

# Texas Education Agency Standard Application System (SAS)

2018-2019 Texas Education for Homeless Children and Youth		
<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 TEXAS EDUCATION AGENCY 2018 APR -3 AM 8:53 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
<b>Contact information:</b>	Cal Lopez; <a href="mailto:HomelessEducation@tea.texas.gov">HomelessEducation@tea.texas.gov</a> , (512) 463-9414	

## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #		Amendment #
Galena Park ISD	101910		
Vendor ID #	ESC Region #		DUNS #
746000895	4		096614839
Mailing address		City	State ZIP Code
14705 Woodforest Blvd		Houston	TX 77015

### Primary Contact

First name	M.I.	Last name	Title
Seretha	R	Augustine	Homeless Liaison
Telephone #	Email address		FAX #
832-386-1030	<a href="mailto:sauqustine@galenaparkisd.com">sauqustine@galenaparkisd.com</a>		832-386-1432

### Secondary Contact

First name	M.I.	Last name	Title
Lily		Barcnas	Grant Accountant
Telephone #	Email address		FAX #
832-386-1021	<a href="mailto:lbarcnas@galenaparkisd.com">lbarcnas@galenaparkisd.com</a>		832-386-1430

### Part 2: Certification and Incorporation

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

#### Authorized Official:

First name	M.I.	Last name	Title
Sonya		George	Chief Financial Officer
Telephone #	Email address		FAX #
832-386-1205	<a href="mailto:sgeorge@galenaparkisd.com">sgeorge@galenaparkisd.com</a>		832-386-1430
Signature (blue ink preferred)		Date signed	

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

701-18-109-037

**Schedule #1—General Information**

County-district number or vendor ID: 101910

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

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

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101910

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 <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	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.
<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 <u>Lobbying Certification</u> 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:

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:

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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<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID:			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 #5—Program Executive Summary**

County-district number or vendor ID: 101910

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.

Our district is in a low socio-economic area, with almost 80% of our students identified as economically disadvantaged. Most of the jobs in this area are with petrochemical plants, the Houston Ship Channel, or businesses which support these activities. We continue to see large numbers of families who cannot afford housing in the area and are forced to live doubled-up with friends or relatives. Many of these families cannot get a house or apartment lease because of poor rental history or past convictions. Others are recent immigrants to the US or unaccompanied youth. The district was one of the areas hardest hit by Hurricane Harvey in 2017, which resulted in almost two thousand of our students losing their homes, and further displacement of those who were already homeless.

The project for 2018 – 2019 and going forward will use grant funds to contract a social worker who will continue to serve homeless students exclusively. This will ensure all resources are targeted properly. Project resources will be used to: assess the need and ensure that all who live outside their school of origin's attendance zone have access to transportation, meet the need for emergency clothing, school supplies and tutorial services. The funds will also be used to pay part of the contract for the MV Social Worker who will be the key person in assuring delivery of the purchased supplies, clothing, food and medicine to the students who need them. The funds will also provide case management services to homeless families, in coordination with the other district social workers, campus counselors and administrators to refer students to school-based or outside agencies as appropriate. We will coordinate with different departments within the district to ensure that the best interest of homeless students are being met. We will utilize grant funds as needed to assist students to access school-based academics, social and medical services by paying any tuition, fees or charges that would normally be the parents' responsibility.

The MV social worker will work with elementary and middle school counselors to develop parent education programs that will address matters of most pressing concern to parents of homeless students. She will also work directly with each elementary campus' parental involvement coordinator to ensure maximum involvement of all MV parents in these programs. She will ensure that each parental involvement coordinator is aware of the MV students at their campus, and will make sure that the parental involvement coordinators and counselors have educational materials that include her contact information as well as community resources and referrals that will be most useful for these families. She will also assist counselors with planning to provide family support services such as counseling for homeless children and youth, and parent education classes. Specifically, she will ensure that counselors are aware of campus homeless students' attendance rate, their discipline referrals, and that they are identified for remediation and tutoring. She will assist in developing a plan for partnerships between homes and school to address the academic needs of homeless students. She will ensure timely access to appropriate educational services so that homeless students are placed in appropriate classroom settings, including special programs such as special education, ESL, 504, etc., and that they receive all services to which they are entitled, including remedial and Gifted and Talented services. The plan will include the availability of funding for any of these programs for homeless students through the grant program or Title I. She will also assist the counselors in planning to ensure that homeless students have access to tutoring, after-school/extended day, and summer programs, so that they have access to basic needs such as food, shelter, and recreation. Additionally, the MV social worker will meet directly with the eighth grade counselors to ensure that they have worked with all eighth grade MV students on their graduation plan as part of their transition to ninth grade.

At the high school level, to ensure parental involvement in their students' academic success we will also utilize two part-time employees, drawn from our pool of retired administrators and counselors, to work in our two high schools and meet directly with homeless students and parents. At these meetings, these counselor/administrators will review the students' graduation plan, current grades and transcripts, test scores, attendance, special program placement (if applicable), discipline record, as well as discuss material needs that the student may have in order to be successful in completing their graduation plan and in meeting their goals for post-secondary education. The purpose of these meetings will be to ensure that our homeless students are connected with all available resources and services that are applicable to their situation, including but not limited to special education, Career and Technical Education (CTE), programs for English Language Learners, tutorial programs, credit recovery programs, night school opportunities, dual credit programs that

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

County-district number or vendor ID: 101910

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.

we conduct at San Jacinto College, and gifted and talented programs (including Pre-AP and AP classes). These MV counselor/administrators will work closely with the homeless students' academic counselors to identify the interventions that are needed for each individual student in order to achieve the goals of promotion advancing to graduation with their 9<sup>th</sup> Grade Cohort, and will follow-up with the counselor on behalf of the homeless liaison to ensure that the needed interventions are in place. In addition, the counselor/administrators will work with the campus truancy clerk to ensure that campus attendance interventions are in place to assist our homeless students to maintain good attendance. They will make sure that the truancy clerk and attendance committee are aware of any homeless-related barriers to attendance so they can design appropriate descriptive interventions for our homeless students that address their unique situations.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 101910

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	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$39247
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$15000
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$30000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$84247
2.661% indirect costs (see note):			N/A	\$	\$2303
Grand total of budgeted costs (add all entries in each column):			\$	\$	<b>\$86550</b>

**Shared Services Arrangement**

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

Enter the total grant amount requested:	\$86550
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$6924

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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<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 101910			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			\$
<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:			\$
<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	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</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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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 101910		Amendment # (for amendments only):
<b>NOTE:</b> 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	Metamorphosis Concepts: Provide Master Social Worker for case management	\$20000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$20000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$19247</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$39247</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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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 101910		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$15000
<b>Grand total:</b>		<b>\$15000</b>

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

<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 101910		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
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:	\$30000
<b>Grand total:</b>		<b>\$30000</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: 101910			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>\$</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: 101910

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	18,011	79.7%	
Identified homeless students	1,324	5.9%	
Students identified homeless with a 5A Crisis Code	149	0.66%	
Students identified homeless with a 5B Crisis Code	12	<0.01%	
Students identified homeless with a 5C Crisis Code	327	1.45%	
Attendance rate for identified homeless students	NA	93.31%	
Attendance rate for economically disadvantaged students	NA	96.06%	

**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
77	97	110	98	88	98	91	93	71	89	95	91	94	132	1324

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 101910

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.

- (a) A survey was designed and approved by the homeless liaison, the Program Director for Social Services (Social Service Workers' supervisor) the Executive Director for Student Support Services (Counselors' supervisor), the Executive Director for Educational Support (Registration), and the Executive Director for Federal and Special Programs (Title I). The survey was completed by campus administrators, social service workers and Communities in Schools workers, counselors and registrars. The responses addressed temporarily displaced students' needs for academic success, and asked the respondents to prioritize those needs at their campus. The designing administrators then met to tally and to analyze the results, and to prioritize the needs for the district as a whole based on the intensity of needs at the individual campuses.
- (b) One area that was identified that needed to be addressed was the registration process. The registration process at the beginning of the year is a centralized process and involves returning students and new students coming to a central location on separate days to re-enroll or enroll and to provide needed documentation for registration. The identified need was to have a process which ensured all students, returning and new, first fill out an Student Residency Questionnaire (SRQ) which is then reviewed by a MV trained employee, who would then alert the registration personnel of the students' status and work with them to ensure that they are properly enrolled in their school of origin or attendance zone school. We need to be able to call in MV staff and MV trained employees during the summer when registration takes place in order to ensure that this process is completed properly, and to have MV staff available throughout the school year to ensure these steps are followed when students enroll during the course of the school year, and also to help identify students who lose their housing during the school year. MV staff will also be needed to ensure homeless children have the materials that they need for success in school, such as school supplies, emergency clothing, emergency food, and emergency medicine, and funds must be available to provide those materials. Homeless students who have been displaced outside the attendance zone of their school of origin need assistance with transportation in order to continue attending their school of origin for the duration of their homelessness. Houston is an extensive and diverse urban area, and so families will have different transportation needs depending upon their particular circumstances and the area where they are temporarily housed, so our goal is to respond with a variety of transportation options in order to most effectively address each individual need with the goal of getting the students in school as soon as possible with a transportation option that meets their needs and thus eliminates unnecessary absences going forward. The number and variety of options that are needed could lead to considerable excess costs of transportation, and so we need to be able to cover those excess costs in a manner that does not result in curtailing other programs. Also, as well as participating fully in the regular academic program, our homeless students need to be able to participate in all other school activities that are available to all other students. This will allow homeless students who need remediation to have the ability to sign up for tutorials, credit recovery, night school, or any other available program that is open to all other students. Also, homeless students who want to accelerate their learning and/or graduation process need to have equal access to participating in summer school, Advanced Placement or dual credit classes, and/or participating in other enrichment programs appropriate to their goals and abilities. In order to do this, we must have available staff, and we need a funding source to cover the cost of tuition, fees, and other charges that would otherwise be a barrier to homeless students' full participation. Finally, homeless students have all been through different degrees of trauma and stress, and have many more material needs than those immediately related to academic success, and so we need to have a dedicated social services/counseling cadre that works exclusively with our homeless population to meet those needs to the extent that we are capable, and that has the knowledge and experience to make effective referrals to community service organizations that can assist our homeless families with situations that are beyond our experience.

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

County-district number or vendor ID: 101910

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 need to be able to enroll immediately in their school of origin or attendance zone school at the place and time as all other students, to have immediate access to free breakfast and lunch, and to be immediately put in classes along with the general student population.	The homeless liaison, MV social worker, and part-time MV administrator/counselors will be involved in the administration process, and will ensure that all returning and new students fill out an SRQ, and will ensure that registration personnel are aware of the rights and needs of all students who indicate an eligible temporary housing situation on their SRQ.
2.	Homeless students and their families need a reliable transportation option that works for them in order to continue attending their school of origin for the duration of the homelessness.	The homeless liaison will assist families needing transportation to choose the most appropriate means for their situation, including but not limited to district buses/vans, contracted transportation services, local bus passes, and mileage reimbursement for parents to drive their students to school. The excess costs incurred from offering these options will be paid by the grant or Title I funds.
3.	Homeless students need access to school supplies and school clothing in order to be able to fully participate at school.	Counselors will inform the homeless liaison of all of these needs, which will be met through direct purchases from the district warehouse when possible, and otherwise the MV social worker will oversee the purchasing process from approved local vendors.
4.	Homeless students and their families need access to counseling and community services in order to deal with emotional trauma and material needs that inevitably accompany their homeless situation.	The project will pay for a contract social worker, who will be in the district full time and who will work only with the homeless students. She will coordinate with the district social service workers and counselors to intervene with students who have suffered trauma, to assist with procuring school supplies, emergency clothing, emergency food and medicine, and to provide families with community agency referrals for needs that the project and the district are unable to address.
5.	Homeless students need access to the full spectrum of credit recovery and enrichment programs that are available to all students, even programs whose cost would make them otherwise unavailable to them in their current circumstances.	The part time MV counselor/administrators will work with campus counselors to identify secondary homeless students who would benefit from remedial and enrichment programs, and will discuss these options with the students and their parents. Any associated costs (tuition, fees, supplies) will be covered by the grant or by Title I funds; the counselor/administrators will ensure that parents are aware of this, and that cost will not be a barrier to their students' participation.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101910

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	Certified Administrator with experience as classroom teacher, counselor, and campus administrator.
2.	MV Social Worker	Master Social Worker with experience working in Harris County and knowledge of available community resources.
3.	MV Part-Time Counselor/administrators	Certified administrators with experience in classroom teaching, campus administration and/or counseling.

**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.	Immediate Enrollment for all homeless students in their school of origin or attendance zone school.	1. Train campus McKinney Vento coordinators.	08/01/2018	08/31/2019
		2. Identify homeless students at registration	08/01/2018	08/31/2019
		3. Immediate provision of free breakfast/lunch	09/04/2018	08/31/2019
		4. Assigned to appropriate regular classes	09/04/2018	08/31/2019
2.	Access to School Supplies and School Clothing	1. MV students receive needed supplies	09/04/2018	08/31/2019
		2. MV students receive emergency clothing	09/04/2018	08/31/2019
3.	School of origin (SoO) transportation will be facilitated for all homeless students who have left the SoO's attendance zone.	1. Expedite SoO requests with Transportation	09/04/2018	08/31/2019
		2. Contract transportation as necessary	09/04/2018	08/31/2019
		3. Reimburse parents for mileage to SoO in situations where this is a workable solution.	09/04/2018	08/31/2019
		4. Rent vans to use for our employees to provide SoO transportation as needed.	09/04/2018	08/31/2019
		5. Provide Metro cards when appropriate	09/04/2018	08/31/2019
4.	Provide homeless students with remedial, accelerated, and enrichment educational opportunities as appropriate.	1. Counselors will register MV students for tutorials and/or summer school as needed	09/04/2018	06/28/2019
		2. Counselors will register MV students for night school as needed.	09/04/2018	06/28/2019
		3. Counselors will enroll qualified students in AP and/or dual credit classes.	09/04/2018	06/28/2019
		4. Counselors will register MV students for Career and Technical Education (CTE) classes as appropriate	09/04/2018	06/28/2019
5.	Social Worker provides homeless students and their families with counseling and referrals to community services.	1. MV admin/counselors meet with secondary students and parents to discuss academics.	09/04/2018	08/31/2019
		2. MV Social worker refers families for district or community services.	09/04/2018	08/31/2019
		3. MV Social Worker provides emergency food	09/04/2018	08/31/2019
		4. MV Social Worker provides emergency medicine as needed.	09/04/2018	08/31/2019

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

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

County-district number or vendor ID: 101910

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.

Annually the Board of Trustees approves District Goals to be used in the development of District and Campus Improvement Plans. The Board also works collaboratively with the superintendent and Cabinet members to identify priorities and commitments that serve to support the District's mission and vision. The planning process begins with various stakeholders from the district and community. Students, staff, parents, business leaders, clergy members, area leaders/officials and more have multiple platforms to participate in district planning and decision-making. Through committee meetings, workshops, leadership groups, focused group sessions, surveys, stakeholders provide valuable input and feedback. Our District Planning and Advisory Committee complete a comprehensive data analysis. The data is used to complete a needs assessment. As a team, performance objectives and targeted strategies are developed to directly align with district goals. Quarterly updates are provided to the Board and Cabinet members. All stakeholders have a shared responsibility to close the achievement gap, graduate our students while preparing them for college, careers and being life-long learners. In the MV Department, the homeless liaison trains MV campus coordinators to better identify and serve our homeless students and she provides district counselors with a resource guide to educate MV students and families about the resources available to aid them in being successful at school. She then meets with MV campus coordinators monthly to assess and monitor progress of MV students and their needs. The social worker collaborates with counselors to ensure that we are providing needed assistance to our MV families. The homeless liaison collaborates directly with the Director of Transportation and follows up with him daily regarding pending school of origin transportation requests in order to ensure that all requests are filled in a timely manner.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district currently has a contract with a local company that provides a master social worker who comes to our district full time and works exclusively with our homeless students and families. She provides case management services to these families and refers them to outside agencies as appropriate. She also coordinates with campus counselors and our district social service workers to ensure that they are identified, that they have access to school supplies and emergency clothing, food, and medicine as needed. In addition, we have two retired counselor/administrators who work part-time at each of our two high schools. They coordinate with school personnel, especially counselors, to ensure that the MV students and unaccompanied youths at each campus are working effectively toward their graduation plan. They meet with the students and their parents to review the students' progress toward their goals, and to make sure that they participate in remedial programs such as tutorials and credit recovery classes if needed. They also make sure that the students are aware of enrichment opportunities that would benefit the students, and let the parents know that there are grant funds available to cover the costs of any fees or tuition, so that no MV student and unaccompanied youth misses out on a needed program because they assume that they can't afford it. They then communicate this information to the homeless liaison so that she can initiate these payments using homeless grant or Title I funds. Finally, they work with graduating seniors to ensure that they are making meaningful progress towards their post-secondary education goals, including testing requirements, application procedures, and campus visits. Unaccompanied homeless students are interviewed prior to filling out the FAFSA application to be sure that they are aware of the FAFSA opportunities, and how to properly fill out the application so that parental income information is not required. At this time they are also given their FAFSA letter, which they will be required to present when they speak to their college financial advisor. This very successful project is currently funded using TEXSHEP and Title I funds, and we propose to continue using TEHCY and Title I funds in 2018-2019.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101910

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.	Trend Study Group will compare current homeless standardized test results with overall district results.	1.	Percentage difference between homeless and district attendance rates.
		2.	Percentage difference between homeless and all district pass rate.
		3.	Percentage difference in homeless scores from year to year.
2.	Cohort study group will follow results for same students for three years.	1.	Percentage growth or decline within cohorts.
		2.	Retention rate within cohort.
		3.	Attendance rate within cohort.
3.	Qualitative data obtained by counselors.	1.	Affective factors affecting homeless student academic success.
		2.	Barriers to homeless students' attendance.
		3.	Barriers to homeless students' full participation in school activities.
4.	Anecdotal data obtained from campus homeless coordinators.	1.	Campus homeless attendance rate.
		2.	Number of homeless students fully participating in campus activities.
		3.	Campus homeless standardized test scores.

**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.

There will be four main evaluations conducted each year for our project:

- 1) Trend Study Group – This is a quantitative evaluation that focuses on the number of homeless students who meet passing standards on the STAAR tests in grades 3-8, and STAAR EOC tests. A similar comparison of retention, credit completion, and attendance will be made. The results will be compared to the results for the district as a whole to determine if there are gaps between the results for homeless students and for the district as a whole. In years 2 and 3 (2020 and 2021) the homeless results will be compared with previous years to determine what trends can be seen for all homeless students from year to year.
- 2) Cohort Study – this quantitative study will look at the results of a cohort group, established at grades 3, 6, and 9 in the first year of the grant (2018), to determine what progress is made by a group of students who are with us for all three years of the grant. The Grade 6 and Grade 9 cohort will consist of students who were in the Grade 3 and 6 cohorts for the 2018 – 2021 grant cycle. This study will compare students' vertical scale scores in Reading/ELA and Math to track vertical scale growth in the 3<sup>rd</sup> and 6<sup>th</sup> grade cohorts. The 9<sup>th</sup> grade cohort will track college readiness scores. In 2018, a comparison analysis will compare the 6<sup>th</sup> and 9<sup>th</sup> grade cohorts' progress from 2017. In 2018 a baseline will be established for the Grade 3 cohort, and comparison analyses will be looked at in 2019 and 2020. Similar comparisons will be done for retention, credit completion, and attendance rates.
- 3) Qualitative data will be gathered by counselors and social workers through surveys given to students at intake and again at the end of each school year to determine changes in affective factors that impact academic success over the course of the school year.
- 4) Homeless Liaison will meet once a month with campus homeless coordinators to receive feedback on activities progress and to make necessary adjustments.

Comparison of the results from the cohort study and the trend study will allow the Homeless Liaison to filter the effects of transience on the overall results, and evaluate how the project's activities are affecting the academic performance of an identified group of students over time. These results will be reviewed by the Program Director for Social Services, the Senior Director for Educational Support, and the Homeless Liaison.

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

County-district number or vendor ID: 101910

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)
One-on-one and group meetings with parents to discuss academic issues.	300	Campuses: Counselors, social service workers, CIS workers, homeless liaison, part-time admin/counselors	Activity Logs: social workers, counselors, CIS, part-time admin/counselors, homeless liaison	4
Provide school supplies to homeless students who need them.	750	Campuses: Social Worker, Counselors	Counselors	3
Provide emergency clothing to homeless students who need them.	250	Campuses: Assistance Ministry, social workers, CIS workers, counselors	MV Social Worker	3
After school tutorials and enrichment programs for students who need them.	350	Campuses: Principals, tutors.	Homeless liaison	5
School of origin transportation expedited.	100	Campuses: Transportation Field Director, homeless liaison	Homeless Liaison	2
Immediate enrollment in school of origin or attendance zone school for all homeless students	1300	Campuses: Registrars, Assistant Principals, homeless liaison	Homeless liaison	1
Social Worker meets with students and families who need district services or outside agency referrals.	150	Campuses, homes, parents' workplace: MV Social Worker	MV Social Worker	4
Families meet with MV staff for special needs and concerns.	350	Central Office: Homeless liaison, MV Social Worker	MV Social Worker	4
Provide emergency food to homeless students as needed.	30	Campuses, Assistance Ministry	Assistance Ministry, MV Social Worker	4

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

County-district number or vendor ID: 101910

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.	Social Services Department	Coordinates with the MV Social Worker to provide case management and crisis intervention as needed.
2.	Special Education Department	Expedite referral and evaluation, and assist in identification of homeless students.
3.	Bilingual/ESL Department	Assist in identification and delivery of services, especially to immigrant and asylee/refugee students.
4.	Student Support Services Department	Identify, through counseling and teen parenting programs, students who meet homeless criteria, and coordinate services for them.
5.	Federal Programs and Compliance	Provide for an alignment of Title I and McKinney Vento and use of the \$15,000 Title I set-aside funds.
6.	Security Department	Work with attendance officers to ensure consideration of homeless status, and assist in identification and referral.
7.	Transportation Department	Provide school of origin transportation and sensitize drivers to issues of confidentiality.
8.	Student Nutrition Department	Ensure immediate provision of free breakfast and lunch to all students identified as homeless.
9.	Educational and Academic Support Department	Works with homeless liaison to ensure homeless students' access to all comparable services and special programs.
10.	North Channel Assistance Ministries	Provide social services, case management, emergency food, "back pack buddies"(food for the weekend), assist with identification and referrals.
11.	Wendell D. Ley Community YMCA	Provide after-school programs as needed in coordination with GPISD.
12.	Communities in Schools	Provide social services, case management, and assist with identification and referrals.
13.		
14.		
15.		

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

County-district number or vendor ID: 101910

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 MV Social Worker will work with campus counselors, district social service workers and CIS workers, and the MV counselor/administrators will work with high school at-risk coordinators, to identify homeless students during the regular registration process through the use of the SRQ, and will continuously follow up with these students to ensure their success during the school year. They will also work with counselors and campus at-risk coordinators to follow-up on students who are deemed to be at-risk of homelessness or who experience homelessness during the school year, to make sure that we effectively identify homeless situations that occur outside of the registration process time frame. The part-time counselor/administrators will also meet separately with unaccompanied homeless youth to make sure that they are receiving proper support throughout the school year, and to ensure that they, along with all high school homeless youth, are properly preparing for post-secondary education, including testing and application requirements, as well as proper completion of the FAFSA application for financial aid.

**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.

At the elementary and middle school level, the MV Social Worker will work with campus counselors to develop a parental education plan that will include information of particular interest to parents of homeless students. This education plan will include information for parents about school resources that will increase their children's academic success, information about campus and district programs that will assist displaced families in economic difficulty with preparing for school, and community resources that can assist families with material needs that if left unmet would adversely affect their children's academic success. At the high school level, parents will be involved in each one-on-one session that the part-time counselor/administrators conduct with each student identified as homeless by McKinney Vento criteria. These sessions will ensure that the student is on track to graduate on time in accordance with her or his graduation plan, that the student takes advantage of all remedial, tutorial or credit recovery opportunities that would be helpful, that students who would benefit from enrichment programs such as Advanced Placement classes, Dual-Credit classes, vocational programs, early college programs, night schools, or similar opportunities have the opportunity to participate and that student and parents are aware that grant or Title I funds are available to remove tuition and fee costs as a barrier to their full participation.

**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.

The homeless liaison, MV social worker, part-time MV counselor/administrators, and campus homeless coordinators all participate actively in the beginning of the year Returning Student Verification and New Student Registration processes. They ensure that all applicants fill out the SRQ at the beginning of the process, and that those whose responses indicate a homeless situation are immediately identified and enrolled in their appropriate school of origin or attendance zone school so that they are immediately integrated into the regular education program exactly as their housed counterparts who live in the attendance zone of the school of origin or attendance zone school. Throughout the school year the homeless liaison and all MV staff assure that MV students can fully participate in all remedial, enrichment and extracurricular programs that are available for all students.

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

County-district number or vendor ID: 101910

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 Homeless Liaison and the Federal Programs and Compliance Executive Director will collaborate closely: The Homeless Liaison will have authority to requisition and to commit expenditures in both the TEHCY budget and the Title I set-aside budget. Resources are allocated for school supplies and emergency clothing and other needs, as well as other things that have a direct impact on academic success, such as emergency food, medicine, and personal hygiene supplies. Resources are also allocated for school of origin transportation, provision of social work services, enrichment and remedial educational services, as well as fees and supplies for career and technology education offerings. The Homeless Liaison has authority to requisition and otherwise encumber all Title I funds that are set aside for homeless students through the district's financial and budget programs, subject to the purchase order approval process and related controls.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$15,000	Emergency clothing, school supplies, school of origin transportation excess costs including mileage reimbursement to parents
Planned Set-Aside for 2017–2018	\$15,000	Emergency clothing, school supplies, school of origin transportation excess costs including mileage reimbursement to parents

**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.

All GPISD campuses are schoolwide Title I campuses, and so there has always been a full alignment of Title I and MV programs to ensure that homeless students participate in Title I funded activities. Prior to ESSA, districts with 100% schoolwide Title I campuses were not required to designate a set-aside amount, but even at that time we always designated \$15,000 because we found historically that this was the amount needed in order to properly support additional Title I needs of our homeless students. We have continued to set-aside \$15,000 at the beginning of each school year to assure that all of these needs are met, but in addition to this our homeless liaison coordinates frequently with our Federal Programs Director and secures additional Title I funding for homeless students as needs arise throughout the school year.

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<b>Schedule #16—Responses to Statutory Requirements (cont.)</b>	
County-district number or vendor ID: 101910	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: 101910

Amendment # (for amendments only):

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

(a) All new students enrolling at any time, and all students returning in August fill out an on-line registration package. The first page in this package is a Student Residency Questionnaire (SRQ). In order to eliminate enrollment delays, students whose answers indicate a homeless situation are enrolled immediately in their school of origin or attendance zone school. The items on the SRQ are organized in a modified flow chart style to allow for a clear determination of homeless status (see SRQ attachment in Appendix A). This logical sequence makes it easy for the registrars to determine who qualifies under McKinney Vento for immediate enrollment. The SRQ and all enrollment documents are retrievable at campus and district level, including by the Homeless Liaison, in the student data management system.

(b) Homelessness occurs throughout the school year, and so these steps are taken to identify students who experience homelessness during the school year: We get information from teachers, principals, registration personnel, Harris County social workers, district constables, Communities in Schools (CIS) workers, counselors, student nutrition workers, homeless parents, and other community agencies.

(c) THEO and NCHE produced posters with rights of homeless students and the Homeless Liaison's contact information are posted in community buildings, libraries, food pantries, and other appropriate areas in the community in order to identify school-age children who live in our district but are not enrolled in school. We also receive referrals from our local food pantry/assistance ministry, from Harris County social services, and from our constables.

(d) The Homeless Liaison is involved in planning and implementing pre-registration and regular registration procedures for prekindergarten and early education classes. During pre-registration, the SRQ is used to screen all applicants to see if they qualify as homeless enrollees. Students admitted to the program during pre-registration are followed up on at the beginning of the academic school year, and fill out a new SRQ for the current school year. Prekindergarten students identified during regular registration fill out the SRQ at that time, along with students in all grade levels.

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

County-district number or vendor ID: 101910

Amendment # (for amendments only):

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

(a) The Homeless Liaison and the Program Director for Educational Support train all campus registrars on the requirements of McKinney Vento and Texas Education Code, as well as district requirements of how they are to approach students who meet these criteria. This includes training on how to use the SRQ and follow-up questions to determine eligibility, and the requirement to immediately enroll students who qualify. There is an administrator at each campus who is designated as the Campus Homeless Coordinator. This administrator receives training from the district Homeless Liaison, and then assures that his campus is in compliance with McKinney Vento in the registration and identification processes. Staff development will emphasize increasing the sensitivity of those who work with homeless children and enable participants to understand the nature of homelessness, and to create a positive experience for homeless students.

(b) Food service workers, bus drivers, CIS, Harris County social workers, and district contract constables are briefed on the provisions of McKinney Vento to the degree needed for their particular role, and all have the district Homeless Liaison's contact information so that they can make needed referrals. We coordinate frequently with representatives of the local assistance ministry and county social service agency. We provide them with information on services provided through the schools, and they refer their clients with school-age children to us. We also coordinate with our local constables and judges, who keep our contact information and refer families who qualify to our Homeless Liaison.

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

County-district number or vendor ID: 101910

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.

At the elementary and middle school level, the MV personnel works with the Security Department to ensure that plans are in place for appropriate intervention by campus attendance committees to address issues that arise because of absences that are ascribable to the students' homeless situation. The MV Social Worker will collaborate with school counselors to ensure that they have a current list of all their homeless students, and assist them to develop a plan for including MV students in their intervention and assessment activities. Specifically, she will ensure that counselors are aware of campus homeless students' attendance rate, their discipline referrals, and that they are identified for remediation and tutoring. She will assist in developing a plan for partnerships between homes and school to address the academic needs of homeless students. She will ensure timely access to appropriate educational services so that homeless students are placed in appropriate classroom settings, including special programs such as special education, ESL, 504, etc., and that they receive all services to which they are entitled, including remedial and Gifted and Talented services. The plan will include the availability of funding for any of these programs for homeless students through the grant program or Title I. She will also assist the counselors in planning to ensure that homeless students have access to tutoring, after-school/extended day, and summer programs, so that they have access to basic needs such as food, shelter, and recreation. Additionally, the MV social worker will meet directly with the eighth grade counselors to ensure that they have worked with all eighth grade MV students on their graduation plan as part of their transition to ninth grade.

For our high school MV students, we will use our counselor/administrators, in close collaboration with both high schools' at-risk coordinators, to make sure all homeless students are ready to graduate with their 9<sup>th</sup> Grade Cohort peers through thorough reviews of their graduation plans, on-going monitoring of attendance, promotion and credits, discipline records, and monitor for CTE Coherent Sequence. They also work with the various departments, such as Special Education and ESL, to coordinate services and to ensure that all homeless high school students have the opportunity to participate in Advanced Placement and Dual Credit courses, and will help to identify homeless students eligible for early graduation. In addition, the counselor/administrators will work with the campus truancy clerk to ensure that campus attendance interventions are in place to assist our homeless students to maintain good attendance. They will make sure that the truancy clerk and attendance committee are aware of any homeless-related barriers to attendance so they can design appropriate descriptive interventions for our homeless students that address their unique situations.

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

County-district number or vendor ID: 101910

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.

Retired counselor/administrators work in our two high schools and meet directly with homeless students and parents. At these meetings, these counselor/administrators review the students' graduation plan, current grades and transcripts, test scores, attendance, special program placement (if applicable), discipline record, as well as discuss material needs that the student may have in order to be successful in completing their graduation plan and in meeting their goals for post-secondary education. They will also go over specific post-secondary education plans with the student and the parent, and make sure that our MV students are on track to achieve their post-secondary education plans, including college visits, applications, all testing including Texas Success Initiative, SAT, ACT, and assisting them in the FAFSA application process. The purpose of these meetings is to ensure that our homeless students are connected with all available resources and services that are applicable to their situation, including but not limited to special education, CTE, programs for English Language Learners, tutorial programs, credit recovery programs, night school opportunities, dual credit programs that we conduct at San Jacinto College, and Gifted and Talented programs (including Pre-AP and AP classes). These MV counselor/administrators will work closely with the homeless students' academic counselors and with the campus at-risk coordinator to identify the interventions that are needed for each individual student in order to achieve the goals of promotion advancing to graduation with their 9<sup>th</sup> Grade Cohort, especially through a review of MV students' EOC results each year to ensure they have passed their required exams, and if not that they are assigned to tutorials with the academic specialist in the area that they failed. If necessary, the student is referred to the Individual Graduation Committee, and continues to receive support throughout that process. The counselor/administrators also work closely with the campus at-risk coordinators and registrars to make sure that our homeless students are on track to graduate by monitoring their grades and reviewing their transcripts to ensure they have the necessary credits for graduation, and to provide credit recovery/remediation as needed. For students who arrive after the beginning of the school year, the counselor/administrators and at-risk coordinators review their incoming transcript for partial credit to see if the incoming MV students qualify to receive credit through Edugenuity, which is our computer-based instruction program that allows students to recover credit based on prior knowledge, or to focus on the needed material in order to receive full credit quickly.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 101910

Amendment number (for amendments only):

**No Barriers**

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

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input 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"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input 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: 101910

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: 101910

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: 101910

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

County-District Number or Vendor ID: 101910

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input 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"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input 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: 101910

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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County-District Number or Vendor ID: 101910

Amendment number (for amendments only):

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

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

**Barrier: Lack of Transportation to Program Activities**

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

**Barrier: Other Barriers**

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

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