

**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 Write NOGA ID here:
Grant Period:	September 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, April 3, 2018	Place date stamp here.
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 #	
New Caney ISD	107908			
Vendor ID #	ESC Region #			DUNS #
1746019972	06			072197676
Mailing address		City	State	ZIP Code
21580 Loop 494		New Caney	TX	77357
Primary Contact				
First name	M.I.	Last name	Title	
Brande		Bass	Dir. Federal/Special Programs	
Telephone #	Email address		FAX #	
281-577-8600	bbass@newcaneyisd.org		281-354-2639	
Secondary Contact				
First name	M.I.	Last name	Title	
Kelly		Johnson	Homeless Liaison/ Parent Coordinator	
Telephone #	Email address		FAX #	
281-577-8600	kjohnson@newcaneyisd.org		281-354-2639	
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
Brande		Bass	Dir. Federal/Special Programs
Telephone #	Email address		FAX #
281-577-8600	bbass@newcaneyisd.org		281-354-2639
Signature (blue ink preferred)		Date signed	

Brande Bass

Only the legally responsible party may sign this application.

701-18-109-045

Schedule #1—General Information

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input 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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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: 170908

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 170908

Amendment # (for amendments only):

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

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

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18.	The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings.
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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 170908

Amendment # (for amendments only):

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

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

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

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

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

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

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

County-district number or vendor ID: 170908			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 #5—Program Executive Summary

County-district number or vendor ID: 170908

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.

New Caney Independent School District (NCISD) is a member of the Fast Growth School Coalition in Texas. Since 2011, NCISD has been in the top four of the fastest growing districts in Texas and the fastest growing district in the surrounding Houston area. Our district has seen substantial growth over the past 10 years that has resulted in our student population almost doubling in size. In response to our overall student growth, we have doubled in homeless and unaccompanied youths. New Caney is located in eastern Montgomery County approximately 30 miles north of Houston, Texas; which pushes more families to our area for economical housing. But due to the growth, the housing costs has risen in our area. This housing cost increase has caused our families to seek alternative housing with other family members or friends, motel/hotels, RV parks or sleeping in unsheltered locations. Therefore, our goal is to increase professional development for our staff to help these students overcome obstacles that are out of their control.

New Caney Independent School District is applying for the Texas Education for Homeless Children and Youth grant to add and strengthen our staff with necessary skills to help our students cope and succeed. By providing the Why Try Program and Parenting Partners, we are empowering our staff, parents and or families with a resilience education curriculum that provides simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success. We are providing our parent and or family members with tools to have a more effective home structure, how to end cycles of useless arguments and yelling or conflict with positive communication. Also, teaching parents how to create a strong home learning environment, empower their children to be successful academically and emotionally and how to partner with their school. Effective parenting skills create positive parents and successful students. We plan to provide child care for parent trainings as needed.

Through the use of these grant funds, we will improve the everyday struggles of these at-risk students with strategies that are needed for social, emotional and academic successes. We will be able to provide additional counseling from outside sources by extending our partnership with a youth mental health provider. We will be able to supplement funds that are needed to provide our students with necessary testing fees that are needed for college entrance exams and application. We also want our elementary homeless students to experience attending a hands-on STEM overnight field trip. So they can see what is beyond the city limits they are sometimes trapped within.

New Caney ISD is fully committed to the enhancement of the daily lives of our homeless and unaccompanied youths throughout the length of the grant and after the grant award has ended. Our focus is to provide the students of our district with the highest level of achievement of their goals by providing them with the training that will lead to successful and sustainable opportunities, job skills, and/or post-secondary college opportunities. The district's overall vision, mission, and core values are centered upon providing students with understanding the "REALITY" of their future. This involves being responsible citizens, effective communicators, academically prepared, lifelong learners, interpersonal collaborators, thinking with innovation, and being "Yes" minded.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 170908

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.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 170908			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	\$1000	\$0	\$1000
Schedule #8	Professional and Contracted Services (6200)	6200	\$21400	\$0	\$21400
Schedule #9	Supplies and Materials (6300)	6300	\$2350	\$0	\$2350
Schedule #10	Other Operating Costs (6400)	6400	\$6000	\$0	\$6000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$0	\$0	\$0
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$30750	\$0	\$30750
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$30,750
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:					\$2460

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

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

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

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 170908			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			\$0
2	Educational aide			\$0
3	Tutor			\$0
Program Management and Administration				
4	Project director			\$0
5	Project coordinator			\$0
6	Teacher facilitator			\$0
7	Teacher supervisor			\$0
8	Secretary/administrative assistant			\$0
9	Data entry clerk			\$0
10	Grant accountant/bookkeeper			\$0
11	Evaluator/evaluation specialist			\$0
Auxiliary				
12	Counselor			\$0
13	Social worker			\$0
14	Community liaison/parent coordinator			\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			\$0
16	ESC coordinator/manager/supervisor			\$0
17	ESC support staff			\$0
18	ESC other			\$0
19	ESC other			\$0
20	ESC other			\$0
Other Employee Positions				
21	Title			\$0
22	Title			\$0
23	Title			\$0
24	Subtotal employee costs:			\$0
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112 Substitute pay			\$0
26	6119 Professional staff extra-duty pay			\$0
27	6121 Support staff extra-duty pay			\$1000
28	6140 Employee benefits			\$0
29	61XX Tuition remission (IHEs only)			\$0
30	Subtotal substitute, extra-duty, benefits costs			\$1000
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1000

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 170908		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$0
2		\$0
3		\$0
4		\$0
5		\$0
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$21400
(Sum of lines a, b, and c) Grand total		\$21400

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: 170908		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$2350
Grand total:		\$2350

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

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 170908		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.	\$6000
Subtotal other operating costs requiring specific approval:		\$6000
	Remaining 6400—Other operating costs that do not require specific approval:	\$0
Grand total:		\$6000

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: 170908			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	\$0
66XX—Computing Devices, capitalized				
2			\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
66XX—Software, capitalized				
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
66XX—Equipment, furniture, or vehicles				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

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

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 170908										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	9449	63%	PEIMS											
Identified homeless students	590	4%	PEIMS											
Students identified homeless with a 5A Crisis Code	94	.62%	PEIMS											
Students identified homeless with a 5B Crisis Code	3	.02%	PEIMS											
Students identified homeless with a 5C Crisis Code	148	.98%	PEIMS											
Attendance rate for identified homeless students	NA	92.06%	PEIMS											
Attendance rate for economically disadvantaged students	NA	92.69%	PEIMS											
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter										
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
38	42	50	44	54	43	50	41	41	40	50	42	33	22	590

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Schedule #13—Needs Assessment

County-district number or vendor ID: 170908

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.

New Caney ISD develops a needs assessments based on comprehensive needs of the entire school that takes into account information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

Needs are prioritized for students based on research and effective programs for students. Activities with greatest potential to improve student outcomes and prioritize needs that show the greatest potential for student growth are selected to be funded.

New Caney ISD develops a comprehensive needs plan that is available to the district, parents, and the public, and the information contained in the plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. New Caney ISD follows the format of the following steps when working with district and campus leadership teams on needs assessments

1. Inventory LEA and school plans and planning resources.
2. Convene planning teams that adequately represent stakeholders.
3. Provide training, materials, and time for team preparation.
4. Collect and analyze student outcome data.
5. Draft problem statements and identify root causes.
6. Add qualitative to quantitative data to better understand campus needs.
7. Research and select effective programs and activities with greatest potential to improve student outcomes and prioritize needs that show the greatest potential for student growth.
8. School site-based improvement planning teams are documenting work done for 1–8 in the district and campus plans.
9. List all activities required to implement each program or activity in the plan.
10. Identify a specific person who will ensure/monitor each activity is completed.
11. Estimate timeframe for when each activity will be completed.
12. Draft SMART performance measures/strategies.
13. Identify all available—State, local, and federal— funding sources for each program or activity.
14. Establish a process for regularly monitoring progress throughout the year.
15. Annually evaluate how effective the implemented programs and activities were for improving your student outcomes.

New Caney ISD will serve the entire district, 11 Elementary Schools, 4 Middle Schools, 2 High Schools and an Early College High School, with the Texas Education for Homeless Children and Youth (TEHCY) Grant. One identified need is providing professional development to essential staff to work with homeless and unaccompanied youths in resiliency, dropout prevention, violence prevention and truancy will increase our students' academic success. Homeless and unaccompanied youth have the greatest potential for success when we work as a support system for these youths to include social and emotional learning opportunities by preparing our students with coping skills. The needs assessment also shows that students with social and emotional skills are more likely to go on to higher education, general work force and or the Military so paying for testing and college applications should increase the number of homeless and unaccompanied youths who apply for college. Paying for the cost of academic fields trips for homeless and unaccompanied youths will allow these students to travel outside of the city they reside in. Going on field trips to see what exciting opportunities are awaiting them outside of the small bubble they currently reside in will show them how big the world is and what their future could hold.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 170908

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.	Professional development for principals, counselors and other administration roles to provides resiliency training and simple, hands-on solutions for dropout prevention, violence prevention (school and home), truancy reduction, and increased academic success for homeless and unaccompanied youth.	Quality training for resiliency is vital to our administration in enabling them to work with homeless and unaccompanied youth. Having the training and being able to immediately interact with students on a day to day basis is important in improving homeless and unaccompanied youth success in life. Teaching students in the moment to tap into their reserves will enable the students to overcome and thrive when facing daily challenges.
2.	Financial assistance to homeless and unaccompanied youth for college testing fees and multiple college application fees.	College, Career and Military Readiness is an important piece of a student's graduation experience. By providing funds to pay for fees and transportation to and from Higher Ed campuses for testing, a greater number of homeless and unaccompanied youth will have multiple opportunities upon graduation.
3.	Provide counseling services for homeless and unaccompanied youth with a local mental health youth services organization to assist with coping skills for students and families.	Group counseling to work with homeless and unaccompanied youth on a regular basis to assist students with coping skills, peer pressure, self-esteem issues, school issues, behavior, grief and divorce, homelessness, abuse, neglect violence, crisis and emergency intervention decisions. Counseling also used to develop juvenile justice prevention services to at-risk youth in the community.
4.	Provide homeless parents with the opportunities to engage in a meaningful leadership workshop that will positively impact their relationships with their children, teachers, administrators, etc. This workshop that is over 8 weeks will empower parents to become vital contributors to their children's academic success.	Parent leadership programs will provide positive parent engagement, strong home learning environment, improve student academics and help homeless and unaccompanied youth reach college and career goals. The outreach to homeless parents will be on multiple levels to get them to participate in this program. The program will be offered during the day and at night and child care will be provided as needed.
5.	Provide homeless and unaccompanied youth the opportunity to participate in field trips that are academic and align with grade appropriate TEKS.	Most of our homeless and unaccompanied youth are not participating in the Science Field trip in the 5 th grade. By paying for their registration fee we would allow them to go beyond the confinement of their immediate environment to see what is beyond their everyday life. Engaging in this science field trip will enable them to participate with peers outside of the school and increase their social, emotional and academic success.

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Schedule #14—Management Plan

County-district number or vendor ID: 170908

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.	Director of Federal/Special Programs	Knowledge of ESSA, EDGAR and Federal Grant funds application, spending and compliance. Thirteen years experience in education and 10 years experience in Federal/Special programs. Oversees Homeless Liaison.
2.	Homeless Liaison/Parent Involvement Coordinator	Knowledge of McKinney-Vento Act, Knowledge of Every Student Succeeds Act, Knowledge of Title I, Serve as Liaison between student, home, school, and community resources. 9 Years in Education
3.		
4.		
5.		

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

#	Objective	Milestone	Begin Activity	End Activity
1.	Resiliency training for NCISD staff	1. Set up Training with Why Try.	09/01/2018	11/30/2018
		2. Professional development completed	09/15/2018	12/31/2018
		3. Begin implementation of resiliency training once completed	09/15/2018	08/31/2019
2.	Effective Parenting tools for parents/families	1. Arrange Parenting Partner trainings (Fall & Spring)	09/01/2018	10/01/2018
		2. Implement the parenting partners 8 week programs	09/01/2018	5/31/2019
		3. Surveys of Parenting Partners for new parents	12/01/2018	08/31/2019
3.	Cover college testing/entrance exams not waived and college application fees	1. Pay for entrance fees or exams for homeless or unaccompanied youths (when exemption is not applicable)	09/01/2018	08/31/2019
		2. Pay for college application fees (when exemption is not applicable)	09/01/2018	08/31/2019
4.	Educational STEM Field trips	1. Provide funds for homeless and unaccompanied youths to attend educational field trips	09/01/2018	08/31/2019
		2. Survey Teachers and students on educational field trips	09/01/2018	08/31/2019
5.	Counseling	1. Provide outside counseling to increase resiliency in our homeless and unaccompanied youths.	09/01/2018	08/31/2019
		2. Student academic, attendance and discipline reviews	09/01/2018	08/31/2019

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 170908

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.

Goals and objectives are monitored by the Homeless Liaison to make sure that processes and procedures are followed by:

1. Monitor the district/campus improvement plans to ensure they are guiding documents for homeless/unaccompanied youth.
2. Work with responsible campus personnel to see that strategies are implemented with fidelity.
3. Ask for feedback from administrators/teachers/parents to see if goals will be met.
4. Provide responsible campus personnel with feedback on strategies.
5. Implement quarterly formative assessments/surveys for strategies.
6. Meet with advisory team to adjust strategy and implementation when formative assessments indicate that the strategy is not on target to meet its goal.
7. Communicate advisory team decision to administrative staff, teachers, students, parents, and members of the community.
8. Amend grant as needed based on feedback and assessments.

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.

New Caney ISD is in collaboration with New Life Church, East Texas Dream Center, Mission Northeast and Forget Me Knot to provide additional support for our homeless and unaccompanied youths by donating food, clothing, hygiene supplies, house hold items and gift cards for supplies that are needed and not provided. NCISD also has the "Helping Hands" closet to provide clothing and shoes to homeless, unaccompanied youths and at-risk students and families. "Helping Hands" can also provide bedding on an emergency basis.

The purpose of the McKinney-Vento Homeless Education Assistance Act to identify and remove barriers for children and youth experiencing homelessness and to ensure that students in these circumstances have equitable access to all available supports and resources and meet the same challenging state academic standards established for all students. One way, NCISD will provide additional Professional Development to essential staff to be able to better meet the needs of these students and help them succeed in their future endeavors.

The TEHCY grant award will provide NCISD with additional capacity to serve homeless students by providing outside counseling with an outside youth mental health organization. NCISD will also provide assistance to homeless and unaccompanied youths by providing additional funding for college testing/application fees when these fees cannot be waived. Additionally, NCISD will be able to supplement funding for the homeless and unaccompanied youths to enable them to fully participate in academic STEM field trips by paying for registration fees or additional cost associated with these activities.

NCISD demonstrates a commitment to education for all homeless children and unaccompanied youth by reducing barriers that homeless and unaccompanied youths face on a daily basis in and out of school.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 170908

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.	Parent Surveys	1.	90% of parents continue parent leadership program the following year
		2.	90% of parents see their child benefitting from counseling
		3.	100% of parents acknowledge their child going on a field trip as beneficial to their future
2.	Campus Surveys	1.	90% of teachers see attendance increases
		2.	90% of teachers identify that students self-confidence improves
		3.	90% of teachers see academic increases for core areas
3.	Administration and Counselor Evaluation/Survey	1.	Administrators and counselors: increase in working with homeless students
		2.	Administrators and counselors: increase in daily interactions with homeless
		3.	Administrators and counselors: increase in resiliency behaviors
4.	Academic Monitoring	1.	Progress reports monitored every 9 weeks or as needed
		2.	Tutoring attendance and identified grade increase
		3.	Increase in college applications
5.	Attendance/Discipline Monitoring	1.	50% increase in positive behaviors displayed to teachers and peers
		2.	5% increase in attendance
		3.	100% decrease in dropout

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

The process for the collection of data will include the analysis of Parent Surveys, Campus Surveys, Counselor Evaluation/Survey, Academic and Attendance/Discipline monitoring. Parent surveys will include information that will assist the district in determining the level of assistance of family/student needs. Campus Surveys will provide additional information on priority needs to be addressed to assist campus personnel in working with homeless and unaccompanied children to better meet their needs where they are mentally, emotionally and academically.

Counseling evaluation/surveys of Homeless and Unaccompanied Youths will allow us to identify additional needs that may arise that are not on the norm scale of what is needed by Homeless and Unaccompanied Youths. Attendance and Discipline will be monitored to make sure that the needs of these students are being met to the best of our ability with positive behavior strategies. Quicker interventions for chronic absenteeism and multiple discipline referrals should be able to occur with constant monitoring of students.

Problems with project delivery to be identified and corrected will hopefully be brought to light by surveys from multiple stakeholders. By identifying problems in the program through surveys and evaluations we will be able to adjust our funding to areas of need and serve the students in a more effective manner.

Our goal is to provide professional development to administration and teacher, not just counselors, so students can be given positive reinforcement from essential staff to assist in reaching goals in future endeavors. Resiliency training for staff and teachers will be a positive gain for them and a helping hand when working with Homeless and Unaccompanied Youths.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170908

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)
Resiliency Professional Development for Administrators, Counselors and Teachers	25	Campus locations – Homeless Liaison	Sign-in sheets, materials and certification certificate – Homeless Liaison	1
Payment of college testing fees and college application entrance fees	65	High School Campuses Counselors and Homeless Liaison	Payment postings and receipts – Counselors and Homeless Liaison	2
Mental Health counseling services for coping skills	500	Campus locations – Counselors and Homeless Liaison	Student Sign-in sheets & Student Surveys - Counselors and Homeless Liaison	3
Parent Leadership workshops	125	Campus locations – Counselors and Homeless Liaison	Student Sign-in sheets & Parent and Program Surveys - Counselors and Homeless Liaison	4
STEM Fieldtrip	50	Campus locations – Counselors and Homeless Liaison	Permission Slips at beginning of year and attendance – Counselors and Homeless Liaison	5

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

County-district number or vendor ID: 170908

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.	New Life Church	Provides snacks over the holiday period as well as gifts as needed by families for children of all grade levels. Provides new blankets for homeless children and provides gift cards for families in need. Provides prom attire for girls and boys.
2.	East Texas Dream Center	Provides shelter for up to a year for homeless, unaccompanied youth and sex trafficked victims from our residential facility. Provides food, hygiene items, clothing and GED counseling.
3.	Mission Northeast	Provide job training resources, food and clothing. Assist with utility bills.
4.	Forget Me Knot	Provides food, hygiene items and clothing.
5.	Montgomery County Youth Shelters	Provide emergency shelter for up to 21 days.
6.	Montgomery County Food Bank	Provides weekend meals for families in need of assistance.
7.	Montgomery County Youth Services	Provides Counseling to at-risk students and families.
8.		
9.		
10.		
11.		
12.		
13.		
14.		

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

County-district number or vendor ID: 170908

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.

NCISD will provide professional development to better identify homeless and unaccompanied youths to essential staff. These trainings are important to our registrars who are usually the first contact for families enrolling at a campus. By making the enrollment and identification trainings available staff will understand the importance of early identification to make the enrollment process fluid and better serve students for academic success.

The funds will be used to enroll students in college by assisting them in paying for college entrance exams and application fees when these fees cannot be waived. Counselors will work with students for identification of those that may want to take dual credit courses and cannot afford fees.

Identifying students in need of assistance in educational services will better enable the student to be successful early on. Tutoring after school is an option on campuses for identified students as well as counselor mentoring.

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.

NCISD will provide Parent/Family engagement activities of homeless and unaccompanied youths to show the benefits and significance of an education in a positive meaningful way. Offering parent leadership classes and making multiple attempts to identify and contact parents to attend the meetings will promote meaningful involvement with parents to assist them in the education of their children.

Contacting homeless parents is sometimes difficult due to their lack of internet access, phone access and available technology devices. Multiple attempts can be: letters home, emails, phone calls, talking with parents when they bring their children to school as well as a home visit to invite them personally.

Transportation or child care could be a factor in parents attending meetings. Making these available to parents may be a positive way to attract them to attend and participate and promote the importance of parent/family engagement.

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.

NCISD does not exclude homeless children and unaccompanied youth into the regular education program on a campus. However, by providing additional funding for field trips, college testing/application fees and counseling, students will not feel excluded from peers and normal student activities in the regular education program.

The grant funds will be used to assist students in participating in the STEM field trip offered at campuses. Currently students pay for these field trips out of their own family funds. Most homeless students cannot afford the fees/supplies to participate. NCISD wants to eliminate this barrier to offer the availability of more homeless and unaccompanied youths to participate with their peers.

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

County-district number or vendor ID: 170908

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.

NCISD coordinates and integrates services with other services for English learners, children with disabilities, migratory children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation. NCISD also include students in foster care in the homeless category when identified as homeless.

Meetings with Directors of programs listed above take place to see how and when funds can be coordinated and what strategy should be identified in the District/Campus Improvement Plan.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	50500	Transportation for homeless to school of origin. Services to homeless students on non-Title I campuses. Hiring of the District Homeless Liaison. Supplies and Materials
Planned Set-Aside for 2017–2018	61500	Transportation for homeless/foster care students to school of origin. Services to homeless students on non-Title I campuses. Hiring of the District Homeless Liaison. Supplies and Materials

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

The district determines its reservation/set-aside amount by the estimated cost of fuel from previous year and adds on a percentage to cover the cost of additional students seeking school of origin transportation. The district also reserves funds for non-Title I campuses for homeless student needs that may arise during the school year.

The district assists staff in understanding the LEA's policy/procedure to support homeless students using these funds for additional professional development and training of staff. Annual training for staff are given by the Homeless Liaison on the importance of early identification and enrollment of homeless students.

In the District/Campus Improvement Plan, NCISD recognizes that homelessness is a problem facing our community and students. The district will continue to support foster care, homeless and unaccompanied youth students in appropriate ways to assist them in attending school. I.e. Transportation to school of origin, or other means to keep them in school.

The district's Homeless Liaison/Parent Involvement person works with students and families to assist with their personal and academic needs. NCISD has developed clear, written procedures governing transportation and enrollment for homeless/foster care students.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 170908	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: 170908

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.

New Caney Independent School District requires that each student regardless of socioeconomic status or time of year the student is enrolled must complete a Student Residency Questionnaire to determine housing status. NCISD will enroll students if the questionnaire suggest homelessness or the student is Unaccompanied even if they do not have required documents, such as school records, medical records, proof of residency, or other documents. Students will be allowed to attend classes and participate fully in school activities. Once the Student has been enrolled or if there is a question of enrollment the Homeless Liaison is notified and the Student Residency Questionnaire is forwarded for further interviewing/investigation.

- Student Enrolls
- Student completes Student Residency Questionnaire (SRQ) and/or an Unaccompanied Youth form if necessary
- Registrar reviews for completion
- Principal signs off on SRQ and/or Unaccompanied youth form
- SRQ and/or Unaccompanied youth form is sent to the Homeless Liaison
- SRQ and/or Unaccompanied youth form is verified
- Student qualifies for Pre-Kindergarten if homeless and age requirement is met
- Students who are not enrolled in a Public or Private schools will not be discriminated against and will be enrolled immediately and the SRQ and/or Unaccompanied youth form will be sent to the Homeless Liaison for verification and determination of needs.
- If a Students living situation changes during the school year the registrar will have a new SRQ completed and sent to the Homeless Liaison for further verification and determination of needs.

Children and youth experiencing homelessness often do not have the documents ordinarily required for school enrollment. However, school may be the only opportunity for children and youth to benefit from a stable environment, uninterrupted adult attention, peer relations, academic stimulation, and reliable meals. Immediately enrolling students in homeless situations in school provides stability and avoids separating children from school for days or weeks while documents are located.

Unaccompanied youth have the right to:

- Remain in their school of origin (to the extent feasible) or attend any public school that students living in the same attendance area are eligible to attend;
- Receive notice from the District Homeless Liaison of their right to appeal an enrollment decision that is not their choice;
- Attend classes and participate fully in school activities immediately, even if they do not have a parent or guardian to enroll them or have required documents, such as school records, proof of residency, or other documents;
- Be free from segregation, isolation, and stigmatization;
- Have comparable access to school meals, English language services, vocational and technical education, gifted and talented services, special education, Head Start, Even Start, pre-school, and Title I services; and
- Have disputes resolved promptly and attend the school they choose while disputes are pending.

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

County-district number or vendor ID: 170908

Amendment # (for amendments only):

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

The Homeless Liaison is educated in identification of homeless and unaccompanied youths through trainings provided by the region center and additional professional development. The homeless liaison provided professional development to essential staff at NCISD to ensure identification of homeless and unaccompanied youths. NCISD partners with community collaborators for additional support for homeless children and unaccompanied youth.

NCISD provides annual professional development to all campuses to assist with the identification and enrollment of homeless children and unaccompanied youth.

NCISD also provided training for increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth by providing the following trainings:

Administrative staff: Trained annually in proper identification of homeless and unaccompanied youths as well as resiliency and the importance of Parent and Family engagement for homeless and unaccompanied youths.

Instructional staff: Trained annually in proper identification of homeless and unaccompanied youths, FERPA regulations, and the importance of notifying the Principal and/or the Homeless Liaison of a student in need for proper assistance.

Support staff: Counselors have been trained in resiliency training for homeless and foster care students. Registrars and campus secretaries are trained annually in the identification and enrollment of homeless/foster children. Statute updates are communicated with all staff to ensure that state and federal laws are being followed at all times.

Service providers/Community collaborators: Trained concerning FERPA regulations and School district policies and procedures.

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

County-district number or vendor ID: 170908

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.

NCISD will provide and review Parent, Campus and Counselor Evaluation Surveys. Academic, attendance and discipline will be monitored to ensure interventions are in place if needed for the success of these students.

A review of the past academic progress for homeless students is essential in monitoring student growth. Counselors and the Homeless Liaison have access to student profiles for quick reviews and identification of those in need on early interventions and ongoing progress monitoring to assure their academic success. Reviewing data often will provide an early intervention when necessary for student success.

Early interventions for students can include, but not limited to:

Small group tutoring

One-on-one tutoring

After school tutoring

Response to Intervention strategies

Referrals to Special Ed

Jump Start program at the beginning of school to allow students to review skills needed for the upcoming school year.

Jump Start will provide transportation for homeless students to participate.

The Homeless Liaison will have access to multiple resources to provide students and families with needs addressed outside of the classroom but still lead to successful academic growth:

Parent and student counseling

Student counseling during the school day

Resources for clothing, food and other needs

Progress monitoring will include:

Academic progress for multiple years

Attendance rates – with discussion with students for tardies and absences.

Survey results considered for areas of need for campuses and families

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

County-district number or vendor ID: 170908

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.

NCISD will provide and review Parent, Campus and Counselor Evaluation Surveys. Academic, attendance and discipline will be monitored to ensure interventions are in place if needed for the success of these students. Tutoring, mentoring and counseling will be provided to ensure success.

NCISD will review homeless student state assessment results, report cards, attendance reports, and discipline reports to work with any student that is not on track for a grade level promotion. Campus counselors will have access to homeless and unaccompanied youth names to pull reports to monitor students every nine weeks. Students found to be in jeopardy of success in school will be monitored more often for continued contact. Counselors will work with students one-on-one to accommodate students in their needs for academic success and recommend any interventions that may be available to assist the student in being successful in school.

NCISD will monitoring grades, attendance and discipline for all homeless students for each campus. The Homeless Liaison will work directly with counselors in insuring that students are monitored, parents are contacted and follow up procedures are in place. Follow up procedures will be written in a flow chart diagram so students will not be lost in any route to success. NCISD will also monitor and evaluate all surveys that are related to homelessness. Surveys will be sent to parents, campus administration and teachers, as well as counselors to determine effectiveness of identifying and assisting homeless students and families.

NCISD will implement academic support services to ensure secondary homeless students are on track for grade-level production, and college and career readiness. Graduation plans for homeless students will be monitored closely by the Homeless Liaison and campus counselors to assure that homeless students are on track to graduate with their peers. Credit Recovery courses are available for students to enroll and work towards graduating with their peers. Tutoring will be provided for students who are in need of accelerated instruction to assist them in passing the state assessment.

NCISD will partner with a youth mental health service provider to provided counseling to work with homeless and unaccompanied youth. Pull out programs and small group counseling for students will be provided by the youth mental health service provider to serve students with various needs.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 170908		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 170908

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: 170908

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: 170908

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: 170908

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/Tuancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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

County-District Number or Vendor ID: 170908

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

County-District Number or Vendor ID: 170908

Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person: