless students lag behind non-homeless students. The Project Hope staff will generate Attendance Data Mining reports on a weekly basis and respond to students with chronic absentism. The team will collaborate with the Dropout Prevention Specialists and campus attendance committees to create intervention plans for students of concern. In addition, a revised School-of-Origin Protocol will be developed with input from the newly hired MISD Transportation Director. The team will also collaborate with the District's Truancy Specialists to address excessive absences and recover homeless students who aren't enrolled.

Academics
Many students experiencing homelessness enter school with academic challenges. As a result, it is critical that Project Hope staff monitor their grades. Every six weeks, the Project Hope staff will generate grade reports. The liaison and specialist will collaborate with department directors and principals regarding students who are failing or struggling academically, will participate on Student Support Teams, RTI and ARD meetings. Through this process, the Project Hope staff will engage the parents at the campuses and inform them of recommended services (Special Education services, 504, Homebound Instruction, Tutoring, Mentoring, Counseling, Remediation, and more).

The Department of Curriculum and Instruction is committed to support rigouros learning at all levels. Fortunately, there are multiple College and Career Counseling services available for homeless students. Project Hope will partner with Texas GEAR UP, Advise Texas, Breakthrough Central Texas, Goodwill Career Launch Program and College Forward.

Identification and Enrollment
The Project Hope team will identify homeless students through review of Student Residency Questionnaires and also through referrals from campuses. The team will also be available during registration at the beginning of the school year and during PreK registration.

In conclusion, the team will evaluate this program based on grant requirements and academic, attendance, and behavior measures, and the District will ensure goals align with the MISD Strategic Plan and Goals to ensure the social, emotional, and academic development of every student. The Project Hope team will ensure that data is collected, analyzed and appropriate services are provided to students to ensure success. In addition, the team will work to increase the communication regarding the needs of this population to all stakeholders through trainings, daily contacts with staff, website communication, newsletters and updates that the Communication's Department will share via email and through postings to the main page on the Manor ISD website.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: **227-907**				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	$23,000	$	$23,000
Schedule #8	Professional and Contracted Services (6200)	6200	$1,000	$	1,000
Schedule #9	Supplies and Materials (6300)	6300	$8,000	$	$8,000
Schedule #10	Other Operating Costs (6400)	6400	$2,500	$	$2,500
Schedule #11	Capital Outlay (6600)	6600	$	$	$
Total direct costs:			$34,500	$	$34,500
1.718% indirect costs (see note):			N/A	$ 0	$
Grand total of budgeted costs (add all entries in each column):			$34,500	$ 0	**$34,500**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$0	$0	$0

Administrative Cost Calculation

Enter the total grant amount requested:	$34,500
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$ 2,760

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: **227-907** | 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			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director			$
5	Project coordinator			$
6	Teacher facilitator			$
7	Teacher supervisor			$
8	Secretary/administrative assistant			$
9	Data entry clerk			$
10	Grant accountant/bookkeeper			$
11	Evaluator/evaluation specialist			$
Auxiliary				
12	Counselor			$
13	Social worker			$
14	Community liaison/parent coordinator		82%	$21,000
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			$
16	ESC coordinator/manager/supervisor			$
17	ESC support staff			$
18	ESC other			$
19	ESC other			$
20	ESC other			$
Other Employee Positions				
21	Title			$
22	Title			$
23	Title			$
24		Subtotal employee costs:		$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		$
26	6119	Professional staff extra-duty pay		$
27	6121	Support staff extra-duty pay		$
28	6140	Employee benefits		$2,000
29	61XX	Tuition remission (IHEs only)		$
30		Subtotal substitute, extra-duty, benefits costs		$
31		Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		$23,000

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: **227-907**	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	Participate in Region 13 Homeless Education Co-op for 2018-2019	$1,000
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	**Subtotal of professional and contracted services:**	**$1,000**
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$0
	(Sum of lines a, b, and c) Grand total	**$1,000**

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: **227-907**		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$8,000
	Grand total:	**$8,000**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division <u>Administering a Grant</u> page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: **227-907**	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.	$0
	Subtotal other operating costs requiring specific approval:	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$2,500
	Grand total:	**$2,500**

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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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
Schedule #11—Capital Outlay (6600)				

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
County-District Number or Vendor ID: 227-907			Amendment number (for amendments only):	
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
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				$
			Grand total:	$

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: **227-907**	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	6,958	76%	PEIMS data from the 2016/17 TAPR report
Identified homeless students	366	4%	These data TEXSHEP Grant reports
Students identified homeless with a 5A Crisis Code	32	.35%	PEIMS Crisis Coding
Students identified homeless with a 5B Crisis Code	0	%	
Students identified homeless with a 5C Crisis Code	0	%	
Attendance rate for identified homeless students	NA	87.49%	17-18 TEXSHEP Mid-year Grant Report
Attendance rate for economically disadvantaged students	NA	92.91%	Skyward Attendance Data as of 3/28/18

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:	☒ Public	☐ Open-Enrollment Charter												

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
45	32	28	33	35	36	34	40	26	32	26	25	28	30	450

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Schedule #13—Needs Assessment	
County-district number or vendor ID: **227-907**	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.

For the past three months, the Project Hope scheduled 28 meetings with district departments, campuses and non-profits to conduct focus group meetings and also disseminated a Google Homeless Needs Assessment Surveys to many stakeholders.

Moreover, the district has been a recipient of the TEXSHEP grant for years and the mid-year report was also considered as part of the assessment.

As a result of this process, the following prioritized needs were determined based on data that was collected.

Needs:
- Increased attendance: Attendance of secondary students and unaccompanied youth continue to be of concern. The homeless liaison currently has 38 students in grades 6 through 12 who attended school less than 80% of the time from August – December.
- Improve grades and test scores: Homeless students, primarily in secondary grades, lag behind those of housed peers.
- Increase of Homeless Education Professional Development: The turnover of staff has led to an increased need for homeless education professional development for administrators, counselors, bus drivers, teachers, food services and other pertinent departments.
- Increased need for mental health services for student and their families: The number of referrals has increased from the previous year by 5%. This is true for both housed and homeless students.
- Increased need supports to address basic needs: This is an ongoing issue among all homeless families.
- Funds are needed to allow for transportation costs for students to access field trips for basic need and enrichment support

Challenges:
- Attendance of secondary students and unaccompanied youth has risen from the previous school year.
- Families lack transportation
- The online registration system needs improvement to ensure all families complete the Student Residency Questionnaire
- Parents are reluctant to become engaged with the school due to issues they are encountering.
- Students enter school with academic challenges
- Students have been exposed to violence and trauma, resulting in the need for more mental health services
- Families don't have medical insurance and don't have providers
- Increase supports to address basic needs of the complexities homeless families encounter
- Transportation for parents, especially those living in the rural communities, is a concern. Many don't have transportation nor have access to bus transportation.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **227-907**	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.	Increased attendance	1. Generate Attendance reports on a weekly basis 2. Collaborate with the Dropout Prevention Specialists and campus attendance committees to develop intervention plans and also recover students who aren't currently enrolled. 3. Develop a Google Doc system for MISD Transportation Department to document daily when School-of-Origin students miss the bus. 4. Participate with campus Attendance Team Meetings as needed.
2.	Improved grades	1. Generate and grade and discipline reports every six weeks 2. Identify students who are risk of failing or failing 3. Connect with parents regarding their grades 4. Address concerns with administrators and discuss plan of action 5. Refer students to tutoring and programs
3.	Coordinated Homeless Education Professional Development	1. Create calendar of homeless-education trainings for staff and community providers 2. Ensure trainings will cover the McKinney Vento law, liaison duties, immediate enrollment, instructional support, school selection, full participation in school, dispute resolution and community resources 3. Require Project Hope staff attend conferences and Region XIII Homeless Coop trainings
4.	Increased Behavioral Health Services	1. Identify the behavioral health needs of students 2. Educate families regarding resources within the school (Integral Care, Communities in Schools, Council on At-Risk Youth) 3. Refer students to mental health services (Integral Care, CIS) 4. Attend campus Student Support Team meetings to develop behavior support plan 5. Refer students to Mentor Manor to receive one-on-one support from a caring adult 6. Connect students with enrichment opportunities in the district and community
5.	Increased Basic Needs Supports (Clothing, Hygiene, School Supplies, Housing, etc.)	1. Ensure students receive free lunch services. 2. Review and provide families with a Community Resource Guide 3. Identify resource that will be helpful based on their needs 4. Offer supplies that are provided through the district (school supplies, hygiene packets) 5. Extend families access to the MISD Clothing and Food Pantry 6. Provide transportation for students to access needed services 7. Purchase needed supplies

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Schedule #14—Management Plan

County-district number or vendor ID: 227-907	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.	Homeless Liaison	The Manor Independent School District's Project Hope Program Liaison has a proven track record in providing supports and services to homeless children and youth. She has over 15 years of homeless experience working with Manor and Austin ISD.
2.	Homeless Assistant	The previous Homeless Education Assistant will be hired to conduct reviews Student Residency Questionnaires, completes assessments, collect data, make home visits and refer families to resources.
3.	Student and Family Support Services Coordinator	The Student and Family Support Services Coordinator, a licensed social worker has worked with the district for the past 19 years. Her duties include oversight of the Homeless Education Program, Community Education, Foster Care, and Case Management Services.

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.	The combined attendance percentage of homeless students will increase by 5% from the previous year	1.	Complete needs assessment for every homeless family	9/01/2018	5/25/19
		2.	Generate attendance reports on a weely basis	9/01/2018	5/25/19
		3.	Develop intervention plans for chronic attendance cases	9/01/2018	5/1/19
		4.	Collaborate with dropout prevention specialists	9/01/2018	5/25/19
		5.	Contact parents and make home visits	9/01/2018	5/25/19
2.	90% of all homeless students will be promoted on grade level	1.	Generate grade reports every six weeks	9/01/2018	5/25/19
		2.	Identify students who are at-risk of failing or failing	9/01/2018	5/1/19
		3.	Connect with parents regarding their grades	9/01/2018	5/1/19
		4.	Meet with administrators academic plans	9/01/2018	5/25/19
		5.	Refer students to tutoring/enrichment programs	9/01/2018	5/25/19
3.	Increase professional development by 5% from the previous year.	1.	Create a professional development calendar	9/01/2018	9/01/2018
		2.	Provide professional development at new teacher orientation	8/10/18	8/10/18
		4.	Provide PD for non-profits at Manor Collaborative	10/15/2018	1/30/19
		5.	Provide PD to various departments monthly	9/01/2018	8/30/19
4.	Annually increase by the number of students who receive mental health services	1.	Complete needs assessments of homeless students	9/01/2018	5/25/19
		2.	Attend Campus Student Support Services Meetings to discuss students' needs	9/01/2018	5/25/19
		3.	Refer students to mental health services	9/01/2018	5/25/19
		4.	Engage students with extracurricular activiites	9/01/2018	5/25/19
5.	Annually increase by 10% the number of students who receive basic need support.	1.	Assess students using Project Hope Assessment	9/01/2018	5/25/19
		2.	Link families to resources and purchase basic needs items	9/01/2018	5/25/19
		3.	Offer access to MISD Clothing Closet & Food Pantry	9/01/2018	5/25/19

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: **227-907**	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.

Supervision meetings will be held with the Project Hope team and their supervisor (monthly and as needed). Grant activities will be reviewed and monitored. The Project Hope Liaison and Assistant will also meet on a weekly basis to review data, discuss needs and develop a plan of action for the week. The team will also develop monitoring systems for each goal and activity (Spreadsheets, Google Forms, Surveys, District Skyward Reports, etc.). Attendance data will be monitored weekly and grades and discipline will be reviewed every six weeks. When adjustments need to be made, the Project Hope team will inform the Federal Programs Director and will adhere to the grant guideline amendment process. Mid-course corrections will be made if needed.

Homeless Education goals will be included with the MISD's District Improvement Plan, and the Project Hope team is required to submit reports quarterly to be reviewed by the District Advisory Team. The Assistant Superintendent of Accountability and Academics and the Curriculum and Instruction Executive Director monitor the plan and address areas of concern with the pertinent departments leaders and principals at leadership and cabinet meetings.

The information is based on four critical success factors of:
1-Student and Family Engagement
2-School Involvement
3-Assessment Data
4-Professional Development Impact

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.

Manor ISD and its Board of Trustees is committed to its Project Hope Homeless Education Program. Fortunately, the Project Hope team is experienced and extremely aware of resources within the district and the Manor and Greater Austin Communities. The Project Hope team will continually educates the district and its community of the definition and works diligently to increase the support offered to the students and their families.

The homeless program District Improvement Plan updates will be submitted, four times a year, to the Executive Director of Accountability. This, too, will allow for the community to clearly understand the need for ongoing comprehensive supports for children experiencing homelessness.

Moreover, through the ongoing monitoring of the grant requirements, the Project Hope team will demonstrate a commitment to homeless students. This will occur through case management, academic and attendance measures, professional development, primary care and mental health interventions and basic needs supports.

In regards to sustainability, the Grant Writer (a former homeless liaison) will work with the MISD Foundations to determine new unrestricted funding sources.   This will allow grant funded projects to be maintained with a combination of MISD local tax funds and donations from the community.

The Project Hope team will also ensure to have a social media presence through the District's website, Twitter and Facebook. In addition, the MISD Communication's team will highlight successes of the program.

Last, the Project Hope supervisor will keep the Superintendent apprised of progress of the program. If proven successful, the Superintendent and the MISD Board of Trustees will work to sustain this program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: **227-907**	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.	A weekly attendance data report will be collected for every homeless student.	1.	Weekly homeless data reports will be filed
		2.	Students with chronic absentism will be documented on a spreadsheet
		3.	Contacts with students and families will be documented in Skyward
2.	Project Hope staff will generate grade reports every six weeks and develop interventions of students who are failing.	1.	Grade Reports
		2.	Retention and Promotion Reports
		3.	State Assessments of Homeless Students
3.	Project Hope team will adhere to the Project Hope Professional Development Calendar	1.	Professional Development Sign-In Sheets
		2.	Professional Development Evaluations
		3.	Number of individuals who participate with the PD
4.	Project Hope team will engage families to determine needs for mental health supports.	1.	Project Hope Needs Assessments will be kept on file
		2.	Skyward entries will be maintained, which includes services offered
		3.	Number of students linked with Integral Care, Communities and Schools, Expect Respect
5.	Project Hope team will complete assessments and provide basic needs services	1.	Needs Assessments will be filed
		2.	Entries will be included in Skyward
		3.	Interventions will be entered into Skyward and maintained on a spreadsheet

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 Project Evaluation will address these basic questions:
1. The extent the activities of the project were implemented as planned.
2. The effectiveness of the activities in achieving the goals and objectives of the project
3. The impact of the project activities on the participants.

The Project Hope Homeless Liaison will collect, review and compile data/information based on quantitative and qualitative data and information. These results will help the district gauge program impacts toward continuous improvements.

In addition, the team will collect and review attendance weekly and grade and discipline reports every six weeks throughout the year. These reports will be collected, analyzed and maintained on spreadsheets.

The liaison will comply and collect data and report on the following required performance measures:
1. Number of identified homeless students (Mid-Year and Year-End report)
2. Attendance rates for homeless students (Mid-Year and Year-End report)
3. Promotion rates for homeless students (Year-End report)
4. Four Year Cohort Graduation rates for homeless students (Year-End report)
5. State assessment scores for homeless students (Year End Report)

As problems arise regarding project delivery, the supervisor of the Project Hope team will develop a correction plan. If amendments are needed the Federal Programs Director and Supervisor will approve prior to making any changes.

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Schedule #16—Responses to Statutory Requirements				
County-district number or vendor ID: **227-907**			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)
Project Hope staff will complete needs assessments of every homeless family.	450	Location: Home, Campus, Project Hope Office Staff: Project Hope Staff	Documentary Evidence: Skyward Documentation Project Hope Student Folders Position Responsible: Project Hope Staff	5
Project Hope staff collect grades and disciplinary data every six weeks	450	Location: Project Hope Office Staff: Project Hope Staff	Documentary Evidence: Discipline Reports Position Responsible: Project Hope Staff, PEIMS Office	2
Project Hope will generate attendance reports on a weekly basis of every homeless student and determine interventions	450	Location: Project Hope Office Staff Responsible: Project Hope Liaison and Assistant Drop-out Prevention Teams	Documentary Evidence: Weekly attendance reports, Mid-Year Reports Position Responsible: Project Hope Staff, PEIMS Office	1
Project Hope staff will contact students' parents who are at-risk of failing and create an interventions plan	125	Location: Home (in person or via phone), Campus, Project Hope Office Staff Responsible: Project Hope Staff	Documentary Evidence: Case Management Logs Position Responsible: Project Hope Staff, PEIMS Office, Counselors, Administrators	2
Project Hope staff will deliver homeless trainings calendar for staff and partners	200	Location: Campuses, Various Departments, or Organizations Staff Responsible: Project Hope Staff	Documentary Evidence: Training Calendar, Agenda and Sign-In Sheets Position Responsible: Project Hope Staff	3
Project Hope staff will attend Campus Student Support Team and Attendance Meeting and will develop a plan of action.	225	Location: Campuses Staff Responsible: Project Hope staff	Documentary Evidence: Sign-In Sheets, Intervention Plans Position Responsible: Project Hope Staff, Social Workers, Counselors	4
Project Hope staff and support staff will refer families to various mental health, basic needs and social service providers and also offer basic needs supports.	450	Location: Project Hope Office, Mental Health Offices, Local Community Providers Staff Responsible: Project Hope staff, Food and Nutrition Office, MISD Social Workers	Documentary Evidence: Receipts, Student Skyward Documentation, Free Lunch Report Position Responsible: Project Hope Staff, Social Workers, Counselors, Parent Liaison, Social Service Providers	5

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	Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 227-907		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.	Integral Care	Provides school-based mental health services across the district
2.	People's Community Clinic	Provides primary-care services for students in grades PreK – 12 grade.
3.	Gear Up	Provides early college awareness, readiness to underrepresented students.
4.	Hindu Charities for America	Provides school supplies and vocational scholarships
5.	Assistance League of Austin	Provides new clothing for students
6.	Safe Alliance	Promote healthy teen relationships and works to prevent dating and sexual violence among middle and high-school students.
7.	Communities in Schools	Provides school-based social work and case management services
8.	Breakthrough Central Texas	Builds a path through college for students from low-income communities who will become the first in their families to earn a college degree.
9.	MISD Food Services Department	Ensures all homeless students receive free lunch services
10.	MISD Counseling Department	Counsels with students and collaborates with the homeless liaison
11.	Goodwill Career Launch Program	Provides Career Readiness Training, Career Exploration, Financial Literacy Training. Work Experiences and Case Management.
12.	MISD Dropout Prevention Department	Tracks attendance across the district, develops intervention plans and engages parents
13.	MISD Parent Engagement Department	Tracks campus volunteers, provides parent education opportunities and encourage parent engagement
14.	Family with Voices Integral Care	Coordinates housing, mental health and basic needs for identified homeless families in the 78653 zip code.
15.	MISD Transportation Department	Ensures all homeless students receive transportation and coordinate School-of-Origin transportation with other districts.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **227-907**	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 allow for the homeless team to coordinate comprehensive services for student and families experiencing homelessness. The majority will be directed toward a portion of the Project Hope Specialist's salary, purchases of basic needs, educational resources and professional development trainings/conferences for both the liaison and the specialist.

The Project Hope team will identify needs through a Homeless Education Needs Assessment tool. Based on this feedback, the homless team will collaborate with front-line staff to ensure students receive the appropriate academic setting (Special Education, Gifted and Talented, Career and Technical, Bilingual, etc.). Project Hope staff will also connect the student and their families with numerous school-based non-profit providers, enrichment opportunities, case management and mentoring 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 Project Hope Liaison and Assistant will:

- Engage all homeless parents and make them feel welcomed and supported.
- Educate parents of their educational rights.
- Conduct needs assessment and connect families to resources.
- Introduce parents and students to key personnel who will support their family throughout the year.
- Inform them on how to become active participants in their children's education.
- Invite parents to educational and enrichment opportunities, hosted by the campuses or community.
- Maintain contact regarding their student's attendance and academic performance.
- Connect them with ESL services.
- Involve or invite them to participate with advisory councils.
- Partner with Title I Staff

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.

The Project Hope staff and campus administration will ensure children experiencing homelessness are properly integrated into regular education setting. Upon enrollment, the registrar and administrators will review the student's enrollment packet, connect with the previous schools and determine the best educational placement for students.

These will include but aren't limited to free lunch services, transportation services, education programs (Gifted and Talented, Bilingual Services, Special Education, 504 Services, Vocational Programs, Career and Technology Programs, Advanced Academics and more).

Homeless students will not be segregated based on their living situation. Moreover, the students will have access to the education and other services needed to ensure meet the same challenging state student academic achievement standards.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **227-907**	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 points.

The Manor ISD Federal Programs Executive Director and the Project Hope team meet each year to determine its Title I, Part A reservations set-asides based on the needs of the current year. This includes the educational, social and emotional needs and barriers of children and youth experiencing homelessness. The team then develops a plan to implement for the following school year.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	$6,000	Funds were used towards the purchases of educational supplies (school supplies, dictionaries, calculators, summer enrichment activities, books and more).
Planned Set-Aside for 2017–2018	$4,000	Funds were used towards the purchases of educational supplies (school supplies, dictionaries, calculators, summer enrichment activities, books and more).

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 Project Hope staff and supervisor meet with the Executive Director of Federal Program to determine the set-aside amount.

The amount is based on the needs of the previous school year, the anticipated number of homeless for the upcoming year, the type of services needed and the costs involved to address the needs.

The liaison trains the staff at the beginning of the school year regarding the use of the funds and will include the amount and purpose of it in the Campus and District Improvement Plans. This guides district and campus staff in the improvements planned for homeless children and youth.

Services that have been considered:
- School supplies
- Clothing and uniforms
- Mental Health Services
- Tutoring
- Academic supplies

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **227-907**	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 to 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: **227-907**	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 following are the processes for the identification and enrollment of homeless students and unaccompanied youth.

1. The district identifies homeless and unaccompanied youth through the online Student Residency Questionnaire every year. The online registration portal, Family Access (Student Information System) provides real-time information such as a child's student demographics, attendance, schedule, grades, discipline, health or any other information that a parent or guardian may find useful to monitor and participate in their child's education.

   In addition, as families enroll, the front office personnel and/or registrars are trained to identify homeless families. If they believe a family meets the definition based on the questionnaire, the campus registrars will immediately enroll the student at that time and will notify the Project Hope (PH) team. The administrators and registrars understand that there shouldn't be a delay with enrollment when families don't have required documents.

   If documentation is missing, the Project Hope staff will work with families to obtain the needed records while the student is enrolled and attending classes.
2. PH staff review, collect and verify all Student Residency Questionnaires.
3. PH schedule a time for a phone, home or office intake.
4. If a family is eligible, the PH staff will assist the families with their immediate needs and also refer them to the social workers assigned to the campuses for additional support.
5. PH staff notifies the MISD Food Services to verify and ensure students receive free lunch services immediately.
6. PH staff will also ensure that School of Origin students are enrolled in their attendance zones campuses and remain at the campus the remaining of the school year if they become permanently housed or through their duration of homelessness.
7. PH staff will code students into the Skyward System Data System and also create a student folder, which includes intake information, Student Residency Questionnaire and other necessary documents.

The district will ensure immediate enrollment of homeless families when returning to the schools from the summer or holiday.

For families who become homeless after the school year begins, the Project Hope staff will require families to complete a Student Residency Questionnaire. They follow the same process as noted above.

The Project Hope staff will track students who aren't enrolled with the district and haven't enrolled into another district. Their duties, along with the Dropout Prevention Specialists, are to ensure students enroll in school within or outside the district.

The district has full-day PreK services for all four-year olds children. PreK Roundup Registration is offered in April every year. The homeless staff will be available during registration to identify families and to provide supports immediately. Moreover, as families enroll during the school year, these students will be enrolled into the program.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **227-907**	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.

The Project Hope team will provide ongoing training to ensure federal statutes and district policy are being followed in regards to homeless students in the Manor Independent School District.

The following Homeless Education Professional Development and Trainings will include the following topics:
- Homeless liaison responsibilities
- Educational rights of homeless children and unaccompanied youth
- Awareness and access to services
- Determining eligibility and identification
- Enrollment and school selection
- Transportation
- Working with parents and guardians (including disputes)
- Dispute Resolution Process
- Needs and Challenges
- Partnerships

The following will be offered to the following audiences:
New Teacher Orientation: An overview of the law and additional services offered through Project Hope and the district.

Back to School Professional Development: Homeless Education 101 will be offered for any personnel to attend.

Campus Professional Development: An overview of Project Hope will be provided to employees at 16 campuses

PEIMS (Registrar) Monthly Meetings: A comprehensive training will be offered to all registrars

Transportation Department Training: Project Hope staff will cover the law with an emphasis on School of Origin

Administrators (Principals and Directors): Project Hope staff will provide a homeless training during a monthly Principals Meetings for principals and directors.

Manor Collaborative Meetings: The majority of non-profits attend these monthly support meetings. Project Hope will provide a training at one of the monthly meetings.

Faith-Based Alliance Meetings: Quarterly Faith-Based Alliance Meetings are scheduled throughout the year. The Project Hope team will have an opportunity to provide an overview of the law and the needs of the students experiencing homelessness.

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

Manor ISD will use a variety of assessments to determine if students are on track for graduation. The district administers a reading and math universal screener three times a year to determine if students are on grade level.

The results will be analyzed and used to determine additional support for students with skill deficiencies. Students with deficiencies receive additional support from the classroom teacher or interventionists.

In addition to universal screeners, district assessments will be administered four times a year to determine which students are mastering grade level standards. Each campus responds to students who need more time and support with in class reteaching, flexible scheduling, and/or after school tutoring.

The district has purchased specific instructional resources for teachers to use with students who are not on track. The effectiveness of interventions will be assessed with reassessment results and state assessment results.

Beyond the interventions through the MISD Curriculum and Instruction Department and Principals, the Project Hope staff will generate Skyward 6-weeks grade reports of every homeless students. For students who are at-risk of failing or failing a course, the liaison will connect with administrators to determine next steps. Project Hope will refer students to services that lead to academic improvements. These include both academic and social/emotional services offered in the district.

- Communities in Schools
- Integral Care Mental Health Services
- Expect Respect Counseling
- Mentoring and Tutoring
- Education Connection Reading Buddies
- Gear Up
- Breakthrough Central Texas.
- Early College Start
- College Forward
- AVID

Moreover, Project Hope staff will engage the parents/guardians throughout the process, encourage them to participate with parent/teacher conferences and work with them to become actively engaged on the campus.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **227-907**	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 Manor Independent School District is dedicated to giving every student the best possible education through intensive core curriculum and specialized, challenging instructional and career programs.

The Project Hope Team will:
- Collaborate with campus counselors, Director of Counseling and College and Career Readiness, and campus counselors regarding students who are in jeopardy of failing, dropping out of school or graduating
- Participate on RTI, 504 and ARD meetings as needed
- Meet with counselors to review transcripts and review Personal Graduation Plans

Every middle school and high school student who don't meet the passing standard on a state assessment or who are not likely to receive a high school diploma will have a personal graduation plan (PGP) on file.

The plans include:
- Diagnostic information and appropriate monitoring
- Intervention
- Evaluation strategies
- Intensive Interventions
- Parental Input

Furthermore, the Project Hope Liaison will dedicate the majority of her time monitoring secondary students based on the academic and attendance of concerns noted in the 17-18 TEXSHEP Mid-Year Report.

The plan is for the Project Hope staff to compile grade reports every six weeks and attendance reports weekly. PH staff will attend Student Support Team meetings and Attendance Committee meetings to address areas of concern with assistant principals, counselors and social workers.

Fortunately, there are many College and Career Readiness Program options for the homeless students to participate and keep them engaged and interested. Each of these has academic, graduation, and college readiness monitoring systems in place.

These include, but aren't limited to:
- Gear Up
- Breakthrough Central Texas.
- Early College Start
- College Forward
- AVID

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: **227-907**	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	☐	☐	☐

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: 227-907	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	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☒
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☐	☒
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☒
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
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	☐	☐	☐
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	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: **227-907**	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

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	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
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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	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

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	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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

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	☐	☐	☒
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

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	☐	☒	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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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	☐	☐	☒
P99	Other (specify)	☐	☐	☐

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	☐	☐	☒
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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Z99	Other barrier Other strategy	☐	☐	☐

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