

**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>
Grant Period:	September 1, 2018, to August 31, 2019		<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> 2018 MAR 30 AM 11:11 </div>
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		
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414		
Schedule #1—General Information			
Part 1: Applicant Information			
Organization name	County-District #	Amendment #	
Brownsville I.S.D.	031-901		
Vendor ID #	ESC Region #	DUNS #	
13064	1	030917579	
Mailing address	City	State	ZIP Code
1900 E. Price Road	Brownsville	TX	78521-2417
Primary Contact			
First name	M.I.	Last name	Title
Diana	E.	Clough	Project Coordinator
Telephone #	Email address		FAX #
956.544.6612	clough@bisd.us		
Secondary Contact			
First name	M.I.	Last name	Title
Mary	A.	Tolman	Special Programs Administrator
Telephone #	Email address		FAX #
956.544.6612	mtolman@bisd.us		
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 Dr. Esperanza	M.I. Zendejas	Last name Zendejas	Title Superintendent of Schools
Telephone # 956.548.8011	Email address drezendejas@bisd.us		FAX # 956.548.8019
Signature (blue ink preferred)			Date signed


 Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 031-901

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:

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: 031-901

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
<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: 031-901

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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By TEA staff person:

- | | |
|-----|--|
| 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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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 031-901

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.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
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: 031-901			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: 031-901

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: 031-901

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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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 031-901

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.

Purpose

The Brownsville Independent School District (BISD) is applying for the 2018-2019 Texas Education for Homeless Children and Youth Grant from the Texas Education Agency to sustain our current efforts ensuring students in homeless situations are provided the opportunity to enroll in, and have full and equal opportunity to succeed in the schools of the BISD. Homeless and Unaccompanied Youth students are provided the opportunity to meet the same challenging state academic achievement standards all students are expected to meet. Therefore, our program project ensures students in homeless situations are provided the opportunity to enroll in and have full equal opportunity.

Goals of Grant

Our Project goals are aligned with our District's goals

- BISD students will receive equal educational opportunities.
- Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.
- BISD will provide required support and resources for educational excellence and equity. Parents will be full partners with educators in the education of their children.
- BISD will expand student enrollment/recruitment/and retention efforts.

Budget

The Youth Connection Project will utilize the funds to carryout grant activities that will support immediate enrollment. Program staff includes budgeted staff positions: Homeless Liaison (50% salary), Data Entry Clerk (50% salary), part-time counselors (extra-duty), tutorial teachers (extra-duty), and counselors (extra-duty) will help implement and monitor our grant goals and activities. Budget was developed and based on the needs, the numbers and the high-mobility rate of the homeless children and unaccompanied youth in the Youth Connection Project.

Trainings & Professional Development

The Youth Connection Project holds various meetings to provide awareness and guidance on the identification of homeless students for all administrators, district personnel and community agencies. Homelessness awareness is presented at the beginning of each school year and throughout the year for the Identification, Process, and Procedures regarding homeless children & youth and unaccompanied youth.

Assessment Process

The Homeless Liaison designs the assessment needs process.

- Identification and enrollment data of homeless students will be gathered and input in our data management system
- Attendance rate will be monitored and corrected on an as needed basis
- Academic achievement will be monitored and support services will be in place as needed
- Health and Counseling Services will be addressed and services will be rendered as needed

Management Plan

The Homeless Liaison and the Data Entry Clerk will monitor the program by keeping track of all program activities, monitoring and collecting data throughout the school year. The program will monitor progress through eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPlus At-Risk Progress Report, Progress Monitoring, Assessment Scores, Student Progress Reports, STAAR/EOC, At-Risk Retention Dropout, Graduation, and Completion Rates.

Evaluation

Our district's Assessment, Research, and Evaluation Department will continue to measure our progress in our state assessment scores.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 031-901

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.

Statutory Requirements**1.) Activity Description**

- Tutorial & Counseling Services (M-F) 2 hours at shelters and motels
- In addition, Counseling at Schools for Homeless & Unaccompanied Youth during school day on an as needed basis. Services also at shelters and motels, (M-Th) 2 hours

2.) Collaborations (BISD & Community Agencies)

- All of our collaborators are committed to meeting the needs and obtaining our goals with the elements set forth and explained in more detail on Schedule #16 – Responses To Statutory Requirements – Statutory Requirement 1

3.) Title-I Funds

- Clothing, shoes
- Emergency clothing
- School supplies
- Parental Involvement Activities

TEA Program Requirements**1.) Process for Identification and Enrollment**

- BISD utilizes a Student Residency Questionnaire at the beginning of the school year to identify children enrolling in our District who are living in homeless situation, including both students new to the District and those returning after summer break. The process or procedures vary slightly depending on the situations which are explained in further detail on Schedule #17 – Responses to TEA Program Requirements – Requirement 1

2.) Trainings & Professional Development

- Homelessness awareness is presented at the beginning of each school year and throughout the year to administrators, support staff, service providers and community agencies on Identification, Process, and Procedures regarding homeless children & youth and unaccompanied youth

3.) Early Interventions

- Our Project provides referrals to students to achieve academic success through to tutorials, extended day, counseling services, migrant services, STAAR and others. In addition, the Project also refers students and families to community agencies which are specifically named on Schedule #17 – Responses to TEA Program Requirements – Requirement 3

4.) Procedures/Academic Support

- Monitor to ensure grade level promotions and graduation rates are on track by providing services and interventions that may impede success. The efforts for removal of these barriers are detailed on Schedule #17 – Responses to TEA Program Requirements – Requirement 4

Commitment

In conclusion, Brownsville ISD commits to removing barriers of the enrollment and retention of children of homeless children and unaccompanied youth. Local, State Compensatory, and Title-I funds will continue to support the Brownsville ISD Youth Connection Project in meeting the needs of our homeless children and unaccompanied youth population. BISD ensures homeless children and accompanied youth receive equal opportunities through the emphasis of guidelines and safeguards as stated in the district's FDC(Legal) Admissions of Homeless Students, FDC(Local)-A Admissions of Homeless Students, EHDC(Legal) Alternative Methods for Earning Credit – Credit by Examination Without Prior Instruction, FD(Legal)-P – Admissions, FFAB(Legal)-P – Wellness and Health Services – Immunizations, District Student Code of Conduct, District Student-Parent Handbook, District Secondary Grading Procedures, and District's Course Listing Guide.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 031-901

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	\$93,787.	\$0.	\$93,787.
Schedule #8	Professional and Contracted Services (6200)	6200	\$0.	\$0.	\$0.
Schedule #9	Supplies and Materials (6300)	6300	\$19,735.	\$0.	\$19,735.
Schedule #10	Other Operating Costs (6400)	6400	\$4,855.	\$0.	\$4,855.
Schedule #11	Capital Outlay (6600)	6600	\$0.	\$0.	\$0.
Total direct costs:			\$118,377.	\$0.	\$118,377.
6.991% <u>indirect costs</u> (see note):			N/A	\$8,898.	\$8,898.
Grand total of budgeted costs (add all entries in each column):			\$118,377.	\$8,898.	\$127,275.

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0.	\$0.	\$0.
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Administrative Cost Calculation

Enter the total grant amount requested:	\$127,275.
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:	\$8,898.

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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By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 031-901			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		1	\$37,249.
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant		1	\$0.
9	Data Entry Clerk		1	\$11,470.
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
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:			\$48,719.
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$20,000.
27	6121	Support staff extra-duty pay		\$2,500.
28	6140	Employee benefits		\$22,568.
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$45,068.
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$93,787.

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

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On this date:

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 031-901		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	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) 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 #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Expense Item Description**Grant Amount
Budgeted**

Total supplies and materials that do not require specific approval:

6300

Line No.	Description of Expense Items	General Description/Lists of Hardware/Equipment	Total Budgeted Expenditures
01	Student School Supplies <i>General description in next column.</i>	Backpacks, Mesh Backpacks, Paper, Pens, Pencils, etc.	\$9,868.
02	Emergency Clothing, Shoes, Hygiene Items <i>General description in next column.</i>	Shoes, Jeans, Shirts, Shampoo, Toothbrushes, Toothpaste, Deodorant, etc.	\$9,867.

\$19,735.

Grand total:**\$19,735.**

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 #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 031-901		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. (National Homeless Conference)	\$2,505.
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:		\$2,505.
	Remaining 6400—Other operating costs that do not require specific approval: (Required State Training: \$1,250; Out of District Mileage: Region 1, UTRGV: \$300. and In-District Mileage \$800.)	\$2,350.
Grand total:		\$4,855.

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: 031-901

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		N/A	N/A	\$
6649—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:				\$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: 031-901

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	45,578	95.74%	Brownsville, Texas is ranked 13th "Neediest Cities in the United States" as cited by the Wall Street Journal.
Identified homeless students	1428	3.13%	
Students identified homeless with a 5A Crisis Code	121	0.27%	BISD has enrolled a total of 136 students from different hurricane disasters including Hurricane Harvey.
Students identified homeless with a 5B Crisis Code	0	0.00%	
Students identified homeless with a 5C Crisis Code	0	0.00%	
Attendance rate for identified homeless students	NA	89.93%	The Homeless attendance rate is lower than their peers, which was calculated at 96% in 2017-2018 mid-year report.
Attendance rate for economically disadvantaged students	NA	95.30%	Economically disadvantaged student attendance was lower than their peers, which was calculated at 96% in 2017-2018 mid-year report.

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
148	118	152	141	119	134	120	140	120	128	146	91	96	75	1728

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Schedule #13—Needs Assessment

County-district number or vendor ID: 031-901

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.

Local Conditions In Brownsville, Texas That Contribute To Homelessness

The city of Brownsville is located in the southernmost part of the tip of Texas, border town to Matamoros, Mexico. With an estimated population of 183,823; holding the 17th spot with highest-population city in the state. According to WalletHub a subsidiary of The Wall Street Journal, Brownsville was identified as the 13th "Neediest Cities" in the United States in 2017. The U.S. Census reported the median household income for Brownsville at \$34,225 and identified poverty at 32.8%. This city is home to the Brownsville Independent School District. BISD is the largest school district in the Rio Grande Valley with an enrollment of 49,125 in 2017. BISD identified 96% of its student enrollment as Economically Disadvantaged. The BISD Youth Connection Project under McKinney-Vento identified 1,697 (3.45%) of that population as Homeless Students.

Brownsville Independent School District

BISD mission statement remains the same for all students, regardless of their homeless status. The mission states "BISD will graduate students who are prepared to excel in higher education and successfully pursue career opportunities in a changing global society by maximizing resources to ensure equitable opportunities for all students." BISD recognizes and addresses the unique cultural lifestyle of South Texas with a broad selection of academic activities and programs for all students. These programs range from Early College High Schools to support programs for students with special needs. Limited English speaking students are served through the Bilingual or English as a Second Language program. There is pride in the progress BISD has made in recent years with regard to state-mandated testing. Improved scores have translated into more seniors fulfilling degree requirements and graduating career-ready and college-connected. Academically, both the Southern Association of Colleges and Schools and the Texas Education Agency have accredited Brownsville public schools. BISD is committed not only to working with students, but also with the community as well. No student deserves to go through the school day hungry, BISD features Universal Feeding, Provision Two. This plan provides breakfast, lunch and supper, free of charge, to all students, regardless of income or ability to pay. BISD uses these elements, and many more, to achieve its mission. BISD is home to the Youth Connection Project.

Youth Connection Project

Our purpose is to ensure educational rights and protections of children and youth experiencing homelessness within the district and neighboring school districts. The Youth Connection Project joins efforts with all district-wide campuses, district departments and the community to help identify the children who may be facing homelessness. The Youth Connection Project conducts professional staff development trainings for all BISD administration and personnel in the identification process, provisions, and educational rights under the McKinney-Vento Homeless Assistance Act. Campuses and administration then assist us in expanding our ability to identify students facing homelessness across our 58 campuses. The Youth Connection Project published a Student Residency Questionnaire on our website for campuses to utilize in determining the eligibility of students to receive services under McKinney-Vento. In assessing the Youth Connection Project, we determined that last year our District provided 200 transportation routes for homeless children and unaccompanied youth to their school of origin. Although these barriers are removed, our homeless attendance rate still came in with a deficit in 2016-2017, closing at a 92.8% compared to the district's overall attendance rate of 96%. The Youth Connection Project is evaluated annually through our district's Assessment/Research/Evaluation Department. This evaluation resounded deficiencies on the STAAR Assessment scores of 2016-2017. The percent of homeless students who met standards are in some cases as much as 37 percentage points below the percentage of all students who met standards. The District's 8th grade level met standard with 52% while only 25% of homeless met STAAR Math standards. These numbers are a clear example of the need that the homeless population needs to remove barriers and to continue to strive for academic success. With the assistance and the protection of the McKinney-Vento Act these students will continue to obtain from the most essential, such as: immediate enrollment, transportation to and from school, 3 meals a day, medical services, clothing, shoes, hygiene products, school supplies; to services that can help them reach for success: counseling services, tutoring services, school of origin, a familiar environment, and an opportunity to excel in life. In conclusion, TEA has identified our District the 9th most eligible district in the state of Texas to apply for this grant (TEHCY) based on our identification of 1,672 homeless children and youth in 2016-2017.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 031-901

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.	Identification of Homeless Children/Unaccompanied Youth	Identification of Homeless Children/Unaccompanied Youth is crucial to help assist students achieve academic success, meet social needs and offer them services under the McKinney-Vento Homeless Assistance Act. Through Staff Development and Community Presentations this will bring awareness of the requirements, services, and safeguards that are covered through McKinney-Vento to homeless children and unaccompanied youth.
2.	Student Enrollment	The Youth Connection Project will promote Immediate Enrollment to assist with academics by providing direct instruction to students in a safe environment and preventing education delays. The Youth Connection Project serves as advocates for all students experiencing homelessness.
3.	Improve Homeless and Unaccompanied Youth Student Attendance	Our department will give homeless children and unaccompanied youth information to our Pupil Services Department for their "No Show" sweep which takes place in September and October. In addition, the District's State Compensatory Department conducts "Walk for the Future" to encourage and enroll no shows and drop outs. In addition, Transportation services to school of origin will ensure attendance.
4.	Academic Achievement	Daily attendance highly impacts student academic success with providing positive educational experiences and opportunities to increase performance measures. Tutorials at school and tutorials provided by our department will assist in the academic achievement of homeless children and unaccompanied youth.
5.	Health Services/Counseling Services	Direct homeless children and unaccompanied youth to needed health services and provide counseling services to students to address anxiety related to homelessness. Currently, BISD has an annual "Back To School" Health Fair, providing free immunizations, free haircuts, free school supplies, snacks and treats. The Youth Connection Project provides direct counseling services during and after school to all homeless students, as needed or as requested.

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Schedule #14—Management Plan

County-district number or vendor ID: 031-901

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.	Grant Administrator	Total years of experience with BISD: 26 years Professor at University of Texas at Brownsville: 8 years Total grant experience: 34 years
2.	Grant Specialist	University of Texas at Brownsville and Texas Southmost College: 10 years San Benito Consolidated Independent School District: 4 years Total grant experience: 15 years (Consultant, Private Consultant)
3.	BISD Administrator	Total years of experience with BISD: 30 years. Total grant experience: 22 years
4.	Project Director	Total years of experience with BISD: 26 years Total grant experience: 17 years (Federal 21 st Century Grant, Texas 21 st Century Grant, and Texas Support for Homeless Education Program (TEXSHEP)).
5.	Secretary	Total years of experience with BISD: 4 years

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.	Identification of Homeless Children/ Unaccompanied Youth	1. "Back to School" Administrators Conference	08/01/2018	08/03/2018
		2. District Staff Development Day	08/13/2018	08/17/2018
		3. At-Risk Counselor Training	08/13/2018	08/17/2018
		4. New Teacher Orientation Conference	08/09/2018	08/10/2018
		5.		
2.	Student Enrollment	1. Verification of Enrollment Letters	08/20/2018	05/30/2019
		2. "Walk for the Future" – State Compensatory Dept.	09/03/2018	09/15/2018
		3. "No Show" Sweep – Pupil Services Dept.	09/03/2018	01/31/2019
		4. eSchoolPlus Coding and Reporting	08/20/2018	05/30/2019
		5.		
3.	Student Attendance	1. eSchoolPlus Reporting	08/20/2018	05/30/2019
		2. Home Visits	08/20/2018	05/30/2019
		3. Telephone Logs by Campus	08/20/2018	05/30/2019
		4. Parent Conference Documentation by Campus	08/20/2018	05/30/2019
		5. Transportation Request (School of Origin)	08/20/2018	05/30/2019
4.	Academic Achievement	1. eSchoolPlus Reporting	08/20/2018	08/31/2019
		2. Student Progress Reports	08/20/2018	08/31/2019
		3. Progress Monitoring Assessment Scores	09/03/2018	08/31/2019
		4. Graduation and Completion Rate Reports	09/03/2018	08/31/2019
		5. Tutorials at Shelters & Motels	09/03/2018	08/31/2019
5.	Health Services/ Counseling Services	1. Operation Lone Star	07/23/2018	07/27/2018
		2. "Back to School" Health Fair	08/11/2018	08/11/2018
		3. BISD Health Services, UTRGV/Mobile Med. Clinic	08/20/2018	08/31/2019
		4. Counseling Services at Schools	08/20/2018	08/31/2019
		5. Counseling Services at Shelters & Motels	09/03/2018	08/31/2019

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: 031-901

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.

Process and Procedures

The Youth Connection Project will monitor the program by keeping track of all program activities.

- Anticipated outcomes will be recorded and measured midyear and at the end of the school year. Data collection will be ongoing for every homeless/unaccompanied student.
- Attendance will be monitored every six weeks for all homeless children and unaccompanied youth. Students that we know have incurring chronic absences or if we are alerted by campus administration/personnel will be checked on a day to day basis. Provide transportation as requested and/or needed to ensure attendance.
- All established fiscal timelines and expenditures will be reviewed periodically for grant compliance.
- Excel spreadsheets will be created to record all collected data to conduct progress monitoring on all activities and projected outcomes.

Processes and Procedural Adjustments

Changes and updates will be made according to findings. In addition, new strategies will be implemented and activities will be created to achieve the Youth Connection Project goals and measurable outcomes.

- Administrative staff and teachers will be notified of any changes through professional development trainings, e-mails, memorandums, BISD website, and the Youth Connection Project website.
- Students and parents will be notified through parent presentations and in person when coming into our office, through telephone calls, home visits, BISD website and the Youth Connection Project website.
- Community members will be notified of changes through Youth Connection Project presentations such as Homeless Coalition meetings, Lions Club, Rotary Club, Tropical Texas Behavioral Health, and others.
- The Youth Connection Project will also use posters, flyers, and brochures to update all community members.

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.

Sustainability and Commitment

A commitment to education for all homeless children and unaccompanied youth will continue to be demonstrated and communicated through our BISD Board Policy Manual.

- BISD has been a recipient for the McKinney-Vento homeless grant more than 20 years and continues its' commitment to providing services to homeless children and unaccompanied youth.
- The District's policy manual enforces the immediate enrollment and the removal of barriers for all homeless students.
 - The local and legal policy ensures that the District will provide all homeless children and unaccompanied youth all services that are comparable to those offered to other students in the school in which the student is enrolled.
 - All campuses district wide adhere to local and legal provisions set forth by the McKinney-Vento Homeless Assistance Act. In addition, the District's Improvement Plan by placing goals and strategies for the homeless children and unaccompanied youth.
- The Youth Connection Project receives funding and on-going support from Title-I and State Compensatory Education funds.
- Currently BISD Food and Nutrition Services provides free breakfast and lunch through Universal Breakfast (SB376). In addition, BISD provides supper for all students through the U.S. Department of Agriculture CACFP At-Risk Afterschool Care.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 031-901

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.	Identification of Homeless Children/Unaccompanied Youth	1.	Sign-In Sheets
		2.	Agendas
		3.	Professional Development Trainings
2.	Student Enrollment	1.	eSchoolPlus Coding and Reporting
		2.	Verification of Immediate Enrollment Letters
		3.	
3.	Student Attendance	1.	Home Visit Logs
		2.	eSchoolPlus Reporting
		3.	Telephone & Parent Conference Documentation
4.	Academic Achievement	1.	eSchool Progress Reporting, Completion and Graduation Rates
		2.	Tutorial attendance sheets and lesson plans
		3.	Evaluation of Project and Student Progress through A.R.E. Department
5.	Health Services/ Counseling Services	1.	Student clearance through Health Services
		2.	eSchools – Medical Screen (Immunizations and Medical Alerts)
		3.	Referrals and sign-in logs

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.

Identification of Homeless Children/Unaccompanied Youth

- Day to day identification of homeless children and unaccompanied youth within the Program, District, and community.

Student Enrollment

- On-going collection of Immediate Enrollment Forms
- eSchoolPlus database to monitor enrollment or non-enrollment of students

Student Attendance

- Provide transportation to school through District transportation
- Provide transportation to school of origin through District transportation
- Conduct home visits through BISD Pupil Services Department
- Conduct home visits through BISD Campus Parent Liaisons
- Collaborate with State Compensatory Department "Walk for the Future"
- Collaborate with Pupil Services Department "No Show" Sweep
- Monitor homeless children and unaccompanied youth attendance every six weeks

Health Services/Counseling Services

- Referrals to BISD Health Services Department
- Referrals to local community health agencies for services
- Referrals for counseling services provided by the Program

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Schedule #16—Responses to Statutory Requirements				
County-district number or vendor ID: 031-901			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 Activity: Provide resource information and referrals to social service agencies to meet family needs for food, shelter, and medical services.	1000	BISD Campuses/Events	Agendas, Flyers, and Sign-In Sheets by Parent Liaison and Homeless Liaison.	1, 2
Enrollment Assistance: Trainings will be provided to Campus Personnel. Conduct Parent Liaison trainings throughout the school year. Present at local community agencies.	500	Office	Intake Forms/E-Mails, Sign-In Sheets, and Agendas by Homeless Liaison.	1, 2
Tutorials at the Shelters and Motels: Provide tutoring to students in homeless situations, including preschool children.	200	Shelters	Attendance Sheets/Lesson Plans, Tutorial Supplement Form, and Payroll Sheets by Homeless Liaison.	4
Training of McKinney-Vento Requirements: To BISD Campus Personnel. Conduct Parent Liaison trainings throughout the school year. Present at local community agencies.	500	Campuses/BISD Facilities	Sign-In Sheets and Agendas by Homeless Liaison.	1, 2
Disseminate Pertinent Homeless Program Information: To all campuses throughout the school year.	2000	Community Agencies/Campuses	Distribution Logs and Return Receipt from Community Agencies/Campuses by Homeless Liaison.	1, 5
Collect Data From Each Campus On Enrollment Timeline For Each Child: Enrollment Letters are signed, dated and returned to Project for verification purposes.	1400	Office/Campuses	Intake Forms/E-Mails, and Student Files by Homeless Liaison, Data Entry Clerks/Registrars and Campuses.	2
Transportation To School Of Origin: Referral/Requests will be provided to students based on their individual needs to ensure their attendance.	250	Office	Requests/E-Mails, Transportation Logs and Student Files by Homeless Liaison.	3, 4
Counseling Sessions For Students Living In Shelters and Motels.	250	Office, Shelters, and Motels in our community.	Logs and Attendance Rosters by Homeless Liaison.	3, 4, 5

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

County-district number or vendor ID: 031-901

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.	Behavioral Health Solutions Of South Texas	Collaborate and coordinate services to teach students and parents in the form of presentations to effectively communicate and increase protective factors in the student's life.
2.	Bishop Enrique San Pedro Ozanam Center, Inc.	Facility space for Youth Connection Project tutors and counselors to conduct services for school-aged children.
3.	Brownsville I.S.D. Advanced Academics Services	Collaborate and coordinate services for homeless students who have been identified and are receiving services through Advanced Academics.
4.	Brownsville I.S.D. Bilingual Education	Collaborate and coordinate services for homeless students who have been identified and receiving services through Bilingual Education.
5.	Brownsville I.S.D. Career and Technology	Collaborate and coordinate services for homeless students who have been identified and receiving services through Career & Technology.
6.	Brownsville I.S.D. Assessment/Research/Evaluation	Provide assessment scores of students to the program to aid in monitoring and ensuring homeless student academic success.
7.	Brownsville I.S.D. Finance Department	Assist the program in ensuring program accounts conform to standard principles of funds and budgets.
8.	Brownsville I.S.D. PEIMS	Provide reports for progress monitoring of homeless student academic success. Provide support for accuracy of homeless number reporting.
9.	Brownsville I.S.D. Federal Programs	Provide extra resources for homeless students to have the same opportunity as other students to meet State academic standards.
10.	Brownsville I.S.D. State Compensatory	Provide financial resources and guidance to program to provide academic success. FTE for Program's Data Entry Clerk.
11.	Brownsville I.S.D. Special Services	Collaborate and coordinate services for homeless students who have been identified and are received Special Education Services.
12.	Brownsville I.S.D. Guidance & Counseling	Collaborate and coordinate services to ensure each student receives services necessary to assist them in making sound personal/social, educational and career decisions.
13.	Brownsville I.S.D. Health Services	Collaborate and coordinate services to resolve health concerns, wellness and safety to reduce absenteeism.
14.	Brownsville I.S.D. Pupil Services	Assist program with conducting early truancy intervention and progress monitoring to address attendance needs of homeless students.
15.	Friendship of Women, Inc.	Facility space for Youth Connection Project tutors and counselors to conduct services for school-aged children.

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

County-district number or vendor ID: 031-901

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 proposed funds will assist the Youth Connection Project in providing trainings to campus personnel and community agencies to identify students who may be facing homelessness. With a trained and well-informed team these students will be able to be identified and coded into our District's database, eSchoolPlus. This will ensure that students identified as homeless/unaccompanied students are immediately enrolled in school. These funds will facilitate that students facing homelessness within our district are given the opportunity to enroll and attend school regardless of factors such as lack of necessary documentation or transportation to and from school. Students will be provided transportation services through the collaboration of the Project and the District's Transportation Department to their school of origin. The Youth Connection Project also collaborates with neighboring school district's to remove barriers and ensure student attendance and educational success. Through these proposed funds, students will receive clothing and school supplies to be prepared to attend school every day. The proposed funds will also assist in providing tutoring and counseling services for students in the Project. In addition, these funds help pay 50% salary of the Project Director and 50% salary of the Data Entry Clerk.

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.

BISD has a department specialized on the importance and the outreach of parents, the Parental Involvement Department. The Parental Involvement Department focuses on providing skills and tools necessary for parents to motivate their children to obtain academic success. Through the collaboration established with the Parental Involvement Department, the Youth Connection Project is able to showcase the services available to students and parents, encouraging parents to become involved with their child's education. Parents/caregivers in our District are able to volunteer at their child's school or at a department. BISD currently promotes the involvement of parents and guardians of homeless children and the youth through our KBSD-TV local channel (also available through YouTube) and our Public Information Office by advertising the Board of Trustees and Superintendent's Volunteer Recognition. Within the Youth Connection Project, our staff educates parents/caregiver/unaccompanied youth about the educational rights and safeguards under the McKinney-Vento Homeless Assistance Act. In addition, the Youth Connection Project is currently presenting monthly meetings in collaboration with Behavioral Health Solutions of South Texas. These presentations provide techniques to establish good communication between parents and students. Developing good communication skills helps parents catch problems early, support positive behavior and stay aware of what is happening in their children's lives. Our parent meetings are advertised with flyers, parent meetings and District website.

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.

Homeless children and unaccompanied youth will be integrated into the regular education program through the immediate enrollment provided process by the Youth Connection Project regardless of any lack of documentation or medical records. The Youth Connection Project provides clothing, shoes, hygiene products and school supplies for students to be able to integrate into school properly. Homeless children and unaccompanied youth are provided the option of attending their school of origin and/or their zoned school. Within, homeless children and unaccompanied youth are provided transportation to their school of origin through the Youth Connection Project and the collaboration of the BISD Transportation Department, when requested by parent/caregiver/youth. The Youth Connection Project and the District's Transportation works collaboratively with neighboring district's to secure transportation for homeless students/unaccompanied youth. Homeless children and unaccompanied youth are also given the same opportunities as other students to enroll in alternative middle school and high school campuses with academic advancement programs. All homeless students are encouraged and able to participate fully in all school activities such as Tutorials, Sports, Chess, Dance, Extended Day Program, Destination Imagination, Ballroom Dancing, Band, Theatre Arts, Cheerleading, National Honor Society and Clubs. In addition, BISD upholds laws prohibiting discrimination on the basis of race, color, and national origin, sex, disability, and on the basis of age.

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

County-district number or vendor ID: 031-901

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.

Title I, Part A reservations/set-asides funding will be utilized to purchase emergency items for students such as clothing and school supplies. Title I funding will strengthen our afterschool program because monetary allocations will be utilized to compensate tutorial staff and a counselor for services rendered at our shelters and motel (Ozanam Shelter, Friendship of Women Shelter and Plaza Motel). These set aside funds will also be utilized to purchase light refreshments for parents and students to be served for meetings.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	77,000	<ul style="list-style-type: none"> • Purchase of General Supplies for students • Extra-Duty Pay for Tutorial Teachers • 50% Salary of Homeless Director • 100% Salary of Homeless Secretary
Planned Set-Aside for 2017–2018	77,000	<ul style="list-style-type: none"> • Purchase of General Supplies for students • Compensation for Tutorial Teachers and Counselors • 50% Salary of Homeless Director • 100% Salary of Homeless Secretary • Light refreshments for parental meetings

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 reservation/set-aside is determined by the Federal Programs Administrator when creating Title-I budget.
- Professional development opportunities will be provided to campus and district personnel to inform them of the provision of services through Title I for homeless students and unaccompanied youth via the McKinney-Vento Act in order to improve academic achievement, graduation rates, completion rates, and decrease the retention rate and dropout rate. Services include identification and immediate enrollment of homeless children and unaccompanied youth amongst others.
- The Title-I Campus Improvement Plan includes two strategies under the State Compensatory section. Every campus has Strategies to address homeless students and their needs. In addition, several teams conformed of staff under Title I, visit every campus to ensure that homeless activities/strategies (2) are included in the Campus Improvement Plan. In addition to visits, our department monitors and reviews Campus Improvement Plans online through the District website.
- On an additional note, the Youth Connection Project also receives additional financial support to compensate the department's staff. Title I compensates 100% of Secretary FTE.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	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: 031-901

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 process or procedures for identifying and/or enrolling homeless students and unaccompanied youth vary slightly depending on the following situations:

- a. **Are entering and/or returning to their schools from summer or holiday break** – BISD utilizes a Student Residency Questionnaire at the beginning of the each school year. The forms are then sent to the Homeless Department for verification of homeless living situation. Additionally, the Youth Connection Project requests a Campus Designee from all 58 campuses annually, in order to facilitate the identification and services of our homeless children and youth.
- b. **Become homeless after the school year has started** – Our District has a referral on the BISD Homeless website that is filled out by a staff member and e-mailed to the Homeless office for proper identification. Once the referral form is received in the Homeless office and parents/caregivers are contacted to explain the educational rights. Principals are notified of the student(s) living situation via e-mail with an updated letter to inform the campus with the most updated information regarding the student's living situation.
- c. **Are not currently enrolled or attending school** – Homeless information is posted in our community and communication with our shelter staff and motel/hotel staff has also been established to ensure students living in a temporary situation are made aware of their school choices, transportation eligibility and community referrals. Presentations are made to community agencies including the Brownsville Ministerial Association, Lions Club, University of Texas Rio Grande Valley, City and county entities are also made aware of our District's programming and support to ensure stability in our students' education. The District has a channel that airs on Spectrum that highlights and informs the audiences of rights and safeguards our District offers and additional information regarding our program.
- d. **Are eligible for early childhood and/or prekindergarten programs** – Early childhood and/or prekindergarten program are greatly publicized in our city. Our district advertises our early childhood and/or prekindergarten programs on local newspapers, district websites, flyers, school marquees and social media. When parents/caregivers enroll their students to the program, campus personnel will recognize their situation and refer them to our office for enrollment in our program. Due to the high demand that the early childhood/prekindergarten program slots have, they hold pre-registrations for all parents to enroll their students. Our program as well, provides pre-registration in the beginning of the spring semester to these students, to ensure their educational enrollment and begin their academic success.
- e. **Additional** – Our program's available services, via our page's link, are published on the District's website under "Homeless/Highly Mobility Link – Lacking Documents for Enrollment" and "Enrollment". In addition, district-wide campuses, district departments and local community agencies display posters of our program's information and office contact information. Lastly, in adherence to the 84TH TEXAS LEGISLATURE - HB 1559 - TEC 33.906 all of the district campuses provide links to our page and to local services available for the homeless.

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

County-district number or vendor ID: 031-901

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 training and professional development that are in place for:

a. Administrative, Instructional, and Support Staff:

Our Homeless Liaison makes presentations throughout the school year to school staff including: Principals, Assistant Principals, Facilitators/Deans of Instruction, Elementary Counselors, Middle School Counselors, High School Counselors, Parent Liaisons, PEIMS Data Entry Clerks/Registrars and Transportation Staff.

b. Service providers and/or community collaborators:

Homeless Liaison will present at service provider and/or community collaborator meetings to explain the purpose and goals of the program explaining the requirements to of the McKinney-Vento Homeless Assistance Act in order to qualify.

c. Examples

Homelessness awareness is presented at the beginning of each school year and throughout the year to the following on Identification, Process, and Departmental Procedures regarding homeless children & youth and unaccompanied youth;

- "Back to School" – Administrator's Conference
- "Back to School" – Health Fair
- "Know Your Community" – Back to School Parent Fair
- "New Teacher's Orientation" – In-Service (Fall & Spring)
- Elementary School Counselors District Staff Development
- Middle School & High School Counselors District Staff Development
- State Compensatory Education (At-Risk Eligibility Training) At-Risk Counselors
- District Staff Development Day (Data Entry Clerks, Parent Liaisons, and Record Clerks)
- McKinney-Vento Intake Overview Workshops (Administrators, Clerks and Registrars)
- Board of Trustees Curriculum Committee Meeting (Agenda Item: Special Populations)
- Migrant Education Program (Parent Advisory Council) Meeting
- Tropical Texas Behavioral Health – Parent Meetings & Parent Fair
- Cameron County Homeless Coalition
- University of Texas Rio Grande Valley – Mental Health Conference
- Parent Presentations/Workshops at Elementary, Middle Schools and High Schools
- Kid's Café – Meals served at hotels/motels on Saturday
- Johnny Carino's – "Back to School" dinner served at hotels/motel on Saturday

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

County-district number or vendor ID: 031-901

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.

The following will be utilized for early intervention and ongoing progress monitoring to address the academic needs of homeless children and youth:

- a. **4-year cohort graduation rate** – In collaboration with the Guidance and Counseling Department and through the use of eSchool Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports.
- b. **Graduation rate of all homeless students (e.g. current cohort, continuers and early graduates)** – In collaboration with the Guidance and Counseling Department through the use of Student Progress Reports and Progress Monitoring Assessment Scores.
- c. **College and career readiness programs and support services** – Support services are offered through our Career and Technical Education. Career and Technical Education will strengthen academic and career and technical skills of students through the integration of academics with CTE programs using coherent sequence of courses. In addition, with the collaboration of At-Risk counselors at high schools, students will be monitored on their personal graduation plans annually through Student Progress Reports and Progress Monitoring Assessment Scores.
- d. **Attendance and truancy interventions** – eSchoolPlus At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring to help for monitoring. "Walk for the Future" and "No Show" sweeps for students who have dropped out will be conducted as interventions in collaboration with Pupil Services Department.
- e. **Promotion** – In collaboration with the School Counselors, At-Risk Counselors and through the use of Student Progress Reports and Progress Monitoring Assessment Scores.
- f. **Collaboration and coordination of services for homeless students who have been identified and are receiving other special programs services (e.g. Special Education, Bilingual/ESL Education, Career and Technical and Gifted and Talented)** – Intervention and progress monitoring for Special Education, Bilingual/ESL Education, Career and Technical and Gifted and Talented will be completed in collaboration with each corresponding department through referrals and communication on an as needed basis. In addition, these interventions and progress monitoring will be obtained through eSchoolPlus progress monitoring reports.

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

County-district number or vendor ID: 031-901

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 following procedures will be used 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:

- a. **Transcript review for appropriate full or partial credit** – With the collaboration with the Guidance and Counseling Department will review transcripts for full or partial credit(s). Homeless students will be awarded partial credit for work completed at a previous school upon entering BISD. Homeless students will be able to obtain partial credit based on the District's policy for all students. BISD will provide proportionate credit for homeless students who successfully complete on semester of a two-semester course.
- b. **Credit recovery or credit repairs services** – Homeless students and unaccompanied youth, using state-defined criteria and be in danger of not graduating in four years or as a result of having previously failed a course required for graduation will have the opportunity to acquire credits he/she lacks and may mainstream back into regular instructional program. Referrals will be made to the At-Risk Counselors.
- c. **Attendance and truancy interventions** – Work collaboratively with Parent Liaisons at campuses and with the Pupil Services Department by monitoring student absences and encouraging student attendance compliance through our District's policies available in the Student Parent Handbook found online and at campuses. Through the District, campus incentives and awards to students meeting the district attendance.
- d. **Discipline interventions** – Discipline interventions and strategies have been designed by BISD Pupil Services, Guidance and Counseling and Police and Security staff to promote awareness of the Student Code of Conduct Discipline infractions and actions that can be taken by a campus. The Youth Connection Project, the homeless students and unaccompanied youth will adhere to the assessment and intervention as stated on the Student Code of Conduct Handbook. The Student Code of Conduct Discipline awareness will be communicated through student/parent distribution, presentations and on the District's website. BISD also provides disciplinary alternative education program at the Brownsville Academic Center for secondary students to provide structure, accelerated instruction and support services that will improve their academic achievement. In addition, documented interventions will be handled Special Services for all special education students.
- e. **Assessment interventions and scores** – Obtain assessment scores of students from the Assessment/Research/Evaluation Department to ensure homeless students and unaccompanied youth are on track for grade-level promotion, graduation, and college and career readiness.
- f. **Post-secondary transition plan** – In collaboration with Guidance and Counseling and campus principals, all students entering grade 9, will review personal graduation plan options. This will identify the course of study that promotes college and workforce readiness, career placement and advancement, and facilitates the student's transition from secondary to postsecondary education. Personal graduation plans will be reviewed by student and counselor annually.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 031-901

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 031-901

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 031-901

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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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