Texas Education Agency
Standard Application System (SAS)

2018–2019 Texas Education for Homeless Children and Youth

		FOR TEA USE ONLY
Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	Write NOGA ID here:
Grant Period:	September 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, April 3, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED EDUCATION AGENCY / TEXAS / DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION / 2018 APR -2 AM 11: 48
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov, (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #			Amendment #
Pflugerville ISD	227-904			
Vendor ID #	ESC Region #			DUNS #
9902073001	Region 13			069457893

Mailing address		City	State	ZIP Code
1401 W. Pecan		Pflugerville	TX	78660-

Primary Contact

First name	M.I.	Last name	Title
Victoria		Esparza-Gregory	Lead Social Worker
Telephone #	Email address		FAX #
512-594-1953	Victoria.esparza-gregory@pfisd.net		512.594.1951

Secondary Contact

First name	M.I.	Last name	Title
Jackie		Porter	Accountant
Telephone #	Email address		FAX #
512-594-0055	Jackie.porter@pfisd.net		512.594.0051

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Douglas		Killian	Superintendent of Schools
Telephone #	Email address		FAX #
512-594-0010	Douglas.Killian@pfisd.net		512-594-0005

Signature (blue ink preferred)

Date signed
3/22/18

Only the legally responsible party may sign this application.

701-18-109-020

Schedule #1—General Information	
County-district number or vendor ID: 227-904	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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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: 227-904	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 227-904	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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

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

Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 227-904	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 N/A	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: 227-904			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: 227-904	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

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D 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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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 227-904	Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 227-904	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.

Pflugerville ISD, through its Project Hope program, is dedicated to successful educational outcomes for identified displaced families, students and unaccompanied youth. Pflugerville ISD provides traditional and non-traditional supports in the area of identification, enrollment in school, provisions to ensure academic success, and social-emotional interventions. The identification of homeless students has increased with the addition of 500 new students per year due to economic growth in the area, causing the district to open a new school every other year. As the district grows, the number of students experiencing poverty and homelessness rises exponentially. Most of the student mobility is coming from East Austin. The City of Pflugerville is ill equipped to serve the needs of the families experiencing homelessness due to lack of public transportation and social service agencies in the area. The grant funds will help support strategies that provide direct academic interventions as well as social-emotional supports that will help meet the needs of the students in order to concentrate on their academic success. The grant is in line to meet the mission statement of our district, which is to provide an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community.

Project Hope staff designed the needs assessment to ensure that all areas of the district are represented. The needs assessment is reviewed at the beginning of the year and is modified based on feedback obtained from the previous year. Questions are also modified based on district goals and outcome data.

The budget was developed to address the needs assessment in the grant. Funds are allocated in the following manner:
- $14,605 – support 25% of Project Hope Social Worker salary and benefits
- $5,219 - support Tutoring and data entry support
- $1750 – contracted taxi services and Region 13 Co-Op fees
- $3700 – office supplies, student school supplies and emergency clothing
- $2,000 – Educational Field trips
- $6175 – Professional development, mileage, summer school tuition, testing fees for students, transportation for tutoring and nutritional snacks for student and parent involvement activities.

Approximately 24,000 students are enrolled in the district. 48% of our students are identified as economically disadvantage. 1.3% of the students are identified as displaced which is roughly over 400 students. The grant helps to remove barriers associated with poverty and high mobility rates that impact educational growth.

Homeless Liaison, Project Hope staff, campus personnel and district personnel will meet quarterly to review the activities and outcomes designed to help support academic success. Homeless Liaison will work closely with Project Hope Social Worker to ensure that proper identification and enrollment of students is met. Case notes are read and staffing of situations occurs on a daily basis. Both Project Hope Social Worker and Homeless Liaison will create, implement, and evaluate grant activities. Activities will be reviewed monthly by Project Hope staff focusing on time frames, students served, need for adjustments of activity, and reallocation of funds. Amendments will be pursued if warranted. Director of State and Federal programs will meet with the Homeless Liaison to review data and asses any additional funding needs that may exist in the district to support the needs of our homeless students and unaccompanied youth. Efforts will be made to include discussions with principals about funds that can be utilized from the campus to support this population.

The methods we will use to evaluate the program are:
- Campus enrollment and identification monitoring
- Attendance monitoring
- Academic and retention monitoring
- Assessing basic needs and social emotional supports
- Financial reviews

Progress will be measured through data reports with comparison to outcomes that are achieved by their housed peers.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227-904	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 have been addressed through the use of creating program activities that address the identified needs in the needs assessment. Collaborators have been identified in the community and within the district to serve displaced and unaccompanied youth. The funds will facilitate the proper identification, enrollment, and educational success of homeless children and unaccompanied youth. Parental involvement activities are used to engage parents in the educational process, such as parental workshops at the campus and in the community. Youth are integrated into the regular educational programs actively participating in classroom activities. Title 1 set aside provides a seamless use of funds should an additional resource be required specifically for student needs as well as support for the Project Hope Social Worker salary. Project Hope ensures compliance with mandates from the McKinney-Vento Act by ensuring that district policy and procedures are in Board Policy.

TEA requirements have been addressed in this grant. Students are identified at the beginning of the school year through the Student Residency Questionnaire (SRQ) that is part of the enrollment process for every student. The students who are returning to the campus are given a first day packet with required paperwork to complete, including the SRQ. Students who become homeless through the course of the year will be interviewed by campus Social Worker or Project Hope Social Worker and an SRQ is updated. During the Spring, a Pre-K registration event is facilitated in the district whereby Project Hope assists in identifying new students for the following year.

Training is provided to all key personnel to raise awareness of student issues that may be caused by homelessness. As a result, proper identification of students is increased. Community members are provided with training in order to contact the Project Hope office to inform of a potential displaced family. Also training allows for community members to assess their delivery of services to meet the needs of the families. Project Hope staff will seek professional development to ensure that best practices are implemented in program design and delivery.

Early intervention and on-going monitoring will be implemented by creating data reports through the student information system. Reports will allow us to capture data to intervene early for establishing academic and attendance plans in order to address the needs of homeless students. In addition, Secondary students' transcripts are reviewed for credit accrual and recovery support. Students are considered for the Pflugerville Academic Center of Excellence program (PACE), which will help students achieve early graduation, credit recovery, or continue their graduation efforts after their cohort date.

Pflugerville has been a part of the Federal Homeless Education grant for over 15 years. The needs of students in the area have changed causing an increase of approximately 2% identified homeless students each year. The district is committed to identify needs accurately so that our homeless students continue to be successful. Funds from other resources in the district and the community have increased through the years as Federal funds for McKinney-Vento decrease showing that the district has placed education of our displaced students and unaccompanied youth as a priority. Community efforts has helped to raise resources and funding for non-academic supports so that students do not have to worry about basic needs and can focus on educational goals.

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	Schedule #6—Program Budget Summary				
County-district number or vendor ID: 227-904			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	$19,824	$	$19,824
Schedule #8	Professional and Contracted Services (6200)	6200	$1750	$	$1750
Schedule #9	Supplies and Materials (6300)	6300	$3,700	$	$3,700
Schedule #10	Other Operating Costs (6400)	6400	$7,230	$	$8,175
Schedule #11	Capital Outlay (6600)	6600	$0	$	$0
Total direct costs:			$	$	$
2.695% indirect costs (see note):			N/A	$	$901
Grand total of budgeted costs (add all entries in each column):			$	$	**$34,350**

Shared Services Arrangement

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

Administrative Cost Calculation

Enter the total grant amount requested:	$0
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:	$0

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

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

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

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 227-094		Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional			
1 Teacher			$
2 Educational aide			$
3 Tutor			$
Program Management and Administration			
4 Project director			$
5 Project coordinator			$
6 Teacher facilitator			$
7 Teacher supervisor			$
8 Secretary/administrative assistant			$
9 Data entry clerk			$
10 Grant accountant/bookkeeper			$
11 Evaluator/evaluation specialist			$
Auxiliary			
12 Counselor			$
13 Social Worker		1	$13,204
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:	$13,204
Substitute, Extra-Duty Pay, Benefits Costs			
25 6112 Substitute pay			$
26 6119 Professional staff extra-duty pay			$4,379
27 6121 Support staff extra-duty pay			$300
28 6140 Employee benefits			$1,941
29 61XX Tuition remission (IHEs only)			$
30		Subtotal substitute, extra-duty, benefits costs	$6,620
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		$19,824

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227-904	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:	$0
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1		$
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$0
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$1,750
	(Sum of lines a, b, and c) Grand total	$1,750

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 227-904	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$3,700
	Grand total:	**$3,700**

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 227-904	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.	$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	$2,000
Subtotal other operating costs requiring specific approval:		$2,000
Remaining 6400—Other operating costs that do not require specific approval:		$6,175
Grand total:		**$8,175**

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

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

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
**Schedule #11—Capital Outlay (6600)**			
	County-District Number or Vendor ID: 227-904			Amendment number (for amendments only):
**6669—Library Books and Media (capitalized and controlled by library)**			
1		N/A	N/A	$
**66XX—Computing Devices, capitalized**			
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
**66XX—Software, capitalized**			
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
**66XX—Equipment, furniture, or vehicles**			
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
**66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)**			
29				$
Grand total:				$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: 227-904	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	11,892	48%	
Identified homeless students	420	1.7%	
Students identified homeless with a 5A Crisis Code	52	.2%	
Students identified homeless with a 5B Crisis Code	N/A	%	PfISD is not in the affected area.
Students identified homeless with a 5C Crisis Code	N/A	%	PfISD is not in the affected area.
Attendance rate for identified homeless students	N/A	%	
Attendance rate for economically disadvantaged students	N/A	%	

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
36	24	24	21	29	40	27	32	33	28	28	34	29	35	420

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 227-904	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.

The Homeless Liaison and Project Hope Social Worker held several meetings and sent out a survey to obtain an understanding of the needs of our displaced students and families. Participants included district level personnel, social workers, counselors, administrators, community partners, parents and unaccompanied youth who are currently identified as displaced. Information sharing and questions were developed from the topics listed below in order to illicit discussion for identification of needs:

- Identification and Enrollment
- Attendance rates
- Transportation needs of students and families for tutoring outside of school hours and to attend meetings
- Items needed to help students succeed in school – food, clothing, shelter, emotional support etc.
- Academic activities to increase success
- Funds needed for extra-curricular activities
- Barriers to finding permit housing; waitlist, affordable housing options

Barriers:

Identification – The community stakeholders identified a need to increase community involvement through training about McKinney-Vento Law in order to assist schools in identifying students for Project Hope. After training, community service providers would improve their programming specific to the needs of homeless families. School personnel described needing additional training to ensure that key personnel on the campus could identify a situation that would potentially be considered displacement. Training will increase awareness and the number of students served.

Enrollment – School personnel identified lack of access to immediate paperwork which leads to a concern of appropriate academic placement. Unaccompanied youth were less likely to self-enroll because of lack of paperwork. In addition, unaccompanied youth were not familiar with their rights for enrollment. Training provided by Project Hope staff to district personnel would decrease enrollment delays thus affording increased instructional time.

Retention – Credit attainment was important for students due to high mobility rates. Transportation issues where discussed as being a high priority to assist students in staying in their school of origin. High mobility rates negatively impact a student's ability to maintain academic success. Additional tutoring and academic monitoring was identified as an effective way to help students due to being behind academically.

Attendance –Attendance rates are an identified struggle in the district due to high mobility rates, lack of transportation and family stressors. Displaced student attendance rates fall behind their housed counterparts by as high as 8% points. Positive campus supports/relationships were identified as crucial for students to participate in school despite other stressors in their life.

Academic Success- Due to increased mobility seen in the district, unstable housing supports and lack of community resources, students fall behind academically. STAAR Scores illustrate that there are 3-5% points lower than their housed peers. Tutoring, summer school and college educational field trips can help reduce these academic gaps.

Community and Social/Emotional Resources – Due to lack of community resources in Pflugerville there is an increase in families needing assistance with utility fees and waiting lists for services. Families are encouraged to continue to make contact with agencies in order to stay abreast of resources when they become available. Through parent workshops provided by Project Hope staff, families will receive additional social emotional support to discuss stressful situations that are encountered due to homelessness. The counseling services may provide an outlet for students so that they are better able to focus on instruction.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 227-904	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.	LEA staff, Community, parents and unaccompanied youth need training to better understand the McKinney-Vento Act to increase identification and enrollment in school.	• Training provided to key personnel about compliance and services • Development of an on-line training module • Training to community partners about McKinney-Vento Act • Creation of Project Hope pamphlet outlining rights and services • Posters in community and campus buildings about McKinney-Vento
2.	Academic supports are needed to ensure promotion and graduation with cohort.	• Provide tutoring • Monitoring of grades and credits attempted/earned • Review of transcript for secondary students • Advocacy of additional educational program intervention by Project Hope staff • Provide information for higher education opportunities • College and/or Tech school visits • School supplies provided • Taxi services for families to attend academic meetings
3.	Attendance of displaced students is needed in order for students to obtain instructional time.	• Run attendance report weekly • Collaborate with campus to develop attendance plan • Meet with parent and student to decrease barriers • Provide transportation in a timely manner
4.	Social emotional support are needed in order for students to decrease stress level and be able to concentrate in school.	• Basic needs assessment interview provided to all identified families • Provide resources and referrals for basic needs • Provide counseling services by Project Hope staff and campus Social Workers • Provide parent workshops to addresses stressors and resource sharing • Taxi services for school meetings
5.		

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Schedule #14—Management Plan	
County-district number or vendor ID: 227-904	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.	Lead Social Worker/Homeless Liaison	As a Licensed Clinical Social Worker, she has over 27 years of experience working with at-risk youth. She coordinates with district-level administrators to maximize the effectiveness of the grant and has ensured the success of previous Homeless Education grants for 11 years.
2.	Project Hope Social Worker	A Licensed Master Social Worker with over 4 years of experience working with at-risk youth. She will assist in creating, supporting, and executing the activities of the grant under the supervision of the Lead Social Worker.
3.		
4.		
5.		

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

#	Objective		Milestone	Begin Activity	End Activity
1.	Increase the number of McKinney-Vento trainings per year by 2	1.	Needs assessment of training topics	09/01/2018	09/15/2018
		2.	Develop an agenda of key training issues	09/16/2018	09/17/2018
		3.	2-Training for school personnel	09/25/2018	05/15/2019
		4.	2-Training for community	09/25/2018	05/15/2019
		5.	2- Training for parents and Unaccompanied youth	09/25/2018	05/15/2019
2.	Immediate enrollment and identification of students	1.	Review Student Residency Questionnaire	08/31/2018	05/15/2019
		2.	Complete Parent Questionnaire of needs	08/01/2018	05/31/2019
		3.	Facilitate immediate release of previous records	08/01/2018	05/31/2019
		4.	Create and Distribute M-V pamphlet	08/01/2018	05/31/2019
		5.	Post M-V posters in community and schools	08/01/2018	08/31/2018
3.	Increase attendance rate of displaced students	1.	Generate an attendance report weekly	08/31/2018	05/15/2019
		2.	Provide feedback to the campus	08/31/2018	05/15/2019
		3.	Develop attendance plan with family and student	08/31/2018	05/15/2019
		4.	Provide transportation services to school	08/31/2018	05/15/2019
		5.	Monitor progress on plan	08/31/2018	05/15/2019
4.	Increase STAAR testing scores by 2%	1.	Generate grade data report every 3rd-6th week	08/31/2018	05/15/2019
		2.	Provide tutoring opportunities	08/31/2018	05/15/2019
		3.	Provide credit accrual and repair opportunities	08/31/2018	05/15/2019
		4.	Provide access to educational enrichment activity	08/31/2018	07/01/2019
		5.	Provide free summer school access	05/15/2018	07/25/2019
5.	Increase student and family social emotional stability	1.	Provide workshops for families	08/31/2018	05/15/2019
		2.	Provide counseling services	08/31/2018	05/15/2019
		3.	Continuous basic needs assessment	08/31/2018	05/15/2019
		4.	Continuous social emotional support assessment	08/31/2018	05/15/2019
		5.	Linkage to community resources	08/31/2018	05/15/2019

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: 227-904	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.

Student information system in the district has the ability to design reports that will generate data reports as needed. Project data will be reviewed quarterly by Project Hope staff to monitor goal attainment. Attendance and academic rates will be compared to housed peers. District Attendance Specialist and Project Hope staff will review attendance rates of identified homeless students. Rates will also be compared at mid-year and at end of year reporting.

STAAR benchmark testing will be reviewed with the accountability department.

Homeless Liaison works closely with Project Hope Social Worker to ensure proper identification and enrollment of students is met. Case notes are read and staffing of situations occurs on a daily basis. Both Project Hope Social Worker and Homeless Liaison create implant and evaluate grant activities. Activities will be reviewed monthly with Social Worker focusing on time frames, students served, need for adjustments of activity and reallocation of funds. Amendments will be pursued if warranted.

Social work staff who will be involved in the identification and support of secondary students will review data at monthly Social Work meetings. Staffing of displaced social emotional needs will be addressed as needed and at monthly clinical staffing meeting.

If adjustments or changes to goal or objectives are necessary and approved by the amendment process, an email will be sent out to key personnel to implement needed changes. Parents unaccompanied youth and community members who will be effected by the change will be notified by email or mail out of information

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.

Director of State and Federal programs will meet with the homeless liaison quarterly to review data and asses any additional funding needs that may exist in the district to support the needs of our homeless students and unaccompanied youth. Efforts will be made to include discussions with principals about funds that can be utilized from the campus to support this population.

Ongoing efforts will continue to review District Improvement Plan and Campus Improvement Plans will be completed in collaboration with the Director of State and Federal Programs.

Project Hope Staff will participate in trainings to ensure that best practices are delivered in the education and service provisions of our displaced students.

Budgets will be provided monthly to homeless liaison and upon request. Expenditures will be reviewed to ensure that they are in line with allowable expenses. Business office and homeless liaison will be in communication prior to fiscal report deadlines and as needed by phone, email or office visit.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227-904	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.	Campus Enrollment and Identification monitoring	1.	Bi-monthly emails sent to registrars to ensure PEIMS coding
		2.	Enrollment reports sent out every six weeks from registrars to Project Hope
		3.	PEIMS data report will be run in October, January, and May
2.	Attendance Monitoring	1.	Weekly attendance data report
		2.	Contact parent after 3 unexcused absences
		3.	Develop a truancy plan after 3 unexcused absences
3.	Academic and Retention Monitoring	1.	Grade reports are run every 3rd and 6th weeks
		2.	Emails sent out to campus of students who are failing core classes
		3.	Meeting will be held to develop academic success plan
4.	Assessing Basic needs and Social Emotional support	1.	At identification Parent interview will be used to assess needs
		2.	Resource list provided for basic needs assistance
		3.	Facilitation of interpersonal intervention as needed
5.	Financial Review	1.	Meetings held with finance department 3 times per year
		2.	Meetings held quarterly with State and Federal Programs Director
		3.	Re-allocation of funds as needed

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

The student information system is capable of running reports that will give us information to look at attendance and review academic information.

A spreadsheet is kept in the share drive for the Homeless Liaison and the Project Hope Social Worker to document demographics of identified students, list the program activities and record who participated. In addition, services that are mandated by McKinney –Vento law are also listed on the spreadsheet such as transportation to school of origin, immediate enrollment assistance, and free lunch as such documentation can be reviewed of who received the services.

A transportation log is kept with the transportation department in the share drive in order to access the time frame of the request for transportation and when it was provided in order to ensure compliance of timely transportation.

If services are not provided in a timely manner the Homeless Liaison sends an email with the time frame and facilitate discussion to problem, solve the issue. Meetings held 3 times per year with PIEMS coordinator to ensure that data from spreadsheet matches data entered in PEIMS.

Financial reviews are held quarterly with the finance department to review allowable spending guidelines and adheres to established district procedures. The homeless liaison's supervisor, Director of Safety and Crisis Management and the Director of State and Federal programs are on the approval chain from grant funds.

Problems with project delivery will be identified through quarterly data and goal attainment reviews. Amendments will be pursued if necessary.

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Schedule #16—Responses to Statutory Requirements		
County-district number or vendor ID: 227-904		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)
Provide up to 3 parent education and community resource workshops	20 families	Location: Campus/Community venue Personnel: Project Hope staff	Sign-in sheets/Homeless Liaison	1
Provide 2 College Readiness workshops/field trips	20 students	Location: College campus Personnel: Project Hope staff	Agenda and sign-in sheet/Homeless Liaison	2
Tutoring for students for up to 8 weeks prior to STAAR and EOC testing	30 students	Location: Campus Personnel: Campus staff	Sign in sheet Tutoring schedule or Staff Time sheet/Homeless Liaison	2
Transportation for tutoring and academic enrichment as needed	30 students	Location: Campus Personnel: Campus staff/Project Hope	Transportation log/Project Hope staff	2,3
Monitor grades for Junior and Senior cohorts every 3rd and 6th week	64 students	Location: Campus Personnel: Project Hope and Campus Social Workers	Data report/Project Hope Staff	2
Monitor grades of identified displaced students in grades 2-10 every 3rd and 6th week	272 students	Location: Campus Personnel: Project Hope	Data Report/Project Hope Staff	2
Students will be provided with school supplies as requested	200 students	Location: Project Hope office/Campus Personnel: Campus/Project Hope staff	Data spreadsheet of services/Project Hope Staff	1,2
Referrals provided to community and/or district sponsored resources as needed for food, housing, medical, mental health and other basic needs.	200 students	Location: Project Hope office, All campuses, home and community Personnel: Project Hope staff and campus Social Workers	Data Spreadsheet of services/Project Hope Staff	4
4 Trainings will be provided to personnel, community and parents in the identification, enrollment, and rights of homeless students.	90 individuals	Location: Campus, Community venues Personnel: Project Hope Staff	Agenda, Sing-in sheets/Project Hope Staff	1,2,3,4

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Schedule #16—Responses to Statutory Requirements (cont.)		
County-district number or vendor ID: 227-904		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.	Circle of Hope Community Center	Provides a "free store" for identified McKinney-Vento families that contains clothing, shoes, household items, food and furniture.
2.	Foundation Communities	Provide housing resource information and screening for eligible at-risk homeless families in need of housing.
3.	First United Methodist Church - Pflugerville	Provides access to food pantry outside of regular working hours, school supplies and undergarments. Also provides meeting space for parent programming.
4.	The University of Texas Steve Hicks School of Social Work	Provides graduate social work students to work with families – social emotional support, advocacy and case management.
5.	Department of College and Career Readiness	Provides information and assists with FAFSA, college application, ACT/SAT/AP registration process, academic counseling support and recovery of credits.
6.	Aramark Food Services	Provides immediate access to free lunch, ensures that balances are cleared.
7.	Department of Transportation	Provides access to immediate transportation needs to and from school, allows snacks for transportation outside of district.
8.	Department of Federal and State Programs	Provides support for students through Title 1 funds, provides training to administrator regarding support for displaced students, ensures Campus Improvement Plans support at-risk students.
9.	Department of Technology - PEIMS Data System	Provides training to registrars regarding coding of displaced families, ensures accuracy of data, meets quarterly with Project Hope.
10.	Department of Health Services	Provides information regarding dental, immunizations and health care providers. Assists families to track immunization records through ImmTrac2.
11.		
12.		
13.		
14.		

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 227-904	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.

TEHCY funds will be utilized to pay for part of a social work salary that will help to support activities for displaced families. Student identification will be completed by the Project Hope staff through interviewing parents and assessing needs in order to provide the appropriate referrals and services. Social emotional supports will be provided through interpersonal interventions: individually or in a group setting. Parent workshops will be provided to help families with understanding of their rights and to manage stressors related to their circumstances.

Tutoring services will be provided outside of the normal school day to provide additional academic support and to ensure that students are on target for promotion or graduation. Project Hope Staff will monitor grades to ensure that credits are accrued. Payment for higher education testing and summer school will be implemented.

School supplies will be provided to all identified displaced students in order to have the tools necessary to learn

Field trips to encourage and create access to higher education will be utilized to keep students motivated to reach their educational goals.

Transportation will be provided to accomplish activities including taxi services for parents to attend academic meetings.
Data entry staff will help to ensure accuracy of coding services and PEIMS reports.

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.

Project Hope completes a needs assessment with every parent to assess the needs of the family in the area of education, basic resources and emotional support.

Project Hope will provide parent workshops to inform them of their rights and services that are available to academic success included but not limited to existing school programs, tutoring, and educational field trips. In addition, assistance is provided to support parents in advocating for their student's education by accompanying parents to meetings in the community and at the campus.

After review of grades Project Hope will offer tutoring services to be provided at the campus, home or community location. In addition to the campus information about FAFSA and college applications, Project Hope sends out individualized information about district events to ensure the information is received by the parent.

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.

Upon immediate enrollment the campus contacts the school where the student previously attended to obtain academic information. Campus personnel reviews records and immediately provides a schedule of classes for students to attend class. A series of questions are asked to ensure that school placement is in the best interest of the student and is aligned to the current education needs. Students are provided with school supplies and given the name of the school contact who will provide additional support as needed.

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

County-district number or vendor ID: 227-904	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.

Coordination comes through the Title 1 administrator's academy which is a series of set meetings 3-4 times per year regarding professional learning and assessment of needs for at-risk students.

Campus Social Workers and Project Hope Staff meet with the Homeless Liaison to request funds for additional supports for students and families. Requests are discussed with Director of State and Federal Programs to access district funds for services of non-title 1 campuses.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	$48,550	Used to support 75% of the Project Hope Social Worker – to help with identification and social emotional support of students; snacks and supplies
Planned Set-Aside for 2017–2018	$48,550	Used to support 75% of Project Hope Social Worker, school supplies for non-title 1 campus, snacks for long bus rides home outside of the district

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.

LEA determines its set-aside based on the percentage of funds needed to fully can fund the Project Hope position. The positon has demonstrated positive outcomes and impact on supporting our displaced families, students and unaccompanied youth. The district meets the statutory requirement of 1% and consistency of service provision is a high priority.

The State and Federal Program Director provides training to Campus administrator about the use of Title 1 funds and how funds can be expended to support displaced students on their campuses.
Homeless liaison provides support to registrars and provides training to principals to explore avenues to increase supports through coordinated funding efforts.

All Campus Improvement Plans include services to at-risk students; services that are included for homeless students are tutorials and small group instruction. In addition, homeless students are encouraged and supported to participate in summer school enrichment opportunities.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 227-904	Amendment # (for amendments only):

Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227-904	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.

A) The district utilizes a Student Residency Questionnaire (SRQ) that is given to all families upon pre-registration/enrollment or in the "first day of school" packets. The SRQ gathers demographic information, school of origin, previous district attended, parent/guardian name, current address and current living situation. All SRQ's are sent by the campus to the office of the Homeless Liaison. Families who have indicated on the forms that they are in a temporary living situation and have been displaced due to economic hardship, natural disaster, or other reasons, are then contacted for an interview to determine eligibility for enrollment into the district's McKinney-Vento Program (Project Hope). Once eligibility is determined an email is sent to the registrar to enter in PEIMS, food services is contacted to designate student for free lunch and transportation is contacted if the need for transportation is identified.

B) During the course of the year campus personnel may be aware of a family or student who becomes displaced, the campus counselor/social worker will initiate contact with the family and assist in completing the SRQ while the student remains enrolled. Project Hope staff interviews the family/youth to qualify and assess needs to determine services and inform them of McKinney-Vento (MV) rights. All families/unaccompanied youth that are interviewed complete an assessment of basic and academic needs. A review of grades and resources for academic and social support is discussed. Referrals are given to the families that qualify and are informed that the program to assist families in displaced situations is called Project Hope who will send out invitations about events that may be beneficial for the family per their identification of needs assessment. In addition, appropriate campus personnel are identified by interviewer, family and youth, as need to know personnel, in order to expedite any immediate needs for the student to be successful in school.

C) Posters are displayed in the community to reach families who are not currently enrolled in school. Referrals are made by community agencies that have been trained on McKinney-Vento rights and Project Hope services.

D) In the spring, the district holds a pre-registration for pre-k services. Homeless liaison provides training to personnel who are assigned to assess eligibility for pre-k enrollment. Since homelessness is an indicator for eligibility, questions are provided to ask families that may help personnel identify potential students. Once eligibility is met, pre-k enrollment is completed and the name is provided to Project Hope staff to further asses for basic needs. Families are again contacted in August to provide school supplies and any additional support as identified by the parent.

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

County-district number or vendor ID: 227-904	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.

A) Homeless Liaison provides training to district personnel during the summer and the school year during campus staff meetings. Four scheduled trainings are set for key personnel yearly due to turnover of staff including counselors, social workers, transportation, registrars, and campus administrators. In addition, the district will receive access to a web based training that is being developed and will be proposed to be place in the recommended list of trainings to be completed at the beginning of the year by all personnel. Training for Project Hope staff will be provided by attending State Homeless Conference and trainings provided by the Region 13 Education Service Center.

A review of MV law including identification and immediate enrollment is discussed. Case scenarios are used to describe how the law applies to the displaced students including information to increase awareness of the struggles students may face being displaced and how that might impact school projects, homework and tests. Discussions are held about possible alternatives to reach academic goals.

B) Service providers and community collaborators receive information about the district's Project Hope program through outreach done by Project Hope staff. Local community resources are contacted about their services and are given information regarding the identification and enrollment of students experiencing homelessness. Contact is done either over the phone or in person and training most often happens one-on-one with the service provider and Project Hope staff. Service providers contact Project Hope to refer families they are working with in the district who are experiencing homelessness. Our Faith Based Community have been informed about student's in need in the district and have assisted in helping families in homeless situations. An outreach program was established for our church community to reach out to our Unaccompanied Youth by sponsoring them with support and Fresh Start Baskets to help them after graduation depending on the students' needs.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 227-904	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.

Academic monitoring and promotion/graduation success.
Early intervention and on-going monitoring will be implemented by creating data reports through our student information system. Reports that are utilized will provide information about students by cohort, credits attempted and credits earned. Grade reports will run every 3 and 6 weeks including final semester reports. Administrators will receive an email to inform them of deficiencies in a student's academic record. A campus meeting will be held with administrators who will receive reports of students' academic status including information of students who may be identified with other academic groups including but not limited to Special Ed., English Language Learners, Gifted and Talented and Career tech students. Academic plans will be developed and options reviewed to help students obtain the credits/grades to ensure promotion and graduation results. Students success will also be reviewed to encourage eligible student to take advanced placement or dual credit courses.
Parents, students or unaccompanied youth will be contacted by campus Social Worker or Project Hope Staff to discuss academic plan to review barriers to accomplishing the plan including but not limited to, transportation needs, access to tutoring and the attainment of academic instructional materials.

Attendance Monitoring:
Data reports regarding attendance will be run weekly to assess attendance. Project Hope will contact campus attendance clerks to ensure that letters are being sent out to families or unaccompanied youth after their 3rd unexcused absence is obtained. The family will be informed of a district parent meeting that can help support their student by providing hours toward the make-up hours needed which are cause by the absences. Project Hope will also call the family to ensure that barriers caused by homelessness are removed. A truancy prevention measures will then be discussed with the student and family to include but not limited to an identification of improved behavior that is causing the absences and supports to assist or school-based community service to make-up hours.
Project Hope staff may also visit the family at their place of residence if the campus has not been successful in reaching parents or youth.

College and Career Readiness support:
Transition counselors in collaboration with Project Hope staff provide support to Juniors and all Seniors in preparation for college or career. Students are provided with information about FAFSA, college visits, career fairs being held in the local community and assistance with work/college applications. All seniors will meet with transition counselors to ensure that they are developing their education plan post-graduation.

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

8th grade students are eligible to take high school credit courses. Their first end of semester will be reviewed to ensure that scores are passing. Tutoring options will be provided in order for the student to be successful with their first high school courses.

In high school grades are monitored every 3rd and 6 weeks as well as at the end of the semester. Semester grades are reviewed and discussions are held with students who failed first semester courses to inform them of options they have to still obtain the full credit at the end of the year, including tutoring. Parents will be contacted to ensure that they have obtained access to their student's grade book thru the parental portal. Grade level principals contact students who are at risk of failing and provide students with academic interventions such as credit recovery during the week and on weekends. For displaced student's additional transportation supports are provided for those credit recovery options during the week.

Transcript reviews are completed every year prior to establishing next year's course schedule in order to plan for any credits that need to be recovered through a credit recovery program. Students who are entering the district will have their transcript reviewed for completion of credit earned and will be provided with options to obtain credits that are missing. Contact will be made with previous district to discuss partial credit release so that our district can continue to award credits for partial work.

An additional option for students is to transfer to the district's Pflugerville Academic Center of Excellence (PACE) program. PACE provides innovative academic interventions. The campus is small and works with students to achieve early graduation, continue their graduation efforts after their cohort date or to achieve credit recovery. Students are given additional social emotional supports by providing leadership opportunities in the community, participate in community service and learn business practices through their t-shirt and food truck businesses owned by the campus. Students receive a blended curriculum with both on-line opportunities and direct teaching. Credits are immediately awarded as students work on their own pace. The success of the program specifically for our unaccompanied youth has increased self-esteem due to completion of credits and emotional support from the campus.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 227-904	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: 227-904	Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227-904		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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County-District Number or Vendor ID: 227-904	Amendment number (for amendments only):		

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

County-District Number or Vendor ID: 227-904	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☒	☐	☐
M02	Conduct home visits by staff	☒	☐	☒

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227-904		Amendment number (for amendments only):		

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☒	☐	☒
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☒	☐	☒

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227-904		Amendment number (for amendments only):		

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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