

**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> <small>Write NOGA ID here</small>
<b>Grant Period:</b>	September 1, 2018, to August 31, 2019			
<b>Application deadline:</b>	5:00 p.m. Central Time, April 3, 2018			<small>Place date stamp here</small>
<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>			<div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 APR -3 AM 8:53</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">GRANTS ADMINISTRATION</div>
<b>Contact information:</b>	Cal Lopez; <a href="mailto:HomelessEducation@tea.texas.gov">HomelessEducation@tea.texas.gov</a> , (512) 463-9414			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
Organization name	County-District #			Amendment #
Spring Branch ISD	101-920			
Vendor ID #	ESC Region #			DUNS #
746001379	IV			073901662
Mailing address		City	State	ZIP Code
955 Campbell Road		Houston	TX	77024
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Lawanda		Coffee	Director, External Funding	
Telephone #	Email address		FAX #	
713.251.2264	<a href="mailto:Lawanda.Coffee@springbranchisd.com">Lawanda.Coffee@springbranchisd.com</a>		713.251.2267	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Julie		Hodson	Director, Grants	
Telephone #	Email address		FAX #	
713.251.2274	<a href="mailto:Julie.Hodson@springbranchisd.com">Julie.Hodson@springbranchisd.com</a>		713.251.2274	
<b>Part 2: Certification and Incorporation</b>				

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

Scott

Telephone #

713.464.1511

Signature (blue ink preferred)

M.I. Last name

Muri

Email address

[Scott.Muri@springbranchisd.com](mailto:Scott.Muri@springbranchisd.com)

Date signed

Title

Superintendent of Schools

FAX #

713.251.2292

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

701-18-109-036

**Schedule #1—General Information**

County-district number or vendor ID: 101-920

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

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

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

County-district number or vendor ID: 101-920

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
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	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: 101-920

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X 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.

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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.
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 #5—Program Executive Summary**

County-district number or vendor ID: 101-920

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.

There has been a substantial increase in the number of homeless students the district serves due to Hurricane Harvey. The largest single expenditure will be to expand the existing contract the district has with Communities in Schools (CIS) Houston to continue to provide mental health professional counseling services to students homeless due to Hurricane Harvey along with coordinated social (medical, dental, mental and other health) services for them. The second largest expenditure will be to capitalize on the time students are waiting for rides at the district's Transportation Department by providing resources students need to extend their academic learning daily, before and after school. The remaining funds will be spent to cover miscellaneous requests from campuses and departments such as school supplies, tutoring, summer schools costs and professional conference travel. The expenditures will support the district goals of post-secondary readiness, student growth and school connectedness as the goals of the grant are aligned to district goals.

- The Homeless Liaison developed the budget after meeting with the district's Communities in Schools Liaison, the Director of Grants and her assistant. She aligned the budget to the demonstrated needs based on the evidence collected.
- The homeless student population currently represents 6% of the district's overall student population. Staff will provide the necessary services in a personalized manner to meet these students' specialized needs so that their education is not needlessly interrupted due to homelessness. The academic success of these students is critical to the district's overall success. The district is absolutely committed to meeting the needs of EVERY CHILD.
- The Homeless Liaison and her Support Specialist identify students through the Student Residency Questionnaire. They follow up with families on a case by case basis to identify needs and to make sure those needs are met. In addition, the Homeless Liaison documents homeless student needs based on the requests for additional assistance she receives from district and campus administrators. The homeless liaison determines the efficacy of this needs assessment process and when and how the process needs to be updated or changed.
- The Homeless Liaison will manage this grant funded program. The Director of Grants will be the final approver on all grant funded expenditures, which will help her monitor compliance with grant implementation. Periodically, the two will talk to discuss progress and make adjustments.
- The Homeless Liaison will gather CIS service logs and tutoring logs to measure progress in these key program areas. Campus leadership teams, counselors and teachers will collect and evaluate student progress based on each homeless students' personalized needs.
- Our application completely and accurately answers all statutory requirements as summarized on the next page:

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

County-district number or vendor ID: 101-920

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.

1. CIS Houston providing social services to students homeless due to Harvey; tutoring by teachers and supplies to meet academic needs; and financial aid to cover other miscellaneous, allowable costs such as testing fees.

2a. *SBISD collaborates* with CIS Houston and other partners (listed on Schedule 16, 2a)

2b. SBISD provides supplemental tutoring and supplies

2c. CIS employees and tutors will involve parents and guardians

2d. Homeless students are included in the regular education program in SBISD.

3a. Homeless Liaison drafts a plan based on requests and number of homeless students. The District Improvement Team gives her feedback. She revises and finalizes the plan.

3b. Approximately \$100 per homeless pupil is set aside based on previous year's enrollment.

4. A policy for Training and Transition to Higher Education could be put in place to support procedures that are in place.

- Our application completely & accurately answers all TEA requirements as summarized next:

1a. All students complete a Student Residency Questionnaires (SRQs) at the time of enrollment.

Partner agencies and campus staff identify and refer students who are not currently enrolled or attending school to the district's homeless education staff for verification and further assistance.

1b. The Homeless Liaison and Support Specialist provide training on homeless student identification, needs and services to district staff and also to staff of partner agencies.

1c. The homeless liaison holds each campus leadership team accountable for identifying services needed and delivering them or coordinating their delivery for homeless students.

1d. Campus counselors and leadership teams monitor the data for ALL students, including homeless students, to make sure they are on track for grade-level promotion, graduation, and college and career readiness.

2a. The Homeless Liaison and Support Specialist provide training to campus staff, meet annually with campus at-risk coordinators. They also invite Texas Homeless Education office staff to conduct state required annual trainings for campus and district staff.

2b. The Homeless Liaison and Support Specialist provide training to service providers and community collaborators through face-to-face meetings in which they exchange information.

3a-h. The Homeless Liaison holds counselors and campus leadership teams accountable for identifying individual student needs and meeting those needs/monitoring campus indicators.

4a-g. Campus counselors and leadership teams monitor all homeless student data through the district's student information management system and through professional learning communities. Training is provided.

In conclusion, the Homeless Liaison will remain committed to the goals of this grant, which are aligned and will remain aligned to the district goals of post-secondary readiness, student growth and school connectedness. She will ensure that funding from other sources is committed to the program after the grant funding terminates by continuing to submit requests for discretionary funding in collaboration with the Grants Department Director and the Spring Branch Education Foundation.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 101-920	Amendment # (for amendments only):
Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)	
Grant period: September 1, 2018, to August 31, 2019	Fund code/shared services arrangement code: 206/295

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$14,751	\$0	\$14,751
Schedule #8	Professional and Contracted Services (6200)	6200	\$40,000	\$0	\$40,000
Schedule #9	Supplies and Materials (6300)	6300	\$6,047	\$0	\$6,047
Schedule #10	Other Operating Costs (6400)	6400	\$7,450	\$0	\$7,450
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$68,248	\$0	\$68,248
Percentage 6.466 % indirect costs (see note):			N/A	\$3,677	\$3,677
Grand total of budgeted costs (add all entries in each column):			\$68,248	\$3,677	<b>\$71,925</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$ 0	\$ 0	\$ 0
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$ 71,925
Percentage limit on administrative costs established for the program (8%):					× .08
Multiply and round down to the nearest whole dollar. Enter the result.					\$ 5,754
This is the maximum amount allowable for administrative costs, including indirect costs:					

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

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

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

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 101-920			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<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	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$ 0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$8,750
27	6121	Support staff extra-duty pay		\$4,375
28	6140	Employee benefits		\$1,626
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$14,751
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$ 14,751

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 #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 101-920		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.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Counseling and referrals to social services	\$40,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$40,000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$40,000</b>

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 101-920		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$ 6,047
Grand total:		\$ 6,047

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 #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 101-920		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ 0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ 0
Subtotal other operating costs requiring specific approval:		\$ 0
Remaining 6400—Other operating costs that do not require specific approval:		\$ 7,450
<b>Grand total:</b>		<b>\$ 7,450</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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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 101-920

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	2,126	100%	All homeless student qualify for free and reduced lunch.
Identified homeless students	2,126	6.07%	Represents percentage of homeless students in district.
Students identified homeless with a 5A Crisis Code	90	0.26%	Represents percentage of homeless students with a 5A Crisis Code in district.
Students identified homeless with a 5B Crisis Code	8	0.02 %	Represents percentage of homeless students with a 5B Crisis Code in district.
Students identified homeless with a 5C Crisis Code	1,451	4.14%	Represents percentage of homeless students with a 5C Crisis Code in district.
Attendance rate for identified homeless students	NA	DNA%	The district's student information system would not print a report for a homeless student cohort. Information would have to be collected and tabulated manually.
Attendance rate for economically disadvantaged students	NA	DNA%	The district's student information system would not print a report for a homeless student cohort. Information would have to be collected and tabulated manually.

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

**School Type:** ☒ Public ☐ Open-Enrollment Charter

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
155	149	170	174	169	177	167	165	144	142	146	124	121	123	2,126

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## Schedule #13—Needs Assessment

County-district number or vendor ID: 101-920

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.

This is a district level grant application. The Director of Grants met with the district's homeless liaison to identify gaps between the current level of services and the desired level of services. The needs that surfaced and were discussed and prioritized are:

- The number of homeless students in the district has increased from 962 as of the 2016-2017 school to over 2,000 as a result of Hurricane Harvey. Communities in School services are currently in place in the district but there is a need to continue counseling services at three schools whose residents were hit hard by Hurricane Harvey. Those schools are Frostwood Elementary, Rummel Creek Elementary and Memorial Middle School. Without this funding, the current supplemental services are scheduled to terminate.
- There are 21 homeless students with particularly long commutes to their school of origin. They wait for up to one and a half hours (from 3:30 to 5 PM) for rides home daily within a conference room within the Transportation Department. They are mostly elementary students. Auxiliary Transportation Department staff currently feed the children from their personal resources, entertain them and keep them busy the best they can. The same children also wait for about 45 minutes daily in the morning (6-6:45 AM) to transfer from the bus that picked them up. The grant writer and her assistant went to meet and interview the lead administrator, staff and students on a Friday afternoon to find out what their needs were. Students requested basic school supplies, educational games, computing devices that connect to the district's wireless network and tutoring for challenging subjects like chemistry.
- The homeless liaison also shared the miscellaneous requests for funding that she has received from various campuses like financial assistance to cover testing fees etc.
- Project planners prioritized needs based on the barriers they represented to meeting campus and district goals.

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

County-district number or vendor ID: 101-920

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	Homeless students requesting counseling and homeless families requesting social services	To continue to provide targeted case management at three campuses through Communities in Schools Houston.
2	Homeless students asking to be tutored before and/or after school to assist with difficult classes.	To provide tutors, especially for seniors high school students in difficult classes.
3	Homeless students without tools to complete schoolwork.	The program would provide basic school supplies and internet enabled computing devices and headphones that students can use to access the district's learning management system and complete homework assignments and enrichment activities.
4	Miscellaneous requests for services for homeless students coming from campuses and department administrators to the Homeless Liaison.	To provide financial support for allowable expenses such as summer school related costs, testing fees, test preparation fees, assistance with additional adult supervision of students waiting for rides home.
5	Training on the McKinney-Vento Homeless Education Assistance Act.	Homeless Liaison and/or Support Specialist to attend the Annual Statewide Homeless Conference.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Homeless Liaison	Current district homeless liaison with 13 years experience with federal grant programs such as Title I and 7 years experience as a homeless liaison.
2.		
3.		
4.		
5.		

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

#	Objective	Milestone	Begin Activity	End Activity
1	Manage grants funds according to grant award.	1. Obtain Board of Trustees acceptance of grant award	09/01/2018	09/24/2018
		2. Set up budget in Munis/assign budget approvers	09/25/2018	09/26/2018
		3. Submit travel request & requisitions	09/26/2018	04/05/2019
		4. Attend Annual Statewide Homeless Conference/Austin	09/26/2018	09/28/2018
		5. Amend CIS Houston contract for support services	09/26/2018	10/01/2018
2	To continue CIS Houston services for homeless students at 3 schools	1. Verify with CIS Houston liaison that services are in place	10/1/2018	10/05/2018
		2. Gather names of CIS Case Workers at addtl 3 campuses	10/1/2018	10/5/2018
		3. Verify principal satisfaction with services	10/8/2018	8/31/2019
		4. Specialist to print baseline data on CIS targeted students	09/01/2018	08/31/2019
		5. Data to be shared with CIS Case Workers	10/01/2018	08/31/2019
3	To initiate tutoring services for homeless students	1. Hire tutor(s) for identified homeless students	10/01/2018	08/31/2019
		2. Create tutoring logs to capture grant specific data	09/01/2018	09/30/2018
		3. Train tutors in the use of logs/how to request supplies	02/19/2019	03/08/2019
		4. Share baseline data for homeless students with tutor/s	02/19/2019	03/08/2019
		5. Collect data for, finalize and submit mid-year report	02/01/2019	03/08/2019
4	To provide homeless students will the tools they need to complete schoolwork	1. Evaluate homeless student progress.	02/01/2019	03/08/2019
		2. Share data with others	03/08/2019	03/31/2019
		3. Research, order, deliver needed supplies	09/01/2018	07/31/2019
		4. Collect # of identified homeless students served	08/01/2019	08/31/2019
		5. Gather attendance rates for homeless students	08/01/2019	08/31/2019
5	Comply with mandatory performance measures.	1. Gather promotion rates for homeless students	08/01/2019	08/31/2019
		2. Gather 4 Y cohort graduation rates for homeless students	08/01/2019	08/31/2019
		3. Gather state assessment scores for homeless	08/01/2019	08/31/2019
		4. Prepare & submit year end reports	08/01/2019	08/31/2019
		5. Prepare for final expenditure report due 9/30/2019	08/01/2019	08/31/2019

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

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

County-district number or vendor ID: 101-920	Amendment # (for amendments only):
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**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.

Goals are reviewed and adjusted as needed three times a year within all campus plans through a web based program called Plan for Learning. Strategies are reviewed in November, January, and March. Notification occurs automatically through the web based program. Changes are shared with stakeholders during Campus Improvement Team meetings and District Improvement Team meetings.

Staff in the district does not use the Texas Student Data System (TSDS) student GPS. The staff uses Skyward. Skyward is our Student Management System. The Support Specialist will pull data from Skyward to complete mid and end of year reports. She will also pull data to meet campus or department requests so staff can use the data to deliver services to homeless students.

**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.

Currently SBISD partners with Communities in Schools to provide social services and counseling services to students and families identified as homeless. Additional funding would allow the district to increase the amount of services by providing additional contract services for the 2018-2019 school year.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101-920

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.	Munis Financial Management Records	1.	Use of a Google spreadsheet to track planned versus actual expenditures
		2.	Reconciliation of the Google spreadsheet with Munis records
		3.	Positive feedback from special revenue accountant & Director, Grants Dept.
2.	CIS Case Manager Daily Logs/ School Summary of Services Reports	1.	Copy of amended CIS contract including services to 3 additional campuses
		2.	Verification of services from district's CIS Houston liaison
		3.	Positive feedback from campus principals, parents/homeless students
3.	Tutoring Logs/ Skyward Student Information Management System Data	1.	Positive feedback from campus/district leaders reviewing student data
		2.	Positive feedback from teachers
		3.	Positive feedback from students tutored
4.	Mid year reports	1.	Collection of identified homeless students served by strategy
		2.	Calculation of attendance rates for homeless students
		3.	Receipt of state assessment scores for homeless students
5.	Final Year Reports	1.	Calculation of promotion rates for homeless students
		2.	Calculations of four year cohort graduation rates for homeless students
		3.	Completion of final expenditure report & drawing down of funds

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

The Homeless Liaison will be the grant program manager responsible for project delivery, identifying and correcting problems and all data collection. She will be directly supported by her administrative assistant, her budget specialist and the Homeless Support Specialist. She will interact with the Director of the Grants Department, her assistant and the special revenue accountant to make sure that all funds are tracked and spent in a timely manner as approved and according to the Finance Department's internal budget expenditure deadlines. She will work through the district's liaison to Communities in Schools Houston, who yearly negotiates the SBISD-CIS Houston contract, and the district's Purchasing Department to make sure the contract is approved by the Board of Trustees. The same CIS Houston liaison will also make sure the Homeless Liaison receives copies of the school reports that summarize the CIS services that were delivered. To identify and hire qualified tutors, the Homeless Liaison will work through campus principals, the district's instructional specialists and the Human Resources Department. She will collect the tutoring logs directly from the tutors. To purchase tools for student use, the homeless liaison will collect requests for supplies directly from the adults providing supplemental services to homeless students before and after school. Supply purchases will be tracked via purchase orders. The Support Specialist will pull all student academic and attendance data as needed from the district's student information management system. Campus Leadership Teams will review their campus improvement plans in November, January and March to report and evaluate the progress or lack thereof made towards their goals. The Homeless Liaison will adjust any plans for services to homeless students to address any new barriers the campuses identify and report to her during or after their periodic reviews.

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Schedule #16—Responses to Statutory Requirements				
County-district number or vendor ID: 101-920		Amendment # (for amendments only):		
<b>Statutory Requirement 1:</b> 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)
Counseling and coordinated social (medical, dental, mental and other health) services	437	Frostwood Elementary, Rummel Creek, Memorial MS/ CIS Houston employees	CIS Houston school summary reports/ Homeless Liaison.	#1 Mental Health and Social Services
Tutoring	92	Transportation Department/School Campuses/ Teacher tutors	Teacher tutoring logs. Homeless Liaison will collect the data through assistant principals and/or tutors	#2 Homeless students in need of tutoring
Provision of educational resources (basic supplies & computing devices, after/before school healthy snacks)	21	Transportation Department Conference Room/ Teacher Tutor	Purchase orders. Homeless Liaison will collect the data.	#3 Lack of tools to complete schoolwork
Financial support for other allowable costs to remove barriers	100	Districtwide/ Homeless Liaison	Financial Transactions recorded in the district's financial management system, Munis	#4 Miscellaneous requests
Annual Statewide Homeless Conference	1-2	Austin/ Homeless Liaison &/or Support Specialist	Purchase Orders/ Homeless Liaison	#5 Training

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Schedule #16—Responses to Statutory Requirements (cont.)		
County-district number or vendor ID: 101-920		Amendment # (for amendments only):
<b>Statutory Requirement 2a:</b> 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.	Communities In Schools	Provides counseling and social services
2.	Memorial Assistance Ministry	Provides assistance with social services, clothing, schools supplies
3.	Westside Homeless Partnership	Provides housing assistance, financial management course, continuing education assistance, and school supplies for families
4.	Gracewood Homeless Shelter	Provides housing, financial management course, and assistance with continuing education.
5.	Women's Center	Provides housing
6.	YMCA	Provides school supplies
7.		
8.		
9.		
10.		
11.		

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

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

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

The district already has in place processes to identify and enroll homeless children and unaccompanied youth. The Homeless Liaison will use the funds to ensure the educational success of homeless children by providing them the with supplemental resources. The resources will include social services, tutoring and supplemental supplies and services..

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

The CIS case workers and teacher tutors will contact the parents or guardians of homeless children and youth to build a relationship with them and to clarify student needs. They will inform them of supplemental services available to meet those needs. They will act as parent and student advocates so that students will have access to all available supports necessary to meet the same challenging state academic standards established for all students.

**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.

All of the homeless children and unaccompanied youth served are currently enrolled in school and integrated into the regular education program. The funds will be used to provide social services and extended learning opportunities to students before and after school as well as during the summer. Services will include but not be limited to counseling and tutoring.

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

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

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

The District Homeless Liaison develops the LEA plan for coordinating services based on requests from families and school personnel, and the number of homeless students served each year. The plan is presented to the District Improvement Team for feedback and revision along with the district ESSA plan.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$15,120	Provided summer reading program at Westside Homeless Partnership and summer school tuition.
Planned Set-Aside for 2017–2018	\$100,000	Provide summer reading program at Westside Homeless Partnership, summer school tuition, conduct parent meetings with McKinney-Vento eligible families affected by Hurricane Harvey.

**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.

Approximately \$100 is allocated per pupil for the set amount based on the number of homeless student in the previous year.

SBISD's Migrant and Homeless Liaison and Support Specialist present at meetings for attendance clerks, registrars, and counselors. They conduct an annual meeting with each campus at-risk coordinator. They also invite staff from the Texas Homeless Education office to conduct the state required annual training for campus staff. That training includes attendance clerks, registrars, counselors, campus assistant principals, campus principals and other pertinent district staff.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 101-920	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, 7/26/2016
<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, 3/17/2016
<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, 10/11/2013
<b>Services:</b> Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	YES, 11/27/2006
<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, 1/4/2015
<b>Free meals:</b> Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	YES, 6/6/2017
<b>Title I:</b> Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	YES, 7/26/2016
<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.	No to policy/YES to procedure
<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, 7/26/2016
<b>Pre-School:</b> Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	YES, 2/19/2017
<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.	No to policy/ YES to procedure

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

County-district number or vendor ID: 101-920

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.

Every student in the district completes a Student Residency Questionnaires (SRQs) at the time of enrollment. SRQs which indicate a student is in a temporary living situation, experiencing economic hardship, has a 2298 state plan or is a victim of a natural disaster are sent to the district homeless education staff to determine the final identification.

Campus staff, district staff, and outside agencies refer students experiencing homelessness during the school year to the district homeless education staff.

It is primarily through outside agencies that students who are not currently enrolled or attending school are identified and referred. The district promotes the process by providing signage that outside agencies can use to inform homeless students and their families of their rights to services.

Identification for students enrolling in prekindergarten programs are determined at the time of enrollment by campus staff members. Campus staff refer students to the district's homeless education staff if homelessness occurs during the school year.

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

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

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

The Migrant and Homeless Liaison and Support Specialist present to attendance clerks, registrars, and counselors. They also conduct an annual meeting with each campus at-risk coordinator at the beginning of the year meetings.

The Migrant and Homeless Liaison and Support Specialist also invite staff from the Texas Homeless Education office to conduct the state required annual training for campus staff. The campus staff includes attendance clerks, registrars, counselors, campus assistant principals, campus principals and other pertinent district staff from the Transportation Department, Child Nutrition Services, and Student Support Services.

The Migrant and Homeless Liaison and Support Specialist communicate and meet with service providers and community collaborators on an as needed basis for providing outside services to students. The training is in the form of face-to-face meetings in which they exchange information and come to an agreement on how best to complement each others' services so that homeless students' needs are met.

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

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

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

The homeless liaison will hold each campus leadership team accountable for identifying services needed and delivering them or coordinating their delivery for EVERY CHILD on their campuses including homeless students. The district has a system of using professional learning communities to make sure all teachers are looking at and discussing in teams student-level data and making plans for how to meet school goals which are aligned to district goals of postsecondary readiness, student growth and school connectedness. Campus counselors and leadership teams monitor the data for all students including, but not limited to:

- a. 4-year cohort graduation rate,
- b. graduation rate of all homeless students
- c. college and career readiness programs and support services,
- d. attendance and truancy interventions,
- e. promotion,
- f. collaboration and coordination of services for homeless students who have been identified and are receiving other special programs services (e. g. Special Education, Bilingual/ESL Education, Career and Technical and Gifted and Talented),
- g. discipline interventions, and
- h. advanced placement and dual credit course work.

As for the CIS case workers, they will track services delivered and academic, discipline and attendance data for every student on their caseloads.

Teacher tutors will collect and review the class schedules of targeted homeless children and youth, interview students and their parents as to their academic history and needs. The tutor will plan personalized activities to meet those needs. The tutors will provide tutoring services directly to homeless students or will arrange for content specific tutors as needed throughout the school year for secondary students.

The homeless liaison will manage the project, monitor data and make adjustments as needed from a programmatic perspective.

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

County-district number or vendor ID: 101-920

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.

A multi-department ad hoc district leadership team conducts training each year with counselors to discuss graduation requirements, Performance Based Monitoring Assessment System (PBMAS), homeless identification, and services offered by the district. Campus leaders enroll students that are not on target to graduate into in credit recovery courses and/or summer school. Summer school tuition is covered by the district for both credit recovery and original credit. Counselors and/or other campus staff make requests as needed for services such as completing the FAFSA for unaccompanied youth.

Campus counselors and leadership teams monitor the data for ALL students to make sure they are on track for grade-level promotion, graduation, and college and career readiness including, but not limited to:

- a. transcript review for appropriate full or partial credit,
- b. credit recovery or credit repairs services,
- c. attendance and truancy interventions,
- d. discipline interventions,
- e. assessment interventions and scores,
- f. graduation plan, and
- g. post-secondary transition plan.

These processes include homeless students.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 101-920		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	X	X	X
<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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 type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>

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

County-District Number or Vendor ID: 101-920

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 type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input 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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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101-920

Amendment number (for amendments only):

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

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

**Barrier: Drug-Related Activities**

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

**Barrier: Visual Impairments**

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

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

County-District Number or Vendor ID: 101-920

Amendment number (for amendments only):

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 101-920		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 type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Tuancy</b>				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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 type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 101-920

Amendment number (for amendments only):

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

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

**Barrier: Shortage of Qualified Personnel**

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

**Barrier: Lack of Knowledge Regarding Program Benefits**

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

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 101-920		Amendment number (for amendments only):		
<b>Barrier: Lack of Knowledge Regarding Program Benefits (cont.)</b>				
#	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"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barriers</b>				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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