

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

2018–2019 Texas Education for Homeless Children and Youth		
Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	September 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> 018 APR -3 AM 7:48 </div>
Application deadline:	5:00 p.m. Central Time, April 3, 2018	
Submittal information:	<p>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:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Alice ISD	125-901			N/A
Vendor ID #	ESC Region #			DUNS #
74-6000007	02			095111209
Mailing address		City	State	ZIP Code
#2 Coyote Trail		Alice	TX	78332-4140
Primary Contact				
First name	M.I.	Last name	Title	
Dr. Alma		Garcia	Director of Special Programs	
Telephone #	Email address		FAX #	
361-664-0981	dralma.garcia@aliceisd.net		361-660-2123	
Secondary Contact				
First name	M.I.	Last name	Title	
Oscar	L.	Alaniz	Grant Writer	
Telephone #	Email address		FAX #	
956-970-1515	Oscaralaniz36@gmail.com		866-600-0374	
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 Guillermo	M.I. Last name Rulz	Title Superintendent
Telephone # 361-664-0981	Email address guillermo.rulz@aliceisd.net	FAX # 361-660-2113
Signature (blue ink preferred)		Date signed


Only the legally responsible party may sign this application.

3-22-18

701-18-109-024

Schedule #1—General InformationCounty-district number or vendor ID: **125-901**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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 #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **125-901**

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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

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 #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **125-901**

Amendment # (for amendments only):

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

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

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:

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

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 #3—Certification of Shared ServicesCounty-district number or vendor ID: **125-901**

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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 #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 125-901			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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 #4—Request for AmendmentCounty-district number or vendor ID: **125-901**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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 #4—Request for Amendment (cont.)County-district number or vendor ID: **125-901**

Amendment # (for amendments only):

Part 4: Amendment Justification

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

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 #5—Program Executive SummaryCounty-district number or vendor ID: **125-901**

Amendment # (for amendments only):

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

Opening Statement: On August 25, 2017, Hurricane Harvey made landfall. Over the course of a four-day period, many counties in its path received more than 40 inches of rain, which caused catastrophic flooding, billions of dollars in damages, and left a sickening number of people homeless. Alice ISD is situated in Jim Wells County, which was one of these Hurricane Harvey impacted counties (**Hurricane Harvey designated disaster county 10 pts**). In addition to the target area being affected by Hurricane Harvey, over 24.2% of the individuals are living in poverty (**Source:** American Fact Finder), which inevitably causes even more individuals to lose their houses due to foreclosures or other misfortune.

The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 pts) The district's grant program was tailored to successfully address the needs of the students who were made homeless by Hurricane Harvey, or from the financial constraints their families face. The district will accomplish successfully addressing the needs of this target population by incorporating all the grant requirements. These include, but are not limited to: Coordinating with other local and state agencies that serve homeless children; Facilitating the identification, enrollment, and educational success of homeless children; Promoting the meaningful involvement of parents/guardians in their student's education; Integrating students into the regular education program; Coordinating grant services with Title I, Part A reservations; and Providing professional development trainings that increase the teachers ability to respond to needs of homeless students. Grant funds coordinated with district funds will help alleviate needs faced by homeless children and their families.

Furthermore, the district plans to evaluate student outcomes by reviewing attendance rates before and after the grant funding period to ensure the students attendance rates increase and thereby, increase their chance of being promoted. Additionally, Alice ISD will assess benchmarks, classwork, report cards, and state administered exams to determine the progression of the students' academics during the grant funding period. Lastly, the district will develop a sustainability plan to continue the grant after the grant period has come to an end. Through these proposed measures, the district will successfully address the needs of the target population.

The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 pts) The district decided to pursue this grant opportunity due to the fact that they believe they are most in need of new/innovative activities that promote the academic and overall success of students experiencing homelessness.

There is not enough funding allocated in the district budget (\$1,500) to meet the supplies, nutrition, and professional development training needs of the district. Through these \$9,000 in grant funds, the district can enhance its current services.

Additionally, due to the fact the district was significantly affected by Hurricane Harvey, the district took it upon itself to also conduct a Community Needs Assessment to determine the Percentage of Individuals With a High School Diploma and the Percentage of Individuals living in poverty that are living throughout the surrounding community.

COMMUNITY DEFICIENCIES		
Need	Target Area	State
Percent of Individuals With a High School Diploma or Higher	74.4%	82.3%
Percent of Individuals Considered to live in Poverty	24.2% (19,085)	16.7%

Source: 2014 American Fact Finder

As seen in the Needs Assessments above, the district is in dire need of the Texas Education for Homeless Children and Youth (TEHCY) Grant. Due to the location in relation to the Hurricane, and limited resources, the district lacks the resources, finances, and intervention necessary to identify and remove barriers for children and youth experiencing homelessness, as

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 #5—Program Executive Summary (cont.)County-district number or vendor ID: **125-901**

Amendment # (for amendments only):

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

well as, ensure that students in these circumstances have equitable access to all the support and resources needed to meet the same challenging state academic standards established for all students. Therefore, if awarded the TEHCY Grant, Alice ISD will not only utilize grant funding to facilitate the identification and removal of student barriers, but will partner with community partners, social service providers, and/or federal and academic programs to reduce the financial constraint the district would face if they were assigned to address this task solely.

The program activities relate directly to the program goals, local objectives, and strategies. (4 pts) The district will implement a program that relates directly to the TEHCY Grant goals, objectives, and strategies. The proposed program will support students who are suffering from homelessness by offering the activities listed on page 24. These activities will assist teachers in identifying and removing the barriers that prevent students from succeeding academically. Additionally, the proposed program will contract the local Region 2 ESC to provide professional development opportunities and heighten teachers understanding of homeless students. This increase in understanding will make teachers more effective and will ultimately result in an increase in student academic performance.

Objectives, strategies, activities, and desired results are clearly specified and are measurable. (4 pts)

The objectives the district wishes to achieve by receiving grant funding include: Increasing the Attendance Rates for Homeless Students; Increasing the Promotion Rates for Homeless Students; Increasing State Assessment Scores for Homeless Students; and Collaborating with various community partners, social service providers, and federal and academic programs to assist homeless students become integrated into the regular education program.

To ensure these objectives are met, Alice ISD will implement a Response to Intervention (Rtl) approach that contains High-quality, research-based instruction matched to meet the needs of each student. This approach will enable Alice ISD to tailor the academic program to each individual student; thus, increasing promotion rates and state assessment scores. Additionally, Alice ISD has a designated McKinney-Vento homeless representative that is responsible for identifying, enrolling, and increasing the educational success of homeless children and unaccompanied youth. This identification and enrolling process provided by the representative, along with grant funded resources will ensure that attendance rates increase. Lastly, Alice ISD will appoint a contact person to act as the voice of the district during the term of the grant and ensure Alice ISD is collaborating with various community partners, social service providers, and federal and academic programs.

Strategies/activities are of sufficient quality and scope to ensure participation among all eligible participants. (5 pts) The district will implement strategies and activities that are of sufficient quality and scope to ensure equitable access and participation. The district has selected an array of activities designed to increase academic performance, student attendance, and raise promotion rates. These activities include, but are not limited to:

- Provide homeless students with the items needed to complete their coursework (pens, paper, drives, hotspots, etc.);
- Provide homeless students with additional academic mentoring and tutoring to ensure they can meet the same challenging state academic standards the state establishes for other children and youth;
- Provide professional development to teachers which will assist them in correctly identifying the barriers students are facing and how to provide more effective instruction for the target population;
- Reduce the financial constraint families of homeless students are facing by paying the fees that are associated with tracking, obtaining, and transferring student records, as well as, providing student transportation to school; and
- Host Parent-Student meetings to assist in the increase of attendance rates.

On-going commitment to the goals of this grant program and other sources committed to the program beyond grant funding: The district has ensured that they have received buy-in from all participants, including the school board, district and campus administrators, participating teachers, partnering community partners, partnering social service providers, and representatives from the collaborating federal/academic programs. Throughout the term of the grant, the district will continue to meet with stakeholders to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the program. The acquired resources coordinated with Title I, Part A, McKinney-Vento Homeless Assistance, Every Student Succeeds Act (ESSA), and state compensatory funds will ensure student success is continued after the grant funding terminates. For this grant submission, all provisions, statutory and program requirements, as well as, the evaluation rubric questions were answered in their appropriate section. **(Application is organized and completed according to instructions-5 points)**

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 #6—Program Budget SummaryCounty-district number or vendor ID: **125-901**

Amendment # (for amendments only):

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

Grant period: September 1, 2018, to August 31, 2019

Fund code/shared services arrangement code: 206/295

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$2,829	\$0	\$2,829
Schedule #9	Supplies and Materials (6300)	6300	\$6,000	\$0	\$6,000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$8,829	\$0	\$8,829
1.9% % <u>indirect costs</u> (see note):			\$171	\$0	\$171
Grand total of budgeted costs (add all entries in each column):			\$9,000	\$0	\$9,000

Shared Services Arrangement

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

Administrative Cost Calculation

Enter the total grant amount requested:	\$9,000
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result.	\$720
This is the maximum amount allowable for administrative costs, including indirect costs:	

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

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

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

The costs reflected in the budget are appropriate for the results expected. (7 pts) The requested amount of \$9,000 for the 2018–2019 Texas Education for Homeless Children and Youth (TEHCY) Grant is reasonable, cost-effective, and adequate to support the program. The budget is reasonable when considering it will target 120 students and abides by the formula provided from TEA (Total Number of Students x \$75).

The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 pts) The district incorporated into the grant design all the grant requirements in order to offer high-quality programming through each grant component proposed. All expenses on the budget adequately support the activities in the grant proposal. Moreover, the district took into account expenses that are reasonable and necessary in order to meet the objectives the proposed program. All expenses are based on the current approved rate at the district.

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 #7—Payroll Costs (6100)				
County-district number or vendor ID: 125-901			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0

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 #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 125-901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		
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:		\$2,829
(Sum of lines a, b, and c) Grand total		\$2,829

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

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 pts) The proposed program will be utilized to supplement not supplant any federal, state, and local funds. Due to the lack of funding seen at the district, Alice ISD is unfortunately not able to sufficiently identify and remove barriers for children and youth experiencing homelessness; therefore, the proposed activities do not supplant current activities.

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: 125-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$6,000
Grand total:		\$6,000

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:

<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 125-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$0
Grand total:		\$0

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.

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 #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 125-901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
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				\$0
Grand total:				\$0

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 #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **125-901**

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	4158	81.4%	Alice ISD has a large number of ED students.
Identified homeless students	204	5%	Even though the district is small, the number of homeless students are significantly high (204). With grant funds the district will target the 120 students that were identified as homeless on the TEHCY Program Grant Eligibility List.
Students identified homeless with a 5A Crisis Code	11	.2%	
Students identified homeless with a 5B Crisis Code	0	0%	
Students identified homeless with a 5C Crisis Code	0	0%	
Attendance rate for identified homeless students	NA	75%	
Attendance rate for economically disadvantaged students	NA	93.9%	This attendance rate is lower than the State's average of 95.8%.

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
11	10	11	10	8	8	9	9	7	22	4	4	3	4	120

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 pts) In order to ensure that the activities are based on an objective set of measures, the following reports were reviewed: Texas Academic Performance Report (TAPR), and the 2014 U.S. Census Report. These reports were utilized to complete the table seen above, as well as, complete the needs assessment seen on page 19.

Additionally, based on the information gathered, it was determined that the district is in need of additional supplies, nutrition assistance, and professional training. Program activities that were selected to be used in this grant program were researched to determine the validity of each activity and if evidence-based research was available to support the ability to impact the district's needs.

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 #13—Needs AssessmentCounty-district number or vendor ID: **125-901**

Amendment # (for amendments only):

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

Needs assessment methodology is provided... proposed program is significant. (10 pts) The district decided to pursue this grant opportunity due to the fact that they believe they are most in need of new/innovative activities that promote the academic and overall success of students experiencing homelessness.

Current Achievement: There is not enough funding allocated in the district budget (\$1,500) to meet the supplies, nutritional needs, and professional development training needs of the district. Through these \$9,000 in grant funds, the district can enhance its current services.

Needs Assessment Process: Additionally, due to the fact the district was significantly affected by Hurricane Harvey, the district took it upon itself to also conduct a Community Needs Assessment to determine the Percentage of Individuals With a High School Diploma and the Percentage of Individuals living in poverty that are living throughout the surrounding community.

COMMUNITY NEEDS ASSESSMENT

Need	Target Area	State
Percent of Individuals With a High School Diploma	74.4%	82.3%
Percent of Individuals Considered to live in Poverty	24.2% (19,085)	16.7%

Source: 2014 American Community Survey

Description of how needs are prioritized: The district met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the district's needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative and quantitative dimensions that support prioritization were applied. The following areas were identified as areas in need:

Professional Development (PD) – As seen above, the students are having a difficult time meeting the same challenging state academic standards established for all students. Therefore, PD is needed to heighten teachers understanding of homeless children. By becoming more understanding of the needs of homeless children, the district believes that teachers will be more effective and increase student test scores on state exams; and,

Services for Target Population – As seen above, the district has an extremely low attendance rate. This low attendance rate contributes to students not being promoted and not meeting standards on state exams. Therefore, the district will utilize funds to attract, engage, and retain homeless children/youth in school thereby, increasing attendance rates, as well as, promotion and academic test scores.

Desired Outcome: With grant funding and collaboration between all stakeholders and various Title I, Part A programs, the district wants to be able to successfully identify and remove barriers for children and youth experiencing homelessness, as well as, provide students in these circumstances with equitable access to support and resources that increase their state administered test scores.

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 #13—Needs Assessment (cont.)County-district number or vendor ID: **125-901**

Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase the promotion rate of homeless students Needs have been identified and strategies to address those needs have been described. (10 pts)	In order to improve the promotion rate of the homeless students noted in the district's needs assessment, Alice ISD will provide professional development (PD) that heightens teachers understanding of homeless students. This PD will make the teachers more effective teachers; thus, increasing promotion rates. Additionally, to ensure students can take advantage of the more effective instruction, Alice ISD will provide homeless students the school supplies needed to complete their coursework (pens, paper, etc.).
2.	Increase the number of homeless students who meet or exceeded progress on the STAAR.	The district will address these low academic scores by providing students additional academic learning opportunities. These opportunities could include but are not limited to: peer-to-peer mentoring, teacher tutoring, before/after-school homework assistance, and educational software that is directly linked to increasing student achievement on state administered tests.
3.	According to the eligibility list provided by TEA, the district has 81% of its student population classified as economically disadvantaged, in comparison to 59% for the State. Therefore, due to the fact our district has a economically disadvantaged rate that is 70% or higher, our district is eligible for an additional 5 priority points .	In order to ensure the district addresses the needs of these economically disadvantaged and homeless children, the district will financially assistance students and their parents in any way possible. Some of these activities could include but are not limited to: Referral services to medical, dental, mental, and other health necessities; Transportation to school; and Payment of fees and other costs associated with tracking, obtaining, and transferring student records (i.e. birth certificates, immunization academic records).
4.	Increase parental and student attendance at school and at parent activities.	The district will increase the attendance rate by utilizing funds to attract, engage, and retain homeless children/youth in a school environment. Some of these activities could include but are not limited to: Holding meetings with parents to involve them in their student's education; Immediate student enrollment – even without required registration documents; Transportation to the school; Free school lunch; and Exemption from residency and attendance rules for participating in school sports (i.e. rules requiring a year of school residency prior to being eligible for sports at that school).
5.	The targeted area surrounding Alice ISD have many individuals that are living in poverty. In fact, 24.2% of the individuals are considered to live in poverty, in comparison to the State's average of 16.7% .	To reduce the high number of individuals that are considered low-income, Alice ISD wants to increase the number of students who complete high school and attend an IHE. The district intends to increase their student completion rates by providing them with services that can include, but are not limited to: School supplies; Before/After-school tutoring; individualized student instruction, etc.

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 #14—Management PlanCounty-district number or vendor ID: **125-901**

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications Ensure Sufficient Quality (5 pts)
1.	Program Director	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Must have the experience and skills needed to ensure the grant program remains within budget and on schedule.
2.	Region ESC	The individuals conducting services will be required to have a minimum of a Bachelor's Degree in a related field. Experience: Must have a minimum of 3 years in providing professional development that assists district personnel in identifying, recruiting, and enrolling homeless children.
3.	Campus Principals	Must have a minimum of a Bachelor's Degree in Education, or a related field, with a Principal Certification. Experience: A minimum of 3 years of experience working in the education field.
4.	Counselor	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: A minimum of 3 years of experience in implementing academic support services that ensures homeless students are on track for grade-level promotion, graduation, and college/career readiness.
5.	McKinney-Vento Representative	Must have a minimum of a High School diploma or equivalent. However, a Bachelor's Degree is preferred. Experience: At least 5 years of experience working with homeless shelters, as well as, with children, youth, and adults.

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 Attendance Rates for Homeless Students	1. Counselor will track attendance rates quarterly through attendance sheets provided by teachers to ensure there is an increase.	09/01/2018	08/31/2018
		2. Counselor will meet quarterly with students that are not attending class at a 75% rate to discuss a plan for improvement.	09/01/2018	08/31/2018
		3. Counselor and Program Director will conduct a meeting with a student's parent if their child's attendance rate drops to 60%.	09/01/2018	08/31/2018
2.	Increase the Promotion Rates for Homeless Students	1. Report cards will be reviewed to ensure students are passing all their classes.	09/01/2018	08/31/2018
		2. Counselor will assign students to stay after-school for tutoring in any classes they are failing.	09/01/2018	08/31/2018
		3. Meeting with stakeholders will be held bi-annually to discuss room for improvement.	09/01/2018	04/30/2018
3.	Increase State Assessment Scores for Homeless Students	1. Students lacking in a subject that will be state administered will be scheduled to attend tutoring.	09/01/2018	08/31/2018
		2. Provide additional PD for teachers with struggling students.	09/01/2018	04/30/2018
		3. Review state exams annually to ensure there is an academic increase.	09/01/2018	05/30/2018
4.	Collaboration between various community partners/social service providers	1. Meet with potential partners once grant is awarded to ensure interest is still there.	09/01/2018	09/30/2018
		2. Create partnership and offer services to students.	10/01/2018	05/30/2018
		3. Meet bi-annually with liaisons of the partners to discuss plans for improvement.	12/01/2018	04/30/2018
5.	Provide Evaluation/Feedback	1. Utilize a classroom assessment system to evaluate.	12/1/2018	04/30/2018
		2. Monitor for compliance and effective practices.	12/1/2018	04/30/2018
		3. Identify existing weaknesses and provide solutions.	12/15/2018	05/30/2018

Achieves the objectives on time, within budget, with appropriate timelines, and milestones. (5 pts)

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.

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 #14—Management Plan (cont.)County-district number or vendor ID: **125-901**

Amendment # (for amendments only):

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

The procedures ensure feedback and continuous improvement in the operation of the proposed program through ongoing monitoring and adjustments as needed. (3 pts) In order to solicit feedback and continuously monitor the attainment of goals and objectives, the district asks all stakeholders to participate in surveys and answer questionnaires on a regular basis. In addition, the district has established a procedure and schedule for internal monitoring that includes: Conducting student and family surveys/questionnaires to determine the quality of the programs provided; Ensuring all participants are accounted so the district can accurately track participants' attendance; Monitoring data entry and security procedures in order to ensure the program remains in compliance; Conducting teacher and parent surveys and questionnaires to determine if participants' academics and attendance have improved; Conducting staff surveys to determine the quality of professional development being provided; and Reviewing expenditures to ensure the program is staying within budget and all activities are being implemented.

The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 pts) In order to ensure that all program participants remain committed to the success of the program, the district has ensured that they have received buy-in from district and campus administrators, teachers, parents, school board members, community partners, social service providers, and the representatives of the federal and academic programs that the TEHCY Grant is partnering with. Additionally, throughout the term of the grant, Alice ISD will continue to meet regularly with all stakeholders to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment to the program.

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.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 pts) The district will coordinate the grant program with multiple federal and state programs, as well as, similar or related efforts, existing resources, and facilities to better serve the need of their teachers and students. Last school-year, the district set-aside \$1,500 in Title I, Part A funding for homeless children. This funding was utilized to purchase the essentials needed to perform well academically. Some of these items included: pens, pencils, notebooks, etc. These items enabled students to participate in the classroom and become integrated into the regular education program. Additionally, for the 2017-18 school-year, the district planned a set aside of \$1,500 as well. This funding will also be utilized to purchase academic essentials and ensure students are able to perform at their optimum level in school. Moreover, McKinney-Vento funding and federal/academic programs that are currently in place at the district will be coordinated to ensure grant funds are maximized. Therefore, to ensure that the program continues after the grant period, the district will actively look for funding sources that help support and sustain this program over an extended period of time, as well as, coordinate efforts with other Title 1, Part A programs (Foster Care, Special Education, Bilingual/ESL and other programs). The district's **plan for sustainability** will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Standard of Operating Procedures (SOP). and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: Make better use of existing resources; Maximize federal, state, and local revenue; Use of the instruction and professional development that was found to be effective during the grant funding period; Use of the most effective policies and procedures that prevented homeless children from feeling isolated or stigmatized during the grant funding period; Create more flexibility in existing streams; and Continue building public-private partnerships.

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 #15—Project Evaluation

County-district number or vendor ID: **125-901**

Amendment # (for amendments only):

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

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Qualitative Data: Parent/Student Surveys	1.	Positive feedback is received on teacher/parent/student interaction.
		2.	Positive feedback is received on teachers' instruction.
		3.	Positive feedback is received on community partnership influence.
2.	Data: Evaluation of Students' Learning	1.	Increase in the percentage of promotion rates in homeless children.
		2.	Report cards, classwork, and benchmarks demonstrate progress.
		3.	Increase in STAAR test scores.
3.	Professional Development Feedback (EVAL Shows Effectiveness 2 pts)	1.	Campus staff actively participate in collaboratives with the community partnerships.
		2.	A minimum of three campus staff PD trainings are offered.
		3.	Teachers are able to easily identify and assist in removing barriers faced by homeless children.
4.	Classroom Observations	1.	Student engagement increased in the classroom.
		2.	Increase in the homeless student attendance rates.
		3.	Data-driven learning activities are provided that increase STAAR scores.
5.	Review Collaborating Partners Effectiveness	1.	Partner with at least 3 community partners/social service providers.
		2.	Partners/providers provide at least 5 trainings a year.
		3.	Teachers integrate some of the items discussed and provided by partners into their instruction.

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.

Methods of evaluation clearly related to the intended results of the project. (3 pts) The district will collect data that includes program-level data, as well as, student-level academic data. It will include objective performance measures and indicators of program accomplishment that are clearly related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: Increase in Attendance rates for Homeless Students; Increase in Promotion Rates for Homeless Students; Number of professional development trainings offered to teachers; and Number of programs/partners Alice ISD has collaborated with to assist in the distribution of services to Homeless students.

Evaluation design includes processes for collecting data, including program-level data. (3 pts) Teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, and activities that are provided to them and to the students. Furthermore, parents will also participate in surveys that will provide feedback on the teachers' instructional strategies and assistance they have been provided (reducing financial burden, increase in their involvement, etc.).

Classroom observations will also be conducted on a regular basis in order to provide the Principal and grant officials the opportunity to determine whether the trainings being provided are having a positive impact on the teachers' ability to engage students, increase participation, and improve student outcomes. Finally, the district will review student achievement results and attendance data, as well as, test results, report cards, graded classwork, professional development sign-in sheets, and STAAR scores to determine an increase in student academics.

Formative evaluation processes outlined and addressed throughout the grant project. (2 pts) Data collected will allow the district, campus staff, and parents the ability to determine whether the professional development trainings are positively impacting the students and teachers. **Problems identified and corrected:** Areas of concern will be discussed, and modifications will be made regularly to the proposed plan, as needed.

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 #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **125-901**

Amendment # (for amendments only):

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

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Provide homeless students with the items needed to complete their coursework (pens, paper, etc.).	85	Teachers at the Participating Campuses	Program Director	1
Provide homeless students with additional academic mentoring and tutoring to ensure they can meet the same challenging state academic standards the state establishes for other children and youth.	45	Teachers at the Participating Campuses	Program Director	2
Professional Development provided to teachers that ensures they are able to correctly identify the barriers students are facing and how to provide more effective instruction for the target population.	5	Teachers will gather at a designated location to receive the instruction provided by the PD trainers	Program Director	1
Reduce the financial constraint families of homeless students are facing by paying the fees that are associated with tracking, obtaining, and transferring student records, as well as, providing students transportation to school.	20	Counselor at each participating campus	Campus Principals	3
Increase attendance rates by holding parent-student meetings.	30	Counselor at each participating campus	Campus Principals	4
Individualized Student Instruction	100	Teachers will gather at a designated location to receive the instruction provided by the PD trainers	Campus Principals	5

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 #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **125-901**

Amendment # (for amendments only):

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

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Alice ISD social workers	Alice ISD contracts social workers to provide snacks on the weekend to needy high school students. This is provided to the students once a week. This is provided to assist in the prevention of students suffering from malnutrition.
2.	Alice Coyote Closet	Many of Alice ISD's students are suffering from poverty and/or are homeless and can't afford some of the essential necessities needed to go to school. Therefore, Alice ISD provides clothing and hygiene products to students who are in need. By providing these items the district is able to increase attendance rates and promote a more attentive and caring school system. Collaboration and Coordination (15 pts)
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		

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 #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **125-901**

Amendment # (for amendments only):

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

Under the McKinney-Vento Homeless Education Assistance Act, Alice ISD has a designated a representative that is responsible for identifying, enrolling, and increasing the educational success of homeless children and unaccompanied youth. Below are the activities that this representative is responsible for and what category the activity falls under.

Identification: Contact community agencies who serve homeless populations to inform them of the resources that are made available to students; In-service district staff about who is defined as homeless under the federal McKinney-Vento Act; and Develop strategies to identify children (including preschool children) and youth who are unaccompanied and homeless;

Enrollment: Arrange transportation, Immediate student enrollment – even without required registration documents; and Payment of fees and other costs associated with tracking, obtaining, and transferring student records (i.e. birth certificates, immunization academic records).

Educational Success: Obtain educational tools or necessary school items (calculators, notebooks, etc.); Represent students in their desires and interests when enrolling the student into educational programs; Help students with educational program decisions when the student does not have a parent or legal guardian to assist them. with educational program decisions when the student does not have a parent or legal guardian to assist them.

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.

One of the biggest challenges Alice ISD currently faces is involving parents into student education. Therefore, to promote the meaningful involvement of parents or guardians, Alice ISD first needed to identify the barriers within their particular communities that prevent parents from being more active in their children's education. Some of the barriers that were taken into consideration include: A language barrier; Transportation issues; Outside commitments and responsibilities, affecting the amount of time they are available; and Only hearing from the school when their child is in trouble or having difficult.

To address these barriers and promote parent involvement, the district will implement the following action steps to establish effective family engagement programs:

- Recognize that all parents, regardless of income, education level, or cultural background, want to be involved in their children's education and want their children to do well in school;
- Link family and community engagement efforts to student learning;
- Create initiatives that will support families to guide their children's learning from preschool through high school;
- Develop the capacity of school staff to work with families;
- Focus efforts to engage families on developing trusting and respectful relationships;
- Embrace a philosophy of partnership and be willing to share power with families; and
- Make sure that parents and school staff understand that the responsibility for children's educational development is a collaborative enterprise.

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.

As soon as they are enrolled, which should be a speedy process because Alice ISD will not require the usual information to enroll homeless students, homeless children and unaccompanied youth will be integrated directly into the regular education program. The district will make this transition as easy as possible by providing students the school supplies they need such as: pens, paper, notebooks, binder, etc.

Additionally, due to the fact students will be entering straight into a classroom school environment after being homeless, the district understands that they might struggle academically. Therefore, Alice ISD will implement Response to Intervention (RtI) approach that contains High-quality, research-based instruction matched to meet the needs of each student. This approach will enable Alice ISD to tailor the academic program based on the needs of the student; thus, integrating the student into the regular education program easily and effectively.

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 #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **125-901**

Amendment # (for amendments only):

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

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 order to develop and prepare a process that coordinates services with Title I, Part A funding, as well as, with **McKinney-Vento** funding, the district needed to meet with all stakeholders (teachers, superintendent, board members etc.) and determine a funding set-aside that was agreed on by everyone. By doing this, the district is able to ensure that all stakeholders remain committed to the success of the program. Throughout the term of the grant, the district will continue to meet regularly with administrators, teachers, and board members to solicit feedback and, if possible/necessary, modify the amount of funding; thus, ensuring long-term support and commitment to the program.

In the chart below, you will find the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$1,500	This funding was utilized to purchase the essentials needed to perform well academically. Some of these items included: pens, pencils, notebooks, etc. These items enabled students to participate fully in the classroom and become integrated into the regular education program.
Planned Set-Aside for 2017–2018	\$1,500	Additionally, for the 2017-18 school-year, the district planned a set aside of \$1,500 as well. This funding will also be utilized to purchase academic essentials and ensure students are able to perform at their optimum level in school. <u>Strength of Title I, Part A and McKinney-Vento Collaboration (10 pts)</u>

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.

How does the LEA determine its reservation/set-aside amount?

Alice ISD took into consideration the number of homeless students enrolled, what services they wanted to provide, and how much money they could set-aside to address homeless students while still addressing the needs of low-income students.

How does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds? Alice ISD provides a training at the beginning of the year to all staff that may be involved with the enrollment of homeless students. During this meeting, the district assist staff in understanding the Alice ISD's policy/procedure to support homeless students.

How does the LEA address the needs of homeless students in the Campus Improvement Plan?

Each campus addresses the needs of the homeless students. Once students are identified, students are given the additional resources to facilitate the learning process. This also includes training for campus instructional staff and administration.

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 #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 125-901	Amendment # (for amendments only):
Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes. Revision Date: N/A
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. Revision Date: N/A
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. Revision Date: N/A
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes. Revision Date: N/A
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?	No. Revision Date: 5/1/2018
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes. Revision Date: N/A
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes. Revision Date: N/A
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes. Revision Date: N/A
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. Revision Date: 6/1/2018
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes. Revision Date: N/A
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.	No. Revision Date: 5/1/2018

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 #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **125-901**

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process or procedures 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 can be seen in the table below.

Category	Description of Policy/Procedure
Are entering and/or returning to school from summer or holiday break	Students are asked to fill out a Student Residency Questionnaire (SRQ) when they are enrolling. If the student marks any of the homeless indicators, the form is sent to central office where it is investigated. The Homeless Liaison then qualifies the student and the campus is notified.
Became homeless after the school year started	Registrars and secretaries are made aware of the homeless criteria and will have the student fill out a new SRQ. This new SRQ will ensure the student is qualified as homeless.
Are not currently enrolled and/or are not attending school	The high school campus has two social workers who may discover these students. Once the student is identified, they are referred to the Homeless Liaison.
Are eligible for early childhood and/or prekindergarten programs	The high school campus has two social workers who can determine the eligibility for these students. Once these students are identified and deemed eligible, they are assisted in enrolling to the prekindergarten program.

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 #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **125-901**

Amendment # (for amendments only):

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

Currently, Alice ISD offers various training to Alice ISD personnel. With additional funding provided by TECHY Grant, the district plans on offering additional professional development (PD) training geared towards training individuals to properly address the needs of homeless students. The district plans to expand their current training services to provide PD for both Service Providers and/or Community Collaborators of Alice ISD. The current trainings that are in place can be seen in the table below:

Name of Training	Description	Administrative, Instructional, and Support Staff; or Service Providers and/or Community Collaborators
Student Residency Questionnaire	PD on how to complete SRQs and the process and procedures for identification of homeless and foster care	Support staff
Texas Homeless Network	Webinars from the Texas Homeless Education Office (THEO)	Administrative, Instructional, and Support staff who are involved with Homeless student identification

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 #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **125-901**

Amendment # (for amendments only):

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

Early Interventions

To ensure the district is intervening early for struggling students, especially those that are homeless, Alice ISD will implement a Multi-Tiered Response to Intervention (RtI) Approach. This approach will consist of 3 tiers. The RtI approach will contain High-quality, research-based instruction matched to meet the needs of students and coordinated across each tier; Universal screening, and continuous progress monitoring of students' learning over time; Early interventions that increase in intensity; and Instructional decisions based on student data. Below is a breakdown of each tier and their purpose.

Tier 1: This tier will provide research-based instruction to the classroom as a whole.

Tier 2: This tier will provide instruction to a small group of students that are struggling. This can be provided to students before or after school.

Tier 3: This tier is an intensive individual-based instruction plan. This tier will be utilized for struggling students and can be provided before or after school, as well as, at home through homework assignments that are geared towards the items the student is weak in.

On-going Progress Monitoring

The National Center on Intensive Intervention defines progress monitoring as the repeated measurement of academic performance for the purpose of helping schools individualize instructional programs for students in grades K-12 who have intensive instructional needs.

Alice ISD believes homeless children and youth fall under the category of having "intensive instructional needs". Therefore, the district will base their on-going progress monitoring strategies from the National Center on Intensive Intervention and implement the following activities to ensure they continue to provide homeless students on-going progress monitoring:

- Collect assignments weekly to assess whether student progress is adequate to meet the student's instructional goal;
- If the student isn't keeping up academically, the teacher (s) will adjust the instructional program to better meet the student's needs and continues to monitor progress; and
- If the problem persists, continue to individually tailor the instructional program to the student to ensure they have the best opportunity for academic success.

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 #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **125-901**

Amendment # (for amendments only):

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

Currently, Alice ISD provides on-going procedures to review, monitor, and implement academic support services in order to provide the most high-quality services for secondary homeless students. This includes the procedure to ensure students are on track for grade-level promotion, graduation, and college and career readiness. Below is a breakdown of the procedures that are in place to ensure the aforementioned items are attained:

Review: Review the homeless student's statewide assessment performance reports. The district Homeless Liaison reviews how the district coordinates its academic program with preschool programs and programs for unaccompanied youth, including community agencies. Also, review how many homeless students had an on-time graduation. This includes reviewal of any evidence that the district has expanded or improved academic support services provided as part of regular academic program.

Monitor: The district monitors the data and summary reports from the district and other community agencies that concern the educational needs of homeless children and youth. The district Homeless Liaison monitors the evidence that determines if the district annually reviews and revises the policies and practices that assist in enrolling homeless students into academic programs.

Implementing Services: Lastly, the district reviews bi-annually a description of the activities funded through the district and are provided to homeless students. An annual review is conducted to see how well the district and other community agencies coordinated their services to provide homeless students' academic programs.

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 #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **125-901**

Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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 #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **125-901**

Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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 #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 125-901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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 #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **125-901**

Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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 #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **125-901**

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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 #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **125-901**

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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 #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **125-901**

Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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: