

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

2018–2019 Texas Education for Homeless Children and Youth

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

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Judson ISD	015916		
Vendor ID #	ESC Region		DUNS #
1741556846	20		010542637
Mailing address		City	State ZIP Code
8012 Shin Oak Drive		Live Oak	TX 78233-

Primary Contact

First name	M.I.	Last name	Title
Dianetta	F	Young	District Homeless Liaison
Telephone #	Email address		FAX #
210-619-0457	dyoung@judsonisd.org		210-945-6918

Secondary Contact

First name	M.I.	Last name	Title
Sharon		Roddy	Director of Federal Programs
Telephone #	Email address		FAX #
210-945-5326	sroddy@judsonisd.org		(210) 945-6903

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
Carl	A	Montoya	Superintendent
Telephone #	Email address		FAX #
210-945-5402	cmontoya@judsonisd.org		210-945-6900
Signature (blue ink preferred)			Date signed

Carl A. Montoya

3/24/18

Only the legally responsible party may sign this application.

701-18-109-041

Schedule #1—General Information

County-district number or vendor ID: 015916

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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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: 015916

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015916

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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By TEA staff person:

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

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID:	Amendment # (for amendments only):
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I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

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

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

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

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

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

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

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
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

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

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 015916

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.

The Judson ISD Homeless Education Program is applying for the Texas Education for Homeless Children and Youth grant in order to strengthen the district's Homeless Education Program. The district is committed to removing barriers homeless students face in enrolling, attending, and succeeding in school. Proposed activities to be implemented through the TEHCY grant are:

- a) Credit recovery for middle/high school students to remain on track for graduation
- b) Active parental engagement opportunities for parents to become involved with their children's education (awareness meetings, transportation passes provided)
- c) Supplemental tutoring in shelters, daycare centers, on campus and in the homes to increase academic achievement of homeless students
- d) Professional development to increase strategies for teachers working with families in transition
- e) Strategies to improve attendance rates for homeless students

The proposed activities are a part of Judson's comprehensive homeless education program that serve the needs of the homeless student population in the district. Homeless students will move closer to the goal of graduation by receiving tuition assistance to recover credits during the district's tuition-based summer school program. The after-school tutoring program provides an opportunity for homeless students to receive supplemental support in order to meet the same challenging state academic achievement standards all students are expected to meet. The homeless education program will also track the attendance of homeless students and provide timely interventions in order to increase the attendance rates for the homeless students. Parent engagement will be encouraged by providing parents with VIA bus passes to attend campus activities and student conferences. To increase awareness of the rights of homeless students, parents will have the opportunity to meet one-on-one with district/campus liaisons during scheduled "McKinney-Vento Awareness Meetings". The proposed activities, including increasing graduation/attendance rates and improving proficiency rates on STAAR/EOC assessments, are aligned with the district's goal: student success.

Judson ISD is a growing school district that is affected by the lack of affordable housing. The area encompasses 55.87 square miles in a semi-urban area and serves the incorporated cities of Converse, Kirby, and Selma as well as portions of Live Oak, Schertz, San Antonio, and Universal City, which are all located in Bexar County, Texas. Judson has a mobility rate of 21.7, ranking it as #2 of the "Top 15 Districts with the Highest Mobility Rates of the 5 Major Regions" (Children at Risk Report 2017). The District has an Economically Disadvantage rate of 65%. Unemployment in the district ranges from low in some areas to moderate in others. Unemployment, business closures, and high mobility rates have affected the rate of student homelessness in the district.

District enrollment in 2017-2018 is 25,885 while homeless enrollment is 514. The homeless enrollment has fluctuated at the same rate as district enrollment during the past three years. The needs of the homeless students are determined through a comprehensive needs assessment conducted by a committee consisting of the District Homeless Liaison, Director of Federal Programs and Grants, district social workers/counselors, and campus administrators, a high school student, and a parent. The needs assessment process is determined through a collaborative effort of the Homeless Education Program and the Title I Program.

Student needs are determined through needs assessments, surveys/questionnaires completed by staff members, parents, and other stakeholders at each campus. The District Homeless Liaison analyzes student data to determine academic needs and appropriate interventions, such as Extended Day, tutoring, or homework assistance. Regular review of student needs/data assist the Homeless Education Program coordinator in determining if the actual needs of homeless students are being met.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015916

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.

The budget for the Homeless Education Program is developed based on the cost of the services/activities that will be delivered to the homeless students. Funding is determined by reviewing the programs/activities that have been provided to homeless students during the past three years and the actual cost associated with providing these services. All funding sources, including Title I Part A, Title I set-aside, community partnerships/resources, and grant funds are considered prior to finalizing the Homeless Education Program budget.

In order to ensure successful management/implementation of the activities in the grant, Judson ISD will develop a grant management plan. The project management team consists of a project director supported by the management team (Federal Programs, Guidance & Counseling, Student Services, district social worker). The project director (district homeless liaison) is responsible for the daily management and implementation of the project activities. The project director is supported by the campus-based liaisons responsible for supporting the implementation of the McKinney-Vento program at the campus level. The Project Management Team will meet regularly to evaluate the strategies and activities implemented by the homeless education grant to determine the program's effectiveness and address any concerns with project implementation/delivery. The Project Management Team will be able to determine the project's weaknesses or concerns and ensure that these concerns are addressed in a timely manner as the implementation proceeds. Close monitoring and ongoing evaluation of activities will ensure the continuous improvement and successful implementation of the TEHCY initiative. Major identified needs are written into the district improvement plan as well as the individual campus improvement plans. The strategies in the CIP are evaluated quarterly. The project director will communicate regularly (minimum quarterly) with the business office to discuss expenditures and assure timely and appropriate use of funds.

All Statutory Requirements, including enrollment and identification procedures, programs and services, professional development, Title I collaboration, graduation requirements, LEA policy updates, and progress monitoring of academic needs are detailed in Schedule 16 of the application. TEA requirements are addressed in Schedule 17.

Judson ISD is committed to providing programs and services to address the needs of homeless students in the district. The Homeless Education Program has demonstrated its commitment to building a comprehensive homeless education program. The proposed programs and services have been identified through student residency questionnaires, stakeholder surveys, and review of student data (attendance, grades, STAAR assessments, and participation of homeless students in campus activities/organization).

Judson is committed to the continuation of the services and programs beyond the 3-year grant cycle by seeking additional grants, requesting local and state funding, and exploring innovative and creative ideas to support these homeless initiatives. The Homeless Education Program is supported by all entities of the district including the superintendent, Executive Director of Student Support, Director of Federal Programs and Grants (Title I), Director of Guidance and Counseling, and campus-based homeless liaisons. The project director will have regular communication with all individuals involved in the project activities, including the district and campus level administrators, teachers (tutors), office personnel, and business managers.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 015916			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	\$23250	\$2600	\$25850
Schedule #8	Professional and Contracted Services (6200)	6200	\$2000	\$0	\$2000
Schedule #9	Supplies and Materials (6300)	6300	\$8 00	\$0	\$800
Schedule #10	Other Operating Costs (6400)	6400	\$9367	\$0	\$9367
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$35417	\$0	\$38017
Percentage% <u>indirect costs</u> (see note):			N/A	\$533	\$533
Grand total of budgeted costs (add all entries in each column):			\$35417	\$3133	\$38550
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$38550
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:					\$3084

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

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015916		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director			\$
5 Project coordinator			\$
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant			\$
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker			\$
14 Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15 ESC specialist/consultant			\$
16 ESC coordinator/manager/supervisor			\$
17 ESC support staff			\$
18 ESC other			\$
19 ESC other			\$
20 ESC other			\$
Other Employee Positions			
21 Title			\$
22 Title			\$
23 Title			\$
24	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
25 6112	Substitute pay		\$0
26 6119	Professional staff extra-duty pay		\$22550
27 6121	Support staff extra-duty pay		\$1200
28 6140	Employee benefits		\$2600
29 61XX	Tuition remission (IHEs only)		\$0
30	Subtotal substitute, extra-duty, benefits costs		\$26350
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$26350

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

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

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015916

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Training in the area of trauma-informed care provided to teachers who provide working with homeless students- Mental Health Care Professional	\$2000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$2000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$2000

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 #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015916		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$800
Grand total:		\$800

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

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 015916		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$9367
Grand total:		\$9367

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

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

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Schedule #11—Capital Outlay (6600)

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

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

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

County-district number or vendor ID: 015916

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		%	
Identified homeless students	514	2.0%	
Students identified homeless with a 5A Crisis Code	35	.14%	
Students identified homeless with a 5B Crisis Code	0	%	
Students identified homeless with a 5C Crisis Code	0	%	
Attendance rate for identified homeless students	NA	%	
Attendance rate for economically disadvantaged students	NA	%	

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
24	39	48	43	45	56	34	45	40	31	41	21	21	26	514

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015916

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.

Formal and informal processes are used to conduct the needs assessment. A Student Residency Questionnaire (SRQ) is completed during the registration process. The SRQ is used to assist with identification of homeless students and as a means of collecting data, including living situation; conditions contributing to homelessness; and student needs such as clothing, medical needs, transportation, hygiene items, and supplies. Other informal methods of collecting data include review of parent phone calls/emails/concerns, and transportation/clothing requests.

Each campus is assigned a campus-based liaison that collaborates frequently with the district liaison to address the needs of homeless students. This frequent communication provides information that helps to identify barriers to succeeding in school. Feedback is collected through surveys and questionnaires. Data, including attendance, grades, discipline, students assigned to Alternative School, and participation in school activities, are also collected and used in determining priority needs.

A needs assessment committee meets annually (formerly) to review the data and prioritize needs. Members of the needs assessment committee include the district homeless liaison, and at least one representative from the following groups: parent, high school student, Federal Program & Grants, Student Support Services, Guidance & Counseling, social workers, and campus administrator/principal. Using a needs assessment template, the teams reviews the data to determine the priority needs of the students. Example: If the data reflects that homeless students are scoring lower than housed students on the STAAR assessment or that grades of homeless students are lower than that of housed students, the team may want to look more closely at these trends and identify strategies to address them. If the number of homeless students is lower at a particular campus, the team may determine that more professional development in awareness/identification is necessary.

The committee determines the five greatest needs among homeless students and strategies that can be implemented to address the identified needs. The team reviews current practices that address the needs: ex: Extended day tutoring, attendance intervention plans, etc. The team may determine that it is necessary to revise existing programs or develop new programs or strategies to address the identified needs. All current programs and funding sources are reviewed including Title I, local funding, donations, community partners, and community agencies such as clothing/food banks. Priority is given to areas that create the greatest barriers to student success. The needs identified in the district's most recent needs assessment are:

- 1) Strategies to improve attendance rates for homeless students
- 2) Credit recovery for middle/high school students to remain on track for graduation
- 3) Active parental engagement opportunities for parents to become involved with their children's education
- 4) Supplemental tutoring to increase academic achievement of homeless students
- 5) Professional development to increase strategies for teachers working with families in transition

The district conducts a comprehensive needs assessment using formal and informal data. A plan of action is developed to address the barriers to identification, enrollment, and succeeding in school. The plan of action includes strategies for addressing the student needs, position (individuals) responsible for completing and documenting the activity, and types of documentary evidence to show that the activity is ongoing or completed.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID:

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.	Judson ISD/all targeted campuses need to implement strategies for improving the attendance rates of homeless students	Implementation of an attendance monitoring program to include weekly monitoring of unexcused absences for all homeless students, parent communication and interventions provided at specified intervals (ex: 3 days, 5 days, 10 days), and incentives (small) for improved attendance.
2.	Judson ISD/all targeted campuses need to increase the rate of credit accrual for middle school and high school homeless students to remain on track for high school graduation.	Grant program would pay the summer school tuition (up to 1.0 credit) for students to recover credit for failed courses to remain on track for graduation – district tuition-based summer school
3.	Judson ISD/all targeted campuses need to increase homeless parents/students participation rates at literacy meetings and parent conferences (increased parent engagement opportunities/awareness)	Grant program would provide VIA bus passes to parents who lack transportation to attend campus activities/events including literacy nights, ARD meetings, parent-teacher conferences.
4.	Judson ISD/all targeted campuses need academic off-site tutoring, homework assistance in shelters, in the home, or at school and extended learning activities/summer camps to increase the academic achievement of homeless students in Reading, Writing, Math, Science and Social Studies as evidenced by 2016-2017 passing rates on the State of Texas Assessments of Academic Readiness (STAAR) and End of Course exams.	Supplemental tutoring (mentoring), extended day, extended learning activities/summer camps provided to students in homeless situations. Tutoring will take place at the campus, homes, shelters, daycare centers, or other locations convenient to families.
5.	Judson ISD/all targeted campus need to increase strategies for teachers working with families in transition.	Professional development provided to teachers working with students in transition. Proposed topic – Trauma-Informed Care.

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Schedule #14—Management Plan

County-district number or vendor ID: 015916

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.	District Homeless Liaison	District homeless liaison (4 years), campus administrator (12 years), experience working with families and youth from poverty situations, budget management, developing and monitoring campus-improvement plan, experience with managing homeless education grant, knowledge of McKinney-Vento policies
2.	Director of Federal Programs and Grants	Master's degree, former middle school principal/elementary assistant principal, experience Title I director
3.	District social worker	Experience with working with families and youth from poverty situations, experience working with students in transition
4.		
5.		

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

#	Objective	Milestone	Begin Activity	End Activity
1.	Implement strategies for improving attendance rates for McKinney-Vento students	1. List of homeless students enrolled (ongoing)	09/01/2018	06/01/19
		2. Attendance monitors assigned to all campuses	09/01/2018	09/15/2018
		3. Run reports weekly (ongoing), interventions	09/01/2018	06/01/19
		4. 9- week incentives (occurs every 9 weeks)	09/01/2018	06/01/19
		5. Mid-year attendance reports	01/14/2019	01/18/2019
2.	Implement strategies for increasing parent awareness and engagement	1. Parent request for VIA bus passes (email information to campuses)	10/01/2018	06/01/2019
		2. Student request for semester passes (ongoing)	10/01/2018	05/01/2019
		3. Parent awareness meetings (District/Campus-based liaison)	10/01/2018	11/30/2018
3.	Provide supplemental tutoring/mentoring. Educational activities, summer camps, to improve academics	1. Teacher applications emailed to campuses and received by liaison	09/25/2018	11/01/2018
		2. Student applications (ongoing)	10/01/2018	06/01/19
		3. Grade review (progress reports, report cards)	10/01/2018	06/01/2019
		4. Supplemental Pay Reports (monthly)	10/01/2018	06/01/2019
4.	Provide professional development – Trauma-Informed Care- to increase teacher awareness	1. Session One (Trauma-informed care)	10/27/2018	10/27/2018
		2. Session Two (Trauma-informed care)	01/26/2019	01/26/2019
5.	Provide tuition-assistance for students to attend summer school-credit recovery	1. List of students failing major subjects	04/01/2019	05/30/2019
		2. Complete student applications	05/24/2019	05/30/2019
		3. Tuition-based Summer school (list of homeless students enrolled)	06/10/2019	07/30/2019

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: 015916

Amendment # (for amendments only):

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

The Judson ISD Districtwide Site-Based Decision-Making Committee works in an advisory capacity to the Superintendent in order to provide broad based input to improve student achievement. The committee addresses issues in the areas of planning, budget, curriculum, staff patterns, staff development and school organization. The committee also provides assistance in developing the District Improvement Plan. The DSBC holds at least one public meeting per year to discuss performance and objects. The campus goals and objectives are aligned with the district goals.

Campuses conduct a needs assessment using multiple measures of data including student achievement data, campus-based assessments, PBMAS and attendance. From this data, lists of current strengths and weaknesses are developed. Problem areas are identified and prioritized. Once root causes have been identified, campuses develop their "Campus Improvement Plan, which includes goals and objectives". Campuses consistently monitor progress toward goals and objectives to ascertain students' success; using assessment tools, students' work samples, report cards, and teachers' observations. Quarterly formative assessments are completed to collect and analyze data, which provide the opportunity for campuses to recognize weaknesses and strengths in their plans and make necessary adjustments where appropriate and in a timely manner. At the campus level, information is disseminated through faculty meetings, campus site-based committee meetings, which include parents and community members, and campus improvement plan committees. Parents are also provided information at PTO meetings and during parent-teacher conferences as well as the campus website.

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.

Through a collaborative effort, structures are in place to improve awareness, identification, and educational support for homeless students. There are several on-going, existing programs to support the needs of the students, many of which are similar or related to the programs described in the application. Through a collaborative effort with community partners, district support, and sub-grant funds, homeless students are provided backpack and supplies, hygiene kits, and clothing at the beginning of each school and as needed throughout the school year. Student who need additional support or who are unable to remain at school for campus-level programs receive tutoring from a highly qualified teacher, at shelters, homes, and other places convenient for the family. Professional development- "Strategies for Working with Highly Mobile and Homeless Students" is provided to the teachers through a collaborative effort with St. Philips College. Families receive assistance with after-school programs, such as the district's Adventure Club or Boys and Girls Club. Proposed grant funds will be used to provide professional development in the area of trauma informed care. The district's social workers have reached out to local agencies that have provided food for Thanksgiving and toys/gifts for Christmas. Awareness meetings with district/campus liaison provide parents with meaningful ways to support their child's education. Parents who lack transportation are provided with VIA bus passes to attend teacher conferences or school activities. Many students have had the unique experience of participating in the summer STEM program, Camp Invention. Students are provided with reading books to maintain their reading levels during the summer. Middle and high school students can attend tuition-based summer school to recover credits and remain on track for graduation. Attendance is tracked weekly and timely interventions are provided to improve attendance and academic success for the students. The response to the needs of homeless students in Judson demonstrates Judson's Homeless Education Program's commitment to providing the services and resources needed improve educational opportunities for homeless students.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015916

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.	Process/Implementation evaluation Program monitoring	1.	Participant lists (students, teachers), # of participants, completed applications/forms for each activity, budget reports
		2.	Number of completed SRQ forms for homeless students at campuses
		3.	Weekly attendance reports for homeless students, interventions, incentives
2.	Outcome/effectiveness evaluation Objectives based	1.	Decrease in absences from 2017-2018 to 2018-2019
		2.	Increase in homeless student grade completion, STAAR/EOC assessment
		3.	Increase in graduation rates for homeless students
3.	Needs assessment	1.	Goals and objectives identified/revised
		2.	Program activities strengths and weaknesses identified
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

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.

Quantitative and qualitative data will be collected, including surveys, enrollment data, attendance reports, assessment results, and graduation and attendance rates. Program activity data will be collected by reviewing documents, such as student and teacher applications; parent request for services; attendance reports and interventions; and course enrollment for professional development. Program participation data such as the number of students enrolled in the tutoring program or the number of teachers attending the professional development will be collected by reviewing the reports (student applications, sign-in sheets, quarterly reports). Data management systems (PEIMS, On-Suite Data Plus, Eduphoria) will be used to collect various forms of data, including assessment results, attendance reports, grades, and enrollment information.

The Project Management Team will meet regularly to evaluate the strategies and activities implemented by the homeless education grant to determine the program's effectiveness and address any concerns with project implementation/delivery. Close monitoring and ongoing evaluation of activities will ensure that problems with identification and delivery of project activities are corrected.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015916

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)
Parent Literacy Nights/ Parent meetings (Academic Nights through-out the school year), guided literacy activities engaging parents working with their children in grades Pre-K – 12th grade. Provide bus passes to allow parents to participate.	50 parents through the period of the year	Judson campuses District/campus-based liaisons	Documentation of Academic Nights (CIP, Parent Involvement plan, Flyers Literacy Night agenda, Sign-in sheets, Teacher activities for Academic Nights VIA bus pass request form (Campus administrator, Title I coordinator, district liaison)	3
Supplemental tutoring (mentoring), extended day, extended learning activities/summer camps provided to students in homeless situations to improve academics	15-20 students	Judson campuses, homes, shelters, daycare centers, recreational centers Highly qualified Teachers (tutors)	Student STAAR/EOC reports, report cards, student rosters, material (supply) list, documentation of tutoring sessions, student/teacher sign-in sheets, lesson plans, formal/informal assessment data, budget reports (District liaisons, teachers, Federal Programs, Accounting)	4
Professional Development" (Strategies for teachers working with families in transition). Internal/ external PD/ training.	15 teachers	Judson ISD Social workers, Liaison	Agendas, Sign-In Sheets and Certificate of Training/PD participation, Contracts	5
"Summer School for MS/HS students – Credit Recovery" (Students will attend summer school to recoup academic credit to stay on track with high school completion/ graduation plan	15 students	Judson ISD summer school campus (High school counselors, district/campus liaisons)	Report cards, registration documents, PEIMS report, summer school grade report, Application for tuition payment, participant list, (Campus administrator, Summer school administrator, District liaisons, Accounting)	2
Implement strategies for improving attendance rates for McKinney-Vento students	514 (All McKinney-Vento students)	Judson ISD (District liaison, campus liaisons, PEIMS/data managers, attendance monitors)	Weekly attendance monitoring (reports), parent contact log, PEIMS report, interventions, reward activities, warning letters, attendance tracker reports, transportation assistance as needed (bus passes provided)	1

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 015916

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.	Candlewood Elementary Boys & Girls Club	Provides after-school care for students
2.	Haven for Hope of Bexar County	Provides shelter and services to families (students) who are homeless; collaborates with district liaisons to identify to support homeless students
3.	Education Service Center, Region 20	Collaborates with JISD to support the needs of homeless students on an ongoing basis; provides updates on programs and resources available for students and families experiencing homelessness; hosts conferences and professional development workshop
4.	Northeast ISD	Organizes transportation for homeless students; collaboration for legislative updates/implementation districts
5.	Edgewood ISD	Organize transportation services for homeless students so that they may continue in their school of origin
6.	Schertz –Cibolo Universal City ISD	Assist and organize transportation services for homeless students so that they may continue in their school of origin.
7.	Special Education Department	Provides expedited evaluations for homeless students
8.	Guidance & Counseling	Campus-based contacts assist in the identification and immediate enrollment of homeless students; provides professional development
9.	Special Education "Child Find"	Locates, identifies, and evaluates highly mobile students (homeless students) with disabilities
10.	Federal Programs & Grants	Coordination of services (Title I, Part A and MV program) to support the educational success of children and youth experiencing homelessness
11.	Adventure Club	Provides after-school educational/ recreational activities at 17 elementary campuses in Judson ISD. Adventure Club services
12.	Transportation Department	Provides homeless students with transportation to and from the school of origin at the request of a parent or guardian
13.	District social worker	Provides services to homeless students to help to remove barriers; campus liaison; provides assists families with social services needs
14.	Social worker –Campus-based	Serve as campus-based liaisons to support the educational success of children and youth experiencing homelessness; coordinates transportation
15.	East Central ISD	Organizes transportation to school of origin; homeless family transition assistance between districts

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

County-district number or vendor ID: 015916

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.

Identification will be facilitated through awareness of staff and community collaborators. Outreach to education liaisons at emergency shelters will help to improve identification. The SRQ completed at registration helps to identify students who may qualify as homeless. Campus-level or district liaison conference with the parents to determine eligibility.

A survey of the student's needs is also conducted during the conference. A request for clothing, supplies, or other items needed to attend and participate in school is submitted.

The funds will facilitate the success of homeless students by encouraging active parental engagement; providing tutoring if needed; providing tuition (credit recovery) for summer school (secondary); monitoring attendance and providing timely interventions; and providing the opportunity for teachers working with homeless children and youth to participate in professional development (trauma-informed care).

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.

Parents will have the opportunity to participate in Awareness Meetings with the district/campus liaison (location/time convenient for the parent). The goal of the Awareness Meetings will be to inform parents of the student's rights, specifically the right to remain at their school of origin and to receive transportation. Parents will receive a schedule of parent-involvement including Title I information (parent compact), campus brochure, and other informational materials that will improve communication/engagement. Parents who lack transportation will be provided VIA bus passes (public transportation) to attend campus activities and meetings, including ARD /504 meetings, parent-teacher conference, and Literacy Nights. Parents will be encouraged and receive assistance to create an account on the parent Command Center to have live access to their children's grades and attendance. The Homeless Education office will communicate directly with parents and provide interventions when students accumulate 3, 5, and 10 absences.

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.

Homeless students are enrolled immediately and are integrated into the regular instructional school program. Students are not separated from housed students. They are not educated at shelters or other off-campus facilities. Homeless students are placed in a variety of class settings. Homeless students have the right to participate in any campus activity, including music, sports, art and choir. Homeless students enrolled in school have the same opportunity to meet the high academic standards as all students (assessed with same formative and summative assessments). District policies are reviewed and revised to remove practices that may act as barriers. Judson's Homeless Education Department supports the rights of homeless students to enroll in and fully participate in extracurricular activities. The Homeless Education Program has supported homeless students by assisting with uniforms, shoes, and other needs to participate in extracurricular activities.

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

County-district number or vendor ID: 015916

Amendment # (for amendments only):

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

Homeless students face unique educational barriers not common to non-homeless students, including high mobility, trauma, and adverse living conditions. Collaboration between the Homeless Education Program and Title I services is critical to meeting the unique needs of homeless students. The plan for coordinating services for homeless students is developed by the Title I director and District Homeless Liaison. Homeless students are automatically eligible for Title I services whether or not they attend a Title I, Part A school. Title I services at school-wide campuses are determined by a needs assessment. Set-Aside funds are reserved "as necessary" to provide comparable services to homeless students who do not attend participating Title I schools. Services that have been provided through set-aside funds are: tutoring, summer camp (Camp Invention), summer reading book program, and purchase of backpacks, supplies and composition books.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	10,000	Summer Reading Books Summer STEM Camp (Camp Invention) Backpacks & Supplies
Planned Set-Aside for 2017–2018	10,000	Summer Reading Books Backpacks & Supplies Composition books Tutoring

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.

Judson ISD sets aside required funding to provide comparable services to homeless students attending non-Title I campuses. Services include tutoring, summer camps, backpacks with supplies, and summer reading books. Set aside amounts are determined by the McKinney-Vento Needs Assessment and are based on the needs of students to be served. The Title I Director and McKinney-Vento Liaison review the trends in enrollment for homeless students during the past 2-3 years and the types of services provided to the students. The academic performance of the students is reviewed to determine barriers to success. Set-aside amounts are adjusted based on an evaluation of the success of the programs/activities provided.

Staff members are informed about the use of Title I funds to support homeless students during the annual professional development. Updates are provided through the weekly newsletter or emails. The homeless liaison works directly with the campus administrators/Title I coordinator to determine strategies to support homeless students. These strategies are based on the McKinney-Vento Needs Assessment. The campus improvement plans of all schools reflect the "strategies to support homeless students" at the campus. Strategies for supporting homeless students are also included in the District Improvement Plan.

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

County-district number or vendor ID: 015916

Amendment # (for amendments only):

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

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

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

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.

Identification is facilitated by the SRQ – student residency questionnaire – that is a part of the registration process. The SRQ in the registration packet serves as a “pre-screener”. If the family indicates that they are living in a “homeless” situation, the campus-based liaison, a social worker or counselor, will meet with the family to assess their eligibility for McKinney-Vento services. Students who qualify then complete a more detailed SRQ that includes a survey of the student’s needs. All students, including new registrants and returning students complete the SRQ pre-screener when returning from summer break. Students who become homeless after they have already enrolled in school are identified through a collaborative effort among teachers, counselors, and staff members. Staff members, including teachers, secretaries, and data clerks, are trained to identify the signs of students who may be experiencing homelessness: excessive tardies/absences, changes in behavior, or changes in physical appearance, etc. Teachers inform the campus-based homeless liaison that will meet with the students to determine if the student is considered homeless based on the criteria. In many situations, parents inform the school of the student’s change in residence. When parents report to withdraw students, they may also indicate that the reason for withdrawal is related to economic hardship and that they will be living with another family (doubled-up). It alerts the office staff that the children may qualify as McKinney-Vento students. The family is informed of their rights (specifically, the right to remain at the school of origin and receive transportation) under the McKinney-Vento Act.

Posters in English and Spanish are posted at all Judson ISD campuses and nearby public places to assist with identification and awareness for student not currently enrolled or attending school. Homeless preschoolers and all homeless students are included in the “Child Find” process for early identification of special education needs.

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

County-district number or vendor ID: 015916

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.

Professional development is provided annually to all campus-based liaisons, counselors, social workers, nurses, administrators, support staff, transportation specialists, and child nutrition. The professional development is provided by the district liaison and focuses on the McKinney-Vento Policy and how to meet the unique needs of homeless students. Campus-based liaisons provide training to teachers to assist in the identification and support of the educational needs of homeless children and unaccompanied youth. Professional development is also provided to teachers who serve as tutors/mentors to homeless students. Communication with community collaborators occurs primarily through phone calls and emails.

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

County-district number or vendor ID: 015916

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.

All students are monitored to make sure they are learning and meeting the expected goals of their current grade level. If students are identified as struggling or "at-risk", they are provided the support needed to learn. Progress is frequently monitored and reviewed. If the instructional approach within the general education setting does not result in academic progress, the student is provided interventions through the campus-based intervention process, Response to Intervention. ☐ The primary focus of RTI is early intervention to prevent long-term academic failure. Students are identified using universal screeners and historical academic artifacts, such as Progress Reports, Report Cards, and unit/formative/summative assessment. Academic intervention support services require collaboration among campus personnel, including general education teacher(s), RTI teacher(s), RTI Facilitator/Instructional Coach, and the campus administrator/administrative designee.

Progress monitoring occurs through the use of classroom assessments, interim assessments, Benchmark assessments, Mock STAAR/ECO and district level CBAs (curriculum based assessments).

☐

Students enrolled under the McKinney-Vento Program are monitored by the campus-based liaison and the district's homeless education liaison. The campus liaison meets regularly with each homeless student at the campus to review the student's needs (social-emotional and academic). At the district level, homeless students grades are tracked at progress reports and report cards (9 weeks). Attendance is monitored weekly. Secondary students who score below 70% are required to attend tutoring prior to re-testing in academic course. In addition to campus level interventions, homeless students who are "at risk" academically are provided early interventions, including tutoring or homework assistance.

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

County-district number or vendor ID: 015916

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.

There are several interventions and monitoring procedures in place in middle and high school to ensure that students are on track for grade level promotion, graduation, and college and career readiness. Students in middle school continue to receive Response to Intervention interventions when they do not respond to the regular instructional program. Students entering 6th grade who were not successful on the 5th grade math or reading STAAR assessment will be required to take additional course in the area they did not pass. Counselors are assigned to all students to counsel with the students in the areas of educational, social, personal, and career development.

High school students are required to complete an individual graduation plan, which promotes college and workforce readiness, career placement and advancements, and facilitates the student's transition from secondary to post-secondary.

A counselor or social worker assigned to each middle/high school works directly with the homeless students at the campus, supplementary to the student's assigned counselor. The counselor/social worker tracks the student's grades and attendance, work with the student in small group/individual sessions, and collaborate with the district liaison to provide interventions. Secondary students at risk of not meeting grade-level promotion are identified and provided the opportunity to attend summer school to recover the credits and remain on track for grade-level promotion and graduation. Credit recovery courses are also available during the regular academic year.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015916

Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input 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: 015916

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: 015916

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: 015916

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: 015916

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

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

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

County-District Number or Vendor ID: 015916

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 checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>

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

County-District Number or Vendor ID:

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input 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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