

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

<b>2018–2019 Texas Education for Homeless Children and Youth</b>		
<b>Program authority:</b>	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	September 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, April 3, 2018	Place date stamp here. <b>2018 APR -3 AM 8:14</b>
<b>Submittal information:</b>	<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>	
<b>Contact information:</b>	Cal Lopez; <a href="mailto:HomelessEducation@tea.texas.gov">HomelessEducation@tea.texas.gov</a> , (512) 463-9414	

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**Schedule #1—General Information**

**Part 1: Applicant Information**

<b>Organization name</b>	<b>County-District #</b>	<b>Amendment #</b>	
Houston Independent School District	101-912		
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>	
74-6001255	04	0612921240000	
<b>Mailing address</b>	<b>City</b>	<b>State</b>	<b>ZIP Code</b>
44001 W. 18 <sup>th</sup> Street	Houston	TX	77092-8501

**Primary Contact**

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
David		Barragato	Director, Student Assistance
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
713-556-6800	<a href="mailto:dbarraga@houstonisd.org">dbarraga@houstonisd.org</a>		713-556-7023

**Secondary Contact**

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Annetra		Piper	Manager, Grants Department
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
713-556-6785	<a href="mailto:APIPER@houstonisd.org">APIPER@houstonisd.org</a>		713-556-7023

**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 Grenita	M.I. F.	Last name Lathan, Ph. D.	Title Interim Superintendent of Schools
Telephone # 713-556-6300	Email address <a href="mailto:HISDSuperintendent@houstonisd.org">HISDSuperintendent@houstonisd.org</a>		FAX # 713-556-6323
Signature (blue ink preferred)		Date signed	


3/28/18

*Only the legally responsible party may sign this application.*

**701-18-109-027**

**Schedule #1—General Information**

County-district number or vendor ID: 101912

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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

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

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

**Part 2: Acceptance and Compliance**

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

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

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

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

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

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

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

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 101912

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
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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

County-district number or vendor ID: 101912			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
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	
<b>Grand total:</b>				

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 101912

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 approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance located in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant manual to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

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

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By TEA staff person:



**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 4: Amendment Justification**

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

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101912

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.

In August 2017, Hurricane Harvey ripped through the Houston landscape and left devastation in its wake. Thousands of residents lost their homes and their possessions. In addition to the already overwhelming numbers of homeless and unaccompanied youth that reside in Houston, the storm left many more people homeless, including thousands of children and youth. The 2016-2017 final count in the PEIMS report shows that almost 7,000 students were identified as homeless or unaccompanied. After Hurricane Harvey, the number rose to an alarming 28,000 students Houston ISD that were affected. The most recent PEIMS report shows that almost 7,000 students were identified as homeless or unaccompanied youth. In an effort to support all children who have been affected by homelessness, the Houston Independent School District (Houston ISD) is applying for the Texas Education for Homeless Children and Youth grant in order to do the following: (1) provide ongoing professional development training in reference to the McKinney-Vento Act, sensitivity, awareness and identification of students experiencing homelessness; (2) provide additional parent training/involvement activities needed district-wide; (3) increase and improve targeted interventions for success in the End of Course exams, reading, and math portions of the STAAR exams to close the achievement gap between homeless and non-homeless students; (4) reduce barriers to attendance by providing required clothing, supplies, and transportation necessary for homeless students to attend school and participate fully; and (5) increase Houston ISD's internal and external collaborations to provide a network of wraparound services to improve coordinated activities and enhance service delivery to homeless children and youth. The Homeless Education Department currently partners with over 100 organizations to assist in improving the well-being of Houston ISD's homeless population. The goals of this grant relate to the demonstrated goals of Houston ISD, by developing staff that can advocate for students and parents through identification and awareness activities, enrollment assistance, and parent education.

**Budget Development:** The budget for the proposed project was developed based on the needs of the students, families, and community. This grant will provide funds for tutors, an Outreach Worker Team Lead, two Outreach Workers, and fringe benefits. The budget includes costs for print shop charges and other operating costs for travel. The grant budget also includes supplies and materials to support the students, such as school uniforms, school supplies, and other items needed that will make going to school easier for homeless and unaccompanied youth. Tutorials will be provided at shelter sites to provide supplemental instruction for students who are unable to stay afterschool for tutorials, due to shelter policies.

The **demographics** of Houston ISD and partnering districts relate to the defined goals and purpose of the grant by serving students and families that are identified as homeless, regardless of race or disability.

**The Needs Assessment Process:** The needs assessment was designed by Houston ISD in collaboration with key stakeholders, including schools, educators, parents, and community partners. The needs assessment includes a data analysis of community-wide census demographic data, attendance rates, STAAR test data, campus poverty and homelessness rates, promotion rates, disciplinary referrals, and parental involvement rates. Additionally, the needs assessment incorporated district and campus-level data on students experiencing homelessness, as identified in PEIMS, AEIS, THEO survey data, and from Houston ISD, Homeless Education Office survey data service logs. The assessment concluded that there was a need for increased parental involvement, academic interventions, additional training for LEA staff, increased internal and external collaborations, and additional resources for clothing, supplies, and transportation.

**Consistent, High-Quality Management:** Houston ISD's grant will be managed through Houston ISD's Homeless Education Office located at Peck Elementary School. The Program Manager will ensure compliance

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By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 101912

County-district number or vendor ID: 101912

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.

with state and federal requirements, as well as provide implementation support and training to the schools to ensure high quality programming. The primary personnel for the project will include the following: (1) Student Assistance/Homeless Liaison Manager, who will oversee the project; (2) one Outreach Worker-TL; (3) two Outreach Workers; (4) a Wrap-Around Specialist; and (5) an Attendance Manager. The Outreach Worker-TL and two Outreach Workers will be paid for through grant funds. The other staff will support the project in-kind and will be paid for by the district, and Title I funds.

**Program Evaluation:** The methods used to evaluate the program will consist of formative and summative evaluations. The key provisions to be examined are identification, enrollment, attendance, academic success, training, collaboration, and coordination. Participating students and parents will be surveyed throughout the school year to assess how well the project is providing services and resources. To measure the progress of the program areas, district personnel at the campus level and Houston ISD Homeless Education Office will regularly monitor student performance, by reviewing files and progress monitoring data. The HISD Research Department will assess the program and share feedback with the project staff, who will share the information with all stakeholders. This information will be used to refine or define program goals and objectives, and to determine the overall effectiveness of the project.

**Application Accurately Answers All Statutory and TEA Requirements:** Detailed in the application is the description of how Houston ISD will meet all statutory and TEA requirements. Houston ISD, partnering agencies, and the Houston ISD Homeless Education Office are committed to supporting homeless students and their families that are living in a homeless situation or that are in transition.

**Ongoing Commitment:** Houston ISD is excited to enhance the work of the Homeless Education Office, and is fully committed to its long-term implementation. The Homeless Education Office and school leadership will work with their staff, families, and partners to identify additional funding streams with an eye toward sustainability in order to effectively continue the program when funding ends.

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By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 101912			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		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$192,406	\$0	\$192,406
Schedule #8	Professional and Contracted Services (6200)	6200	\$15,000	\$0	\$15,000
Schedule #9	Supplies and Materials (6300)	6300	\$283,269	\$0	\$283,269
Schedule #10	Other Operating Costs (6400)	6400	\$20,000	\$0	\$20,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$510,675	\$0	\$510,675
7.09% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$510,675</b>	<b>\$0</b>	<b>\$510,675</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$510,675
Percentage limit on administrative costs established for the program (8%):					× .08
Multiply and round down to the nearest whole dollar. Enter the result.					\$25,533
This is the maximum amount allowable for administrative costs, including indirect costs:					\$25,533

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

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

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

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By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 101912			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor		6	\$10,000
<b>Program Management and Administration</b>				
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			\$
<b>Auxiliary</b>				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
<b>Other Employee Positions</b>				
21	Outreach Worker Team Lead	1		\$61,000
22	Outreach Worker	2		\$92,000
23	Title			\$
24	Subtotal employee costs:			\$163,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112 Substitute pay			\$
26	6119 Professional staff extra-duty pay			\$
27	6121 Support staff extra-duty pay			\$
28	6140 Employee benefits			\$29,406
29	61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs			\$29,406
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$192,406</b>

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101912		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	\$5,000
	Specify purpose: Storage for program supplies and materials	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Print Shop Charges	\$10,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$10,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$15,000

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

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$283,269
Grand total:		\$283,269

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$20,000
<b>Grand total:</b>		<b>\$20,000</b>

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

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

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 101912			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

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

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 101912

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	180,685	79.9%	Percentages based on overall Houston ISD student count (n =226,130); regardless of ADA status
Identified homeless students	28,239	12.5%	Percentages based on overall Houston ISD student count (n =226,130); regardless of ADA status
Students identified homeless with a 5A Crisis Code	674	2.4%	Percentages based on Houston ISD homeless student count (n =28,239); regardless of ADA status
Students identified homeless with a 5B Crisis Code	1,126	4.0%	Percentages based on Houston ISD homeless student count (n =28,239); regardless of ADA status
Students identified homeless with a 5C Crisis Code	21,262	75.3%	Percentages based on Houston ISD homeless student count (n =28,239); regardless of ADA status
Attendance rate for identified homeless students	NA	94.8%	PEIMS
Attendance rate for economically disadvantaged students	NA	95.2%	PEIMS

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter											
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
679	602	665	662	646	657	568	450	370	361	420	324	268	328	7,000

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 101912

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.

Houston ISD, in collaboration with key regional stakeholders—representing the district, schools, educators, and community partners—has conducted a thorough needs assessment to identify the magnitude of need in how well the district educates and serves students and their families experiencing homelessness. The Houston ISD homelessness planning group that was assembled to conduct the needs assessment specifically included individuals with considerable knowledge and expertise with the problem of homelessness in the greater Houston area; these individuals come from a variety of disciplines, such as case managers for shelters, school information representatives and registrars, outreach counselors, juvenile case managers, principals, transportation personnel, and school counselors, as well as parents experiencing homelessness. The needs assessment included an analysis of community-wide census demographic data, school district data from prior and current school years (e.g., STAAR results, campus poverty and homelessness rates, attendance rates, promotion rates, disciplinary referrals, number of student absences, and schools with low-parental involvement). Additionally, the needs assessment incorporated district- and campus-level data on students experiencing homelessness, as identified in PEIMS, AEIS, THEO survey data, and from Houston ISD, Homeless Education Office - Project S.A.F.E. (Student Assistance Family Empowerment) service logs. As an integral step of the needs assessment, the Houston ISD homelessness planning group also administered a survey to key stakeholders. The survey instrument contained 21 qualifying questions and two areas for suggestions/comments. Respondents were instructed to indicate if the need was "not addressed", "well addressed" or "not an identified need". Several areas were examined such as (a) Gaps in service delivery to students and their families; (b) Barriers to student enrollment and attendance; and (c) Identifying ways to increase and improve collaborations among service providers.

In Houston ISD, prior to Hurricane Harvey, the past six years, has shown a slight decrease in the number of students identified as experiencing homelessness, from 7,453 in 2012-2013 to 6,721 in 2016-2017, or approximately a 9.8% decrease (Houston ISD, District Improvement Plan, 2017–2018). In the aftermath of Hurricane Harvey, the number of students experiencing homelessness has spiked in Houston ISD schools to 28,239—mostly due to the resulting decrease of affordable housing across the greater Houston area and displaced families (Lapkin, 2017). There are other factors which contribute to homelessness in the Houston area. Houston is a major destination for teenage runaways (Rhor, 2017), evacuees (Dart, 2015), and international refugees (Kragie, 2015). The City of Houston is also an infamous crossroad for human trafficking (Larson, 2014) and the top destination for migrants and immigrants in Texas (Ura and McCullough, 2016). Additionally, Houston/Harris County has a high incarceration rate which contributes to an elevated number of students with alternative living arrangements. In 2015, there were 3,806 children in Houston/Harris County that were in protective custody (Texas Department of Family and Protective Services, 2015). The Texas Medical Center, low apartment rents, and a concentration of social services and shelters attract many families in crisis seeking assistance, but many are still unable to secure stable and standard housing. Finally, the lack of zoning in Houston and weak lease management promotes doubled-up housing situations. According to Houston ISD data, since 2017, of the 28,239 students experiencing homelessness, 674 students have left the district and are now enrolled in another school district. Of the 28,239, 1,126 are enrolled at a different Houston ISD school, and 21,262 stayed enrolled at their home school within the district. For the proposed project, Houston ISD will target 7,000 students that chronically experience homelessness, but will continue to provide support for those hurricane survivors who may not yet be in their homes.

Based on the needs assessment, the following five needs are prioritized as the most significant needs districtwide. There is a need to: (1) provide LEA staff with ongoing professional development and training on sensitivity, awareness, and identification of students experiencing homelessness, as well as compliance requirements of the McKinney- Vento Act; (2) increase parent trainings and engagement opportunities; (3) increase and improve targeted interventions for student success in the End-of- Course exams, and reading and math portions of the STAAR exams to close the achievement gap between homeless and non-homeless students; (4) reduce barriers to attendance by providing access to required clothing, supplies, and transportation necessary for homeless students to attend school and participate fully; and (5) increase internal and external collaborations to provide a network of wraparound services to improve coordinated activities and enhance service delivery to homeless children and youth.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 101912

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.	There is a need to provide LEA staff with ongoing professional development and training on sensitivity, awareness, and identification of students experiencing homelessness, as well as compliance requirements of the McKinney- Vento Act.	Through the proposed project, professional development and training will be delivered to heighten school staff's (i.e., bus drivers, teachers, registrars, data clerks, student information representatives, Title I coordinators, principals, nurses, etc.) understanding and sensitivity to the needs of homeless and unaccompanied youth throughout the grant cycle and beyond. Technical guidance regarding the McKinney – Vento Act and coding in the Student Information System is also provided face to face, via email and in person upon request.
2.	There is a need to increase parent trainings and engagement opportunities.	Through the proposed project, training packets with program information will be distributed in an effort to increase parental involvement at parent meetings, shelters, district and community events to parents of homeless children and youth on the rights and resources available and the importance of their involvement in the educational decision-making process. Staff will also collaborate with agencies that meet the immediate needs of parents, such as for employment, housing, and food.
3.	There is a need to increase and improve targeted interventions for student success in the End-of-Course exams, and reading and math portions of the STAAR exams to close the achievement gap between homeless and non-homeless students.	Through the proposed project, Departmental Graduation Support Meetings (GSM) will be convened to increase support and encourage collaboration among campus staff to address students who are experiencing barriers to attendance or any other social service related issues.  Transportation will also be provided to students to enable participation in supplemental instruction on campuses.
4.	There is a need to reduce barriers to attendance by providing access to required clothing, supplies, and transportation necessary for homeless students to attend school and participate fully.	Through the proposed project, Houston ISD will deploy personnel to implement project activities and to coordinate services with Title I and grant funds to provide required clothing, undergarments, shoes, backpacks, and school supplies to reduce barriers to school attendance and learning. Transportation will also be provided to students to reduce barriers to attendance.
5.	There is a need to increase internal and external collaborations to provide a network of wraparound services to improve coordinated activities and enhance service delivery to homeless children and youth.	Through the proposed project, Houston ISD will collaborate with internal and external entities and community agencies offering services to homeless children and youth to decrease barriers to attendance and increase academic success.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Manager, Student Assistance/Homeless Liaison	Experience in providing process and technical leadership to outreach workers, campus personnel in reference to the McKinney – Vento Act, PIEMS coding, grant and project management.
2.	Outreach Worker – Team Lead	Experience in leadership of outreach workers and in providing family education and support services to parents and their children
3.	Outreach Worker	Experience in providing family education and support services to parents and their children
4.	Wrap Around Specialist	Experience in providing family education and support services to parents and their children
5.	Manager, Attendance	Experience providing process and technical leadership to outreach workers, campus personnel in reference to attendance for homeless and unaccompanied youth

**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.	By the end of the grant period, 80% of participating district staff/community partners will receive training regarding students experiencing homelessness.	1. 80% or more district leadership trained	9/1/2018	08/31/2019
		2. 80% or more shelter personnel trained	9/1/2018	12/31/2018
		3. 80% or more faith-based orgs. trained	9/1/2018	12/31/2018
		4. 80% or more partners trained	9/1/2018	12/31/2018
		5. 80% of Registrars, Data Clerks, Title I Coordinators trained	9/1/2018	12/31/2018
2.	By the end of the grant period, 100% of targeted parents will receive training and resources to increase engagement and empowerment.	1. Parent empower component completed	9/1/2018	08/31/2019
		2. Sign-in sheets of parent meetings	9/1/2018	08/31/2019
		3. Sign in sheets of shelter meetings	9/1/2018	08/31/2019
		4. Employment resources handouts on file	9/1/2018	08/31/2019
		5. Educational resources handouts on file	9/1/2018	08/31/2019
3.	By the end of the grant period, 95% of identified students will receive targeted interventions to increase academic success (classrooms and assessments)	1. # of students transported to tutorials	9/1/2018	08/31/2019
		2. Logs of Graduation Support Meetings	9/1/2018	08/31/2019
		3. Attendance for students documented	9/1/2018	08/31/2019
		4. Testing scores documented	9/1/2018	08/31/2019
		5. Logs of shelter parent meetings	9/1/2018	08/31/2019
4.	By the end of the grant period, barriers to attendance will decrease as evidenced by a 5% increase in attendance rate of targeted students.	1. Log of students receiving uniforms	9/1/2018	08/31/2019
		2. Back to School Extravaganza held	9/1/2018	08/31/2019
		3. Log of backpacks/supplies received	9/1/2018	08/31/2019
		4. Log of hygiene items received	9/1/2018	08/31/2019
		5. # of students receiving transportation	9/1/2018	08/31/2019
5.	By the end of the grant period, an increase in internal/external collaborations will increase by 10% to meet the needs of 100% of targeted students.	1. Log of Mental Health Agencies	9/1/2018	08/31/2019
		2. Contact log of low cost motels/housing	9/1/2018	08/31/2019
		3. Log of Wrap Around Team meetings	9/1/2018	08/31/2019
		4. Contact log with counseling agencies	9/1/2018	12/31/2018
		5. Contact log with housing agencies	9/1/2018	12/31/2018

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

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101912

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 Homeless Liaison and Outreach Worker Team Lead will monitor activities and provide guidance on issues related to the grant. The activities, timeline, and outcomes will be reviewed at all team meetings at which time calendar items and action items will be developed. The Grants Implementation Team and the Outreach Worker – Team Lead will monitor activities, statistics, and program expenditures to assure compliance. Quarterly meetings of Outreach Worker Team Lead and other key personnel will be held to review progress, gather feedback, and if applicable make programmatic modifications to improve the project. If it is determined that changes are necessary, the Outreach Worker Team Lead will provide a forum to discuss the evaluation findings so that key project personnel and administrators can make better and more pertinent program planning, implementation, and improvement decisions. These findings will also be shared with program stakeholders, including students, parents, and community partners via parent and community meetings, email alerts, etc.

**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.

Houston ISD has been committed to meeting the needs of students experiencing homelessness since 1991 when the district's homeless education program was expanded through grant funds. It has operated since that time. Staff and community partners are continuously trained to provide ongoing training geared towards identifying and serving the needs of homeless children and youth. Research suggests that homeless students are more likely to have lower grades and attendance problems as compared to non-homeless students (Miller, et.al., 2014). The Homeless Education Office (HEO) works in collaboration with campuses to provide supplemental instruction to struggling students. The existing program is similar to the planned project but will be enhanced to increase service delivery with the addition of tutorials at shelter sites.

The District and project staff are committed to community collaboration to ensure that the educational rights of homeless students are met. Title I funds are used to provide necessary supports such as required dress, school supplies, and backpacks. In addition, the Homeless Education Attendance Office is housed with the HEO to assist in monitoring student attendance and to ensure that necessary interventions are in place. Homeless students are also more likely to have behavioral and adjustment issues due to their highly mobile living situations. The District and HEO have partnered with counseling services that accept private health insurance and Medicaid to enable students and families to access mental health supports.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101912

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.	Home-school connection surveys	1.	Evidence that a system of communicating with parents exists
		2.	Increased parent engagement
		3.	Parent indication of satisfaction through surveys.
2.	Review of Student Records (Attendance, Graduation, and Discipline)	1.	Increase in student attendance
		2.	Decrease in student disciplinary infractions
		3.	Increase in graduation rates
3.	Teacher professional development surveys	1.	Increase in student identification for homelessness
		2.	Increase in the number of students served
		3.	Increase in student achievement for homeless students
4.	Review Records of Partnership Agencies that Serve Homeless Students	1.	Increase in the number of partnerships
		2.	Increase in the number of student intake forms
		3.	Increase in the number of students served
5.	Review of Student Identification Records	1.	Increase in the number of students identified
		2.	Increase in the number of student intake forms
		3.	Increase in the number of students served

**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.

Data collection will be gathered and maintained primarily by the student information system (SIS), Chancery, and through Cognos, where student information and performance records are stored. District personnel can monitor student performances by regularly reviewing the files. To ensure that students are on track, regular monitoring of student performance and attendance in the class will be monitored by the participating schools as well as by the HISD Homeless Education Office. Evaluation of activities will be tracked by student identification, enrollment, attendance, and academic success; teacher training; and partnership collaboration and coordination. Participating students and parents will be surveyed throughout the school year to assess how well the project is providing services and resources. Home-school connection data will be gathered by schools and monitored for parental involvement. The Homeless Education Office will also assist in data collection. The Homeless Liaison and Outreach Worker Team Lead are responsible for implementing all activities related to the project's evaluation. Training sign in sheets and other documentation will be kept on file in the HEO office and submitted to the Grants Implementation Team upon request. The team is composed of HISD's Grants, Accounting, Budgeting, Research and Accountability and Title I departments as well as the Homeless Liaison and Outreach Worker TL. The Team will meet quarterly to evaluate the HEO program implementation as well as track progress in order to initiate any necessary modifications to the project. Houston ISD will analyze data from state and local assessments. Teachers will continue to follow campus requirements specific to reporting attendance and participating in campus-wide assessments and other data collection points. Teachers will be required to document progress monitoring in various systems to ensure the needs of all students, including those with disabilities are properly served. Teachers are required to provide progress reports to parents according to each campus' reporting schedule. In order to understand the level of impact this program will have on students, data will be collected from sign-in/attendance sheets and surveys regarding the effectiveness of the teacher training and support that they will receive to provide support to students through the program. Interventions on the campus are in place to ensure student academic achievement will be supported if academic measures are not met. Program effectiveness will be monitored closely by district personnel and remediation will be handled by central office and campus administrators. Partnership activities will be monitored by the Homeless Education Office. These partnerships will be aligned to district policy and for the protection for every student.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101912

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)
Training to parents of homeless children and youth on the rights and resources	2,500	Campuses, shelters, community and district events	Sign in sheets, agenda, acknowledge of receipt log, Direct Service Logs Liaison, Outreach Workers	1,2,3,4,5
Training for district personnel to heighten the understanding and sensitivity	1,500	Campuses and departments	Sign in sheets, agenda, acknowledge of receipt log, Direct Service Logs Liaison, Outreach Workers	1,5
Coordinate activities between LEA departments, campuses, and community agencies	2,500	Campuses, shelters, community and district events	Sign in sheets, agenda, Direct Service Logs Liaison, Outreach Workers	1,5
Referral services to homeless students and youth for medical, dental, mental and other health services.	1,000	Campuses, shelters, community and district events	Sign in sheets, agenda, Direct Service Logs Liaison, Outreach Workers	2,5
Referral services to homeless students and youths for food, housing and employment.	1,000	Campuses, shelters, community and district events	Sign in sheets, agenda, Direct Service Logs Liaison, Outreach Workers	1,3,4,5
Extraordinary or emergency assistance needed to enable homeless children and youth to attend school.	1,500	Campuses, shelters, community and district events	Sign in sheets, agenda, Direct Service Logs Liaison, Outreach Workers	4,5
Activities to address the particular needs for homeless children and youth that may arise from domestic violence.	1,000	Campuses, shelters, community and district events	Sign in sheets, agenda, Direct Service Logs Liaison, Outreach Workers	1,2,5
School supplies distributed at shelters or temporary housing facilities or other locations.	10,000	Campuses, shelters, community and district events	Sign in sheets, agenda, Direct Service Logs Liaison, Outreach Workers	4,5
Fall Conference sponsored by Texas Homeless Network, Region 10, and THEO	6	Conference location	Sign in sheets, agenda, receipts	1
Tutoring, supplemental instruction at shelter locations	300	Campuses, shelters, community and district events	Sign in sheets, agenda, Direct Service Logs Liaison, Outreach Workers	2,3,5

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

County-district number or vendor ID: 101912

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.	MCNA Dental	Provides information on proper dental hygiene, toothbrushes, floss, and toothpaste.
2.	Avenue 360	Immunization and referrals for medical treatment
3.	Fiesta Mart LLC	Required dress, undergarments, backpacks, and food for families in need
4.	Houston Food Bank	Referrals for food for low income households and SNAP application assistance
5.	United Way	Provides information and referrals for needy families via 211
6.	Madge Bush	Shelter/Transitional Living Center for homeless women with 1 – 2 children
7.	Bethel's Family	Provides hot meals, groceries, and clothing to families in need
8.	Save the Children	Provides resources for schools and families
9.	Methodist Family Outreach	Support groups for grandparents raising grandchildren
10.	Gulf Coast Community Services Assn. /Head Start ECC	Referrals for early childhood education program
11.	TRIAD JP Court	Case management and wraparound services for disadvantaged students involved in the court system
12.	SEWA USA	Crisis intervention and counseling for HISD students and families
13.	American G.I. Forum	Provides employment for veterans and other homeless individuals
14.	Goodwill Industries	Provides employment and job training assistance for parents
15.	Houston Area Urban League	Workshops to empower students and families to attain job skills, housing, and career planning

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

County-district number or vendor ID: 101912

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.

A portion of the funds will be used for personnel (Outreach staff) to continuously monitor identification and enrollment at the campus level. The Student Assistance Questionnaire (SAQ) is in each enrollment packet and distributed when students are withdrawing or indicate a change in their living situation. In addition, campus staff will be trained during requests for technical guidance, weekly campus Graduation Support Meetings (GSM) and professional development trainings. GSM meetings address barriers to attendance and academic success as well as target specific goals related to homelessness and educational outcomes. The Homeless Liaison, Outreach staff and Texas Homeless Education Office staff train district, campus and external entities to identify students using the Student Assistance Questionnaire, on the rights and responsibilities of the LEA. Trainings focus on the McKinney – Vento statute (specifically homeless student's right to immediate enrollment), possible scenarios for homelessness, enrollment and transportation rights, and direct and referral services. Educational success is promoted through the coordination of services between the Homeless Education Office, campuses, and internal departments (such as Attendance) and external entities (such as The Tejano Center for Community Concern). Outreach staff will also provide awareness training at parent meetings, campus and community events, local prisons, eviction and truancy courts, and low-cost motels/hotels to increase identification, enrollment, and educational success of homeless and unaccompanied youth.

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

The Houston ISD Homeless Education Office (HEO) encourages parent participation by providing a safe haven for parents to request services and access resources. The HEO is centrally located and was established to provide students and parents with a "one stop shop" of resources. Parents have the ability to utilize the parent center to search for employment, pick up food, Metro passes, and clothing to prepare them for the workplace. HEO staff host annual events throughout the school year, such as Project Prom and the Back to School Extravaganza, parent meetings, campus and community events, and resource fairs at local prisons, eviction and truancy courts and low-cost motels/hotels to provide information and resources to attract and educate parents on their rights under the McKinney – Vento Act. The HEO also collaborates with the Houston ISD Family and Community Empowerment Department, which provides programs such as Family Friendly Schools and the Family Learning Academy. These programs build relationships with family and community, and links family events to students' learning, and supports parents' advocacy.

**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.

Houston ISD has established policies to resolve student enrollment disputes. Homeless children and unaccompanied youth will be enrolled in the LEA and will fully participate with the assistance of a network of wraparound services. Campus based Graduation Support Meetings assemble to address barriers to enrollment and attendance as well as the academic deficiencies of specific students. During the GSM, specialized plans are developed for at – risk students. In addition, the Attendance and Homeless Education Office (HEO) outreach teams monitor the provision of essential supports (such as required dress and transportation) to ensure that any barriers to attendance are addressed and resolved.

As a result of the aftermath of Hurricane Harvey, the Homeless Education and Attendance Offices have worked in collaboration with FEMA and Red Cross to locate and reintegrate missing students. Transportation and other resources are provided to encourage students to remain at their schools of origin. In addition, the HEO works closely with youth agencies which target runaways and homeless Lesbian, Gay, Bi-Sexual, Transgender and Questioning (LGBTQ) students such as Covenant House and the Montrose Counseling Center which provide housing and counseling services for students.

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

County-district number or vendor ID: 101912

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.

Homeless students who attend Title I, Part A Program school - wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I, Part A Programs and defeat the overarching program goal of helping all students meet challenging state standards. Through Title I, Part A, homeless students can take part in services that enable them to benefit more from a school's Title I program. Coordination with district personnel allows for the identification of homeless students' needs and the inclusion of strategies and services to meet these needs in the campus improvement plan (CIP) process. Houston ISD identified more students than the maximum funding will allow. Title I, Part A funds will serve to strengthen the proposed project and improve services to homeless students by providing additional funds to purchase required clothing, shoes, hygiene items, undergarments, backpacks and supplies, and transportation (Metro passes and Q cards).

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$214,800	The district used Title I, Part A funds for the following services to meet student's needs: emergency food, eye glasses, clothing to meet school's dress requirements, medical/dental services, immunizations, birth certificates (if the lack prevents access to school, GED testing fees for parents of homeless students.
Planned Set-Aside for 2017–2018	\$296,000	The district used Title I, Part A funds for the following services to meet student's needs: emergency food, eye glasses, clothing to meet school's dress requirements, medical/dental services, immunizations, birth certificates (if the lack prevents access to school, GED testing fees for parents of homeless students.

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

The Homeless allocation set-side is determined based on previous years' expenditures and allocations. Title I and Non-Title I campuses receive Title I funds for homeless students. Title I Schoolwide campuses may utilize their schoolwide academic school year Title I allocation to provide resources, programs, etc. for students identified as homeless in the district's Student Information System (SIS). Non-Title I schools receive a Title I allocation comparable with other Title I public schools. The funding amount is based on the number of homeless students enrolled on non-Title I, Part A campuses, as recorded in SIS.

Title I, Part A set-aside funds are allocated to a separate budget from other types of funding. Training in the district's policy and procedures regarding these funds are provided to appropriate staff. Each staff member must submit an SAP security request form and be approved prior to receiving access to the funds. Once approved, the funds can be accessed online through SAP.

The homeless liaison works closely with the Title I office during the Title I Campus Improvement planning process. Meetings are held to determine the specific needs of the homeless students. A collaborative effort is used to ensure that strategies and services are included in the CIP and that the funds are allocated to provide needed services for all homeless students on Title I campuses. The tenth component of a Title I School wide program includes coordination and integration of Federal, State, and Local Services and Programs. Coordination of our services is key to the success of serving our homeless population.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):
<b>Statutory Requirement 4:</b> 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)
<b>School Selection:</b> 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
<b>Enrollment:</b> 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
<b>Transportation:</b> 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
<b>Services:</b> Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
<b>Disputes:</b> If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
<b>Free meals:</b> Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
<b>Title I:</b> Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
<b>Training:</b> 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
<b>Coordination:</b> 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
<b>Pre-School:</b> Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
<b>Transition to Higher Education:</b> Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101912

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.

Houston ISD employs a variety of strategies, in tandem with key partners and community-based organizations to identify and/or enroll homeless students and unaccompanied youth at every district school and in the greater Houston area, as described below:

- (1) **Are entering and/or returning to their schools from summer or holiday break:** To identify students who are entering and/or returning to their schools from summer or holiday break, Houston ISD campus staff provide a Student Assistance Questionnaire (SAQ) in English, Spanish, Arabic and Vietnamese in each enrollment packet at the beginning of the school year, and at the beginning of each semester. This identification process is completed for returning students, as well as newly-enrolled students. The questionnaire is also distributed to the area shelters and has been shared with both the Houston Housing Authority (public housing) and the Houston Apartment Association. Outreach Workers also distribute questionnaires at parent meetings, campus and community events, local prisons, eviction and truancy courts and low-cost motels/hotels to increase identification and awareness of homeless students. Additionally, THEO posters are also displayed at shelters, motels, and clinics. Student needs are also addressed by collaborating agencies' protocols.
- (2) **Become homeless after the school year has started:** To identify students who become homeless after the school year has started, Houston ISD campus staff is trained to provide the SAQ during a reported address change, during a request to withdraw a student, when a Statement of Residence is presented in lieu of a lease agreement, or through a referral from one of our community partners. The Houston Housing Authority, Houston Apartment Association, and frequented motels also assist through their offices by communicating with Houston ISD about students experiencing transitional housing, including doubled-up living arrangements, such as when grandparents provide living accommodations to students and their parents/families.
- (3) **Are not currently enrolled or attending school:** Houston ISD's Attendance Office works closely with schools to identify students who are not currently enrolled or attending school. Houston ISD also works with shelters, outreach organizations, Juvenile Probation, and other law enforcement entities to identify non-enrolled youth. A Houston ISD liaison provides homeless information packets at health fairs, clinics, and parent and faith-based events. Houston ISD staff also respond to calls from the public with home-visits and street searches for homeless youth. Additionally, the district works closely with youth agencies which target runaways and homeless LGBT students, such as Covenant House and the Montrose Counseling Center. Many of these youths have been kicked out of their homes by their parents and subsequently lack vital and school records needed to enroll into school. Many youth also come from out-of-state or out-of-the-country and also lack vital and school records needed to enroll into school. Houston ISD also helps these students to enroll into school, as well as connect them to the relevant community resources to stabilize their housing situation.
- (4) **Are eligible for early childhood and/or prekindergarten programs:** Providing Houston's youngest learners with the best education possible requires beginning the learning process as early as possible. Houston ISD offers full-day free prekindergarten and kindergarten programs to all eligible children with district boundaries. To be eligible for enrollment in a district free prekindergarten program, a child must: (a) Be four years of age on or before September 1st of a given school year; (b) Parents can complete and submit the 2018-2019 official application document to the school of their choice; and (c) Live within Houston ISD boundaries AND meet at least one of the following criteria: (1) Be homeless; (2) Be unable to speak or understand English; (3) Be economically disadvantaged; (4) Be the child of an active-duty member of the U.S. military or one who has been killed, injured, or missing in action while on active duty; (5) Child is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family code; (6) All children who meet any eligibility criteria for Head Start, not only those who meet the low-income eligibility criteria for Head Start; and (7) Be the child of a person eligible for the Star of Texas Award as a peace officer, as defined in Section 3106.002, a firefighter, as defined in Section 3106.003, or an emergency medical first responder, as defined in Section 3106.004.

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

County-district number or vendor ID: 101912

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.

Trainings are conducted by the Homeless Liaison, Outreach Workers, or by personnel from the Dana Center for District Registrars, Student Information Representatives, Counselors, Title I Coordinators, and other campus staff. Trainings focus on the McKinney – Vento statute, the use of the Student Assistance Questionnaire, possible scenarios for homelessness, enrollment and transportation rights, direct and referral services, and technical support in reference to coding students in Chancery (the student information system). A part of this process will involve training for district personnel to heighten the understanding and sensitivity to the needs of homeless students and their rights. The Homeless Education Office team will schedule, facilitate, and record (via sign in sheets and direct service logs) required trainings, parent meetings, and professional development opportunities, record referrals and services as provided on a daily basis, provide enrollment assistance, technical assistance to campuses and other internal departments, and collaborate with shelters and community agencies as needed. Each attendee receives a packet containing a copy of the SAQ, project staff contact information, coding instructions for the Student Information System, enrollment policies and procedures, student rights, and LEA responsibilities concerning homeless unaccompanied youth. Houston ISD brochures and posters explaining the McKinney-Vento Act will be distributed in schools, shelters, motels, and hotels where children who are experiencing homelessness may reside or where unaccompanied youth may live. At the beginning of the school year, the Superintendent's Bulletin, which reaches all Houston ISD employees, will address and increase the awareness on the district and community levels, the issues of homelessness and the McKinney-Vento Act. The District has made a commitment to remove barriers that children and youth face because of their homelessness.

A list of shelters, motels, hotels and youth service agencies where students may reside will be distributed. When a student enrolls, the address will be identified in the student data management system, therefore the schools will be able to quickly identify students in homeless situations. Houston ISD conducts parent fairs throughout the district. The SuCasa Program will have a parent table to give out information. Houston ISD SuCasa staff will attend the Houston/Harris County Coalition meetings to network and collaborate with other youth service providers to identify students. Houston ISD's webpage will be utilized to communicate the program. Students who are doubled-up will be identified.

Service providers are trained to identify students using the Student Assistance Questionnaire and on the rights and responsibilities of the LEA. Trainings also focus on the McKinney – Vento statute, possible scenarios for homelessness, enrollment and transportation rights, and direct and referral services. Each attendee receives a packet containing a copy of the SAQ, project staff contact information, coding instructions for the Student Information System, enrollment policies and procedures, student rights and LEA responsibilities concerning homeless unaccompanied youth.

Project S.A.F.E. staff provide the SAQ to area shelters, community/faith-based organizations, food-banks, clinics, truancy and eviction courts, local prisons, and frequented motels to identify homeless and unaccompanied youth. Homeless service providers and community agencies also collaborate with project staff to host parent meetings at shelters, participate in outreach activities at local prisons and attend truancy and eviction court proceedings. The Texas Homeless Education Office provides posters and brochures that are distributed and displayed to the above service providers and community partners. Once students complete the SAQ, local service providers and/or community organizations refer students to Project S.A.F.E. to receive services such as enrollment assistance and transportation.

Training will also be provided to parents of homeless children and youth on the rights and resources available to them and how to be more involved or engaged in educational decision-making for their child. Many of these trainings will be held in collaboration with partnering agencies towards support for family and parent education trainings, as well as to provide basic needs for the families. Partnerships with shelters and other housing units will provide a location to hold these trainings, especially if parents are unable to go to other locations.

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

County-district number or vendor ID: 101912

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.

Houston ISD in collaboration with key regional stakeholders—representing the district, schools, educators, and community partners—will deploy districtwide a cadre of LEA staff and service providers that will implement early interventions to address the needs of students and their families experiencing homelessness, as well as monitor progress, on an ongoing basis, on how well Houston ISD is addressing their needs. The challenge of overcoming access to resources by leveraging technology, while increasing professional development for LEA staff will help to decrease the academic achievement gap between homeless and non-homeless students. The training and support for school staff and teachers, along with feedback from participants through surveys, will provide feedback to refine and improve practice and the timely delivery of interventions to meet the needs of students experiencing homelessness.

Houston ISD's Homeless Education Office (HEO), provides early interventions and ongoing progress monitoring to address the academic needs of all students experiencing homelessness districtwide. The district has adapted a governance structure which coordinates city, district, community, school and resource specialist roles to positively impact students. The district role defines program vision, goals, and guidelines, as well as use data to coordinate district and city resources that include professional development, technical and other support. For example, the Attendance department hosts monthly districtwide GSM trainings. These trainings share best practices on how campus-based attendance teams can better target special groups of students (e.g. homeless) in order to provide necessary supports such as transportation and wraparound services. Additionally, at the school level, the school staff identifies students' needs, partners with outside agencies to support the campus Resource Specialists to address students' needs. Each Resource Specialist links students to available resources and is charged with coordinating program services at the school level to leverage sustainable resources and track the impact of services on student outcomes. Through HEO, Tier I Interventions staff are monitoring student data and progress to provide early truancy prevention measures. Tier II Interventions are deployed to support struggling students by providing individualized instructional and attendance action plans. Campus based personnel meet during the Graduation Support Meetings (GSM) to discuss students that need additional academic plans and supports. Those students are referred to the Intervention Assistance Team to discuss progress and need for additional supports. In addition to campus supports and the HEO, Houston ISD is prioritizing wraparound services by connecting students to community resources. It is an effective, holistic curriculum that is data driven and addresses basic needs, mental health, etc. Even when students are no longer homeless, they will receive the specialized help that may be needed. There is growing research that demonstrates that leveraging technology such as through online learning platforms both augment "teaching and learning in 21st century classrooms at all grade levels" (Bill & Melinda Gates Foundation, 2010; Moeller and Reitzes, 2011). Houston ISD's HUB—online learning platforms—provides a one-stop framework for teachers and other school-based staff with access to a multi-tiered system of support. The HUB provides a framework for integrating assessment, enrichment and interventions within a multi-level instructional system to maximize student achievement and to reduce behavioral problems, while also enabling school staff to personalize instruction and to deploy interventions, based on student needs. With this framework in place, teachers and other school staff will use data-based decision making, problem-solving, and professional development to focus quality instruction, identify student instructional needs, continually monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness and needs. The proposed project will align the professional development opportunities with the resources that will be accessible to all participating teachers and school staff through the use of the digital online platform. Through the proposed project, participating schools will be able to effectively integrate the following: (1) Increase the use of technology in instruction for diverse learning styles; (2) Increase the use of assistive technology to support communication; (3) Increase the use of classroom technology; (4) Develop targeted professional development tailored to staff needs; and (5) Develop webinars to support collaboration among school staff and partners. For sustainable change, a crucial element of the proposed project will be to enhance family and community engagement. Both district- and campus-based efforts will be significantly increased to provide parents and community members with ample opportunities for training and other activities to assist parents to better support and advocate for their students experiencing homelessness. Additionally, each participating school will have a dedicated space on campus to provide a *Parent Literacy Resource Center (PLRC)*. Through the PLRC, parents will be able communicate with each other and obtain information on community resources. Parent centers offer an excellent strategy for schools to involve culturally-diverse families in the educational process (Correa, 1989; and Padak & Rasinski, 2003).

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

County-district number or vendor ID: 101912

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.

HISD will not only close the opportunity gap for students at all levels as a means to close achievement gaps, but also ensure that a consistent and rigorous education is offered in a safe learning environment with use of data and accountability to inform all decisions. HISD will support all students, including students with disabilities and English language learners, and other students who need additional supports, such as homeless or migrant students. HISD will ensure equity of resources for students by removing barriers that may cause a high poverty community to have fewer resources than a low poverty community (Li and Hasan, 2010). The accountability system will ensure that students in all groups will have an equal opportunity to participate in academic support services. At all levels, data will be collected in order to allow teachers to provide timely feedback to students. Schools will have a data person assigned to help them track student data. The strategic use of data to track and monitor performance and hold leadership accountable to a set of objective standards has been a critical factor in Houston ISD. Investing in new and more robust technology infrastructure, systems, and processes is critical to enabling Houston ISD to use key data to inform its decisions and manage high levels of performance district-wide.

The importance of a high-quality education to an individual's success cannot be overstated. The world is changing rapidly, and students must be prepared to live and work productively in a new economy with new technology, new competition, and new expectations. HISD will stay current through exposure to exemplars and emerging best practices and spawning new innovations in teaching and learning to improve student outcomes. In order to ensure that the homeless students are on track for grade-level promotion, graduation, and college and career readiness, the program will provide opportunities for all students to have access to rigorous curriculum, including access to college-readiness courses at all levels and college level coursework at the high school level through dual credit, AP, IB or other accelerated coursework, in combination with a diverse array of career themes and programs of study. In order to ensure that all students, but especially homeless students are served, students will be identified and coded in the student information system as homeless. The homeless education liaison will work with the school counselors and other support staff to ensure that the students are properly served.

Additionally, teachers effectively design, teach, and implement consistent classroom routines and procedures that allow students to maximize time spent on learning activities. This consistency should assist the homeless students in staying on track academically.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	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"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 101912

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 checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input 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 checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

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

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**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input 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 checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

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

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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County-District Number or Vendor ID: 101912		Amendment number (for amendments only):		
<b>Barrier: Inaccessible Physical Structures</b>				
#	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 checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Ttruancy</b>				
#	Strategies for Absenteeism/Ttruancy	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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**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 checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

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

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