

**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	
Submittal information:	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: <div style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</div>	
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
McKinney ISD	043-907		
Vendor ID #	ESC Region #		DUNS #
	10		
Mailing address	City	State	ZIP Code
#1 Duvall Street	McKinney	TX	75069

Primary Contact

First name	M.I.	Last name	Title
Jennifer		Akins	Sr. Dir. of Guidance & Counseling
Telephone #	Email address		FAX #
469-302-4150	jakins@mckinneyisd.net		469-302-7709

Secondary Contact

First name	M.I.	Last name	Title
Kim		Yarovoy	Grants Accounting Specialist
Telephone #	Email address		FAX #
469-302-4082	kyarovoy@mckinneyisd.net		469-302-4164

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
Rick		McDaniel	Superintendent
Telephone #	Email address		FAX #
469-302-4070	rmcdaniel@mckinneyisd.net		469-302-4071

Signature (blue ink preferred)

Date signed

R. McDaniel

4/1/18

Only the legally responsible party may sign this application.

701-18-109-048

Schedule #1—General Information

County-district number or vendor ID: 043-907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 043-907

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 043-907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
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: 043-907

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: 043-907

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: 043-907

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.

Introduction: McKinney Independent School District (MISD) requests grant funds of \$79,200.00 in order to provide services to identify homeless students qualifying through McKinney-Vento Act and to facilitate the necessary services to support them, as outlined in all statutory and TEA requirements. In a county known for its affluence, and in a city voted one of the top cities to live in the United States by Money Magazine, it is reality that 1063 students were identified as homeless during the 2016 – 2017 school year. During the Point in Time Homeless Census in January 2018, 762 school age children were identified as homeless on that day alone. We anticipate that by the end of the year over a thousand students in McKinney will be displaced and experiencing homelessness and low economic circumstances due to: lack of affordable housing, transportation, child care, or affordable/accessible health care; unemployment/underemployment; health issues, or domestic violence. This application requests funding to support: academic success, school attendance, transportation needs, free lunches, resource and support training, mentoring, professional development, parental/caregiver support, and referrals for additional resources. This grant application identifies the request for funding: (1) Payroll Costs (\$36,288); (2) Professional and Contracted Services (\$39,400); (3) Supplies and Materials (\$1434), and (4) Other Operating Costs (\$2078). This grant will support the district goals that each child is afforded access to education and the support programs that contribute to their success, with projected outcomes of increased attendance and academic progress.

Funding Development and Description: The district budget and the grant budget were developed based on costs/benefits analysis, district contribution, available auxiliary funds, and funding gaps. *Payroll Costs* (\$36,288) include funding for administrative support. This staff position works directly with the District Homeless Liaison to develop and facilitate services to students and their families including: meeting with at-risk students and their parents; facilitating the Student Residency Questionnaire (SRQ) at the start of every year as part of the online registration process; identifying children and youth enrolling who are living in a homeless situation; developing and facilitating school district and community trainings; responding to and coordinating transportation needs; coordinating mentoring and tutoring; monitoring academic progress; monitoring school attendance; promoting information regarding services across the district and the communities in the forms of emails, websites, flyers, brochures, PSAs, and social media; facilitating community partnerships; arranging for disbursement of school supplies and basic needs items; working with school counselors and service providers per case need; and maintaining program accountability through documentation, measurements, and assessments. This staff position also facilitates parent/caregiver training, support, and referrals for ongoing needs for the students. *Professional and Contracted Services* (\$39,400) include the funding for summer camp fees and the facilitation of after school initiatives for homeless students. This program also includes funding for a Child Advocate professional that works directly with sheltering/housing agency(s) to identify students who qualify, to work directly with the school district liaison to enroll students, and to quickly initiate services for both the student and the parent(s). The Child Advocate coordinates school of origin transportation for shelter students and coordinates transportation to before and after school activities. This day by day support ensures that any student has an immediate and comprehensive response and connections to sustainability tools. The Child Advocate also trains parents/caregivers and makes necessary referrals for additional needs. *Supplies and Materials* (\$1434) and *Other Operating Costs* (\$2078) requests provide for supplies and materials, the safe storage of supplies and materials, and other costs such as accessibility to camps and field trips.

Established Need: MISD conducted a needs assessment which encompassed information from: the district registration required Student Residency Questionnaire (SRQ); surveys for families and staff; and referrals from counselors, police officers, social services agencies. The assessments reveal five major areas of need in the area of academic success for students experiencing homelessness:

1. *Lower Academic Achievement.* In 2016-2017 the percentage of homeless students that met standard was lower on almost every state assessment than their non-homeless peers. For instance, only 50% of homeless students met the standard for Grade 3 STAAR Reading compared to 79% of their non-homeless peers.
2. *Lack of knowledge of the McKinney-Vento Act.* There is ongoing need to provide training regarding the eligibility and identification, procedures, perimeters, intervention techniques, and district response and responsibilities of the McKinney Vento Act, and how it benefits students experiencing homelessness. Awareness and training includes: district employees, teachers, counselors, police officers, parents, and other support agencies.
3. *Lower Student Attendance.* The 2017-2018 homeless student attendance rate to date is 3.1% lower than the

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district average of 95.91%. High mobility, personal needs, and lack of transportation for homeless students result in low attendance and limited participation in school activities and enrichment opportunities.

4. *Lower Involvement and Support by Parents/Caregivers.* Responses showed that parents/caregivers also have transportation issues, lack of sustainability resources, lack of training and strategies in academic support, and lack of involvement in extracurricular activities.
5. *Need for Ongoing Access to Sustainability Resources.* Findings show the need for response to unique barriers for students experiencing homelessness including basic urgent needs (food, shelter, clothing, health and dental care, personal hygiene), transportation, counseling, school supplies and activity fees.

Program Objectives: This program meets all statutory and TEA requirements as outlined in this application. The objective is to identify homeless students and provide supplemental support for their overall academic success. This program will provide the resources and staff support to direct, facilitate, monitor, and assess the program response to the above mentioned needs.

1. *Increase Academic Success.* MISD will provide tutoring and mentoring services through district and volunteer resources, facilitation of transportation, access to technology and academic support services, counseling, free lunches, and support for summer school, community, or district enrichment camp, including opportunities for ELLs.
2. *Provide Professional Development Training.* MISD will provide information, training and development to district educators, counselors, support staff and community partners regarding the eligibility and identification, procedures, perimeters, intervention techniques, and district response and responsibilities of the McKinney Vento Act, and how it benefits students experiencing homelessness.
3. *Increase Student Attendance.* Provide transportation to and from school of origin, school activities and academic support opportunities. Assist in parental/caregiver transportation for student support. Continue to identify and respond to unique barriers, stigmas, and challenges to student attendance and coordinate appropriate response, resources, referrals, and strategies for supporting students including ELLs and other special populations.
4. *Support Involvement of Parents/Caregivers.* Provide parents/caregivers with the necessary training, tools, strategies, and resources to support their child in academic opportunities. Encourage parental/caregiver participation in their child's academic success by addressing the unique barriers and working together to find solutions.
5. *Enhance Access for Sustainability Resources.* Reduce unique barriers by providing referrals to district and community resources for utilities/rent, transportation, health, mentoring, and basic urgent needs. This support will assist students in overcoming reluctance to attend school and enhance academic performance.

Program Accountability and Assessment: The program is based in assessment of needs, as described above. The district-wide program assessment system was designed and facilitated by MISD District Homeless Liaison, and overseen by the Assistant Superintendent. They also oversee the periodic review for efficacy, improvements or changes. Grant management is facilitated under the authority of the district superintendent, administered by MISD staff, and includes measurements and assessments of the above mentioned program objectives. The program objectives are monitored and assessed using multiple tracking, documentation, and assessment tools including, but not limited to: academic records, calendar of events, transportation records, attendance logs, activity sign-in sheets, inventory records, district budget tracking system, surveys, training evaluation forms, copies of contracts, enrollment and registration documents, email referrals, mentor logs, and quarterly reports. The response programs are facilitated by District Homeless Liaison, TEHCY Clerk, MV Specialist, Child Advocate, and Grants Accounting Specialist and assisted by city staff, community organizations, and volunteers.

Collaborative Partnerships: Multiple organizations support the program. These partnerships are vital in identifying students, addressing needs, responding with support services, sustainability resources and strategies. Partnerships include MISD, McKinney Police Department, Samaritan Inn, Family Promise, Homeless Coalition, CITY House, PTAs, Health Department, City of McKinney, Volunteer McKinney, Communities in Schools, Community Life Line, food pantries, youth development organizations, businesses, and corporations. Collaborative services include social services, mentoring/tutoring, basic needs, transportation, summer camp, TANF, food stamps, WIC, Medicaid, protective services, utility/rent assistance, after school care, immunizations, emergency supplies, counseling services, college and career preparation, technology, child care, and parent and life skills training.

Conclusion: Any child can enroll in, attend, and succeed in school. The goal of the MISD is to provide the environment, tools, instruction, opportunities and resources for *all* students' academic and holistic success. Having this grant will help ensure that students and their families who are experiencing homelessness have timely additional supports that complement those services which are already funded through multiple sources including district budget allocations and community support. If this grant ends, the district will continue to pursue additional operating funds, Title I funding, and community partnerships to achieve our mission to support *all* students.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 043-907

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	\$36,288	\$0	\$36,288
Schedule #8	Professional and Contracted Services (6200)	6200	\$39,400	\$0	\$39,400
Schedule #9	Supplies and Materials (6300)	6300	\$1,434	\$0	\$1,434
Schedule #10	Other Operating Costs (6400)	6400	\$2,078	\$0	\$2,078
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$0	\$0	\$79,200
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$79,200	\$0	\$79,200

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	n/a	n/a	n/a
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Administrative Cost Calculation

Enter the total grant amount requested:	\$79,200
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:	\$6,336

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: 043-907			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant	1		\$25,500
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$25,500
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$6,400
27	6121	Support staff extra-duty pay		\$500
28	6140	Employee benefits		\$3,888
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$10,788
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$36,288

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: 043-907		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	\$2,500
	Specify purpose: storage for emergency supplies	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$2,500
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Summer Program and Camp Fees for students at shelter	\$2,000
2	Samaritan Inn Child Advocate	\$30,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$32,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$4,900
(Sum of lines a, b, and c) Grand total		\$39,400

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

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

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 043-907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$1,434
Grand total:		\$1,434

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 043-907		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.	\$1,000
Subtotal other operating costs requiring specific approval:		\$1,000
Remaining 6400—Other operating costs that do not require specific approval:		\$1,078
Grand total:		\$2,078

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: 043-907			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		N/A	N/A	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12		N/A	N/A	\$0
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19		N/A	N/A	\$0
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$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: 043-907

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	1056	4.2%	All of our identified homeless students meet criteria for being economically disadvantaged and will be served by the grant program. The overall student population includes 8091 (32.32%) students that are economically disadvantaged and at risk for becoming homeless.
Identified homeless students	1056	4.2%	Based on the high mobility, overall percentage of economically disadvantaged students in our district that are at risk for homelessness, and the lack of affordable housing in our community, we recognize that despite our best efforts to identify students, there may be students that become homeless that we have not found yet.
Students identified homeless with a 5A Crisis Code	5	.0002 %	
Students identified homeless with a 5B Crisis Code	0	0%	
Students identified homeless with a 5C Crisis Code	0	0%	
Attendance rate for identified homeless students	1056	94.1%	
Attendance rate for economically disadvantaged students	1056	94.1%	

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: ☒ X Public ☐ Open-Enrollment Charter

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
64	85	123	82	96	91	86	73	65	59	76	67	48	41	1056

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Schedule #13—Needs Assessment

County-district number or vendor ID: 043-907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A systematic needs assessment process was conducted to identify and prioritize the needs of our homeless students. Assessment tools included state standardized testing results, district academic performance and attendance rate reports, department and counselor quarterly reports, student residency questionnaire (SRQ), Survey for McKinney ISD Families, staff surveys, community partner feedback, and direct observation. Our needs assessment process consisted of surveys which were given to a variety of stakeholders including parents of homeless students, school counselors, administrators, nurses, registrars, district staff, and the staff of one of our community partners.

After collating and reviewing the results of the surveys, the following identified needs emerged:

1. *Lower Academic Achievement.* In 2016-2017 the percentage of homeless students that met standard was lower on almost every state assessment than their non-homeless peers. For instance, only 50% of homeless students met the standard for Grade 3 STAAR Reading compared to 79% of their non-homeless peers.
2. *Lack of knowledge of the McKinney-Vento Act.* There is ongoing need to provide training regarding the eligibility and identification, procedures, perimeters, intervention techniques, and district response and responsibilities of the McKinney Vento Act, and how it benefits students experiencing homelessness. Awareness and training includes: district employees, teachers, counselors, police officers, parents, and other support agencies.
3. *Lower Student Attendance.* The 2017-2018 homeless student attendance rate to date is 3.1% lower than the district average of 95.91%. High mobility, personal needs, and lack of transportation for homeless students result in low attendance and limited participation in school activities and enrichment opportunities.
4. *Lower Involvement and Support by Parents/Caregivers.* Responses showed that parents/caregivers also have transportation issues, lack of sustainability resources, lack of training and strategies in academic support, and lack of involvement in extracurricular activities.
5. *Need for Ongoing Access to Sustainability Resources.* Findings show the need for response to unique barriers for students experiencing homelessness including basic urgent needs (food, shelter, clothing, health and dental care, personal hygiene), transportation, counseling, school supplies and activity fees.

Qualitative responses from families indicated more ongoing need for tutoring times, more space for headstart students, more school support for middle school students and structured care for high school students. Feedback indicated the following activities were helpful to students and families experiencing homelessness: enrollment assistance, transportation, school supplies, tutoring, parenting classes, access to the Child Advocate for assistance with monitoring grades and attendance and school communication. Also helpful were assistance with after school programming, technology, free breakfast and referral to community services for basic needs.

Qualitative responses from staff indicated that the top two perceived needs were lowered academic performance of students experiencing homelessness and lack of knowledge on McKinney Vento Act. They indicated that the following services were most helpful to students and families: providing emergency food and supplies, parent training on navigating school and community resources, support for referrals to emergency shelter, tutoring at school of origin or at shelter, and referrals to community resources such as mental health counseling. The responses also indicated a need for additional and continuous administrative support and the Child Advocate support for students at the shelter.

As part of our ongoing evaluation process we will continue to assess the needs in the community and continue to develop community partners and other resources that will help us meet the identified needs. For instance, additional assessment is being designed in the area of transition to higher education, continuing education or workforce training. We have recently begun a partnership with Collin College to access the services of a College and Career Counselor at each of our high schools and we will be reviewing the effectiveness of those services to support the transition of students experiencing homelessness through FAFSA completions.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 043-907

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.	Lowered academic achievement by students experiencing homelessness. State assessment scores indicated a mean difference of 26% between the percentage of homeless students meeting academic standard in a particular subject and the percentage of non-homeless peers that met the standard in that subject.	MISD will address this need by supporting student tutoring and enrichment learning opportunities; by providing school supplies and access to technology; and by the services of a child advocate at the shelter to coordinate services, monitor student progress and provide parent training opportunities.
2.	Lack of knowledge of the McKinney-Vento Act. There is ongoing need to provide training regarding the eligibility and identification, procedures, perimeters, intervention techniques, and district response and responsibilities of the McKinney Vento Act, and how it benefits students experiencing homelessness.	Training will ensure timely enrollment of homeless students and reduce academic and unique barriers due to homelessness, enrollment gaps and loss of instructional time. MISD will train staff in effective strategies for working with homeless students and for increasing the likelihood of student and parent participation.
3.	Lower school and school activities attendance of students experiencing homelessness. The 2017-2018 homeless student attendance rate through January was 3.1% lower than the district average of 95.91%.	Student academic success is directly related to attendance. Providing student transportation to school of origin and tutoring, as well as assisting in transportation needs for extracurricular activities supports student attendance. Frequent monitoring of student attendance by campus staff and the shelter child advocate will also likely result in an increased attendance rate.
4.	Lower involvement and support by parents/caregivers.	Parent involvement is directly related to a student's academic success. Providing training and parent engagement activities at the campus and shelter will reduce school barriers and increase parents' involvement with student's academic progress. Shelter child advocate will help parents monitor attendance, identify educational concerns, provide homework strategies, request transportation, and seek resources to ensure academic success and parental involvement.
5.	Need for ongoing access to sustainability resources.	MISD will reduce unique barriers and challenges by providing referrals to district and community resources for health needs, mentors, and basic urgent needs (food, shelter, clothing, counseling, supplies, and hygiene products). These measures will complement the strategies mentioned above and help students achieve academic success by making it more likely that students will attend and participate in school.

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Schedule #14—Management Plan

County-district number or vendor ID: 043-907

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	District Homeless Liaison	Educator certification and Master's Degree or higher, at least three years of leadership experience at the campus level, experience in the identification of homeless students, staff training, and the strategies needed to support student success
2.	TEHCY Clerk	Strong organizational and communication skills, experience in school settings or other public service settings. Five years or more of experience in maintaining documentation required by federal grants
3.	MV Specialist	Strong organizational and communication skills, experience in school settings. Experience with legal language and terms, paralegal certification preferred. Notary public preferred
4.	Child Advocate	Effective communicator with families, background in school settings, teacher certification and Bachelor's Degree, experience in social work, community health and non-profit settings including homeless shelters
5.	Grants Accounting Specialist	Experience with federal, state, discretionary grant budgets including Title I funds, TEXSHEP, CTE, SPED and Head Start, No irregularity or concern noted by federal, state or local audit

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.	Increase academic success by homeless students, based on state testing scores and progress towards graduation.	1. Monitor academic performance.	09/01/2018	05/30/2019
		2. Facilitate the Response to Intervention (RTI) process to identify and respond to academic needs including program placement.	09/01/2018	05/30/2019
		3. Provide academic support in the form of tutoring and counseling services.	09/01/2018	05/30/2019
2.	Conduct regular professional development on the components and requirements of the McKinney Vento Act.	1. Annually train counselors and registrars in identification and enrollment of homeless students.	09/01/2018	08/31/2019
		2. Provide information to administrators and staff about identifying homeless students.	09/01/2018	08/31/2019
		3. Train counselors on social and emotional needs of homeless students.	09/01/2018	08/31/2019
3.	Increase school attendance rates for homeless students.	1. Facilitate transportation to school of origin, extracurricular activities and support services.	09/01/2018	05/30/2019
		2. Monitor attendance on an ongoing basis at the campus level, with quarterly district oversight	09/01/2018	05/30/2019
		3. Conduct home, temporary or shelter visits as needed to locate students that may be homeless	09/01/2018	05/30/2019
4.	Empower parents to participate in school events.	1. Advertise dates for parent programming	09/01/2018	05/30/2019
		2. Provide childcare for parent workshops	09/01/2018	05/30/2019
		3. Host two parent events at community locations.	09/01/2018	08/31/2019
5.	Coordinate school resources and provide referrals to community support agencies.	1. Participate in the Youth Summit conference and share the Resource Guide.	09/01/2018	08/31/2019
		2. Invite resource agencies to speak to counselors.	09/01/2018	08/31/2019
		3. Ensure resources are posted on all MISD websites.	09/01/2018	08/31/2019

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 043-907

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.

MISD has created goals and objectives on our District Improvement Plan (DIP) which inform district policies and procedures including those that address the requirements of the McKinney Vento Act. The identified goals on the DIP include: McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning; McKinney ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary success; and McKinney ISD will have structures and systems in place to improve the efficiency and effectiveness of educational programs to promote the teaching and learning process.

The DIP is monitored by district staff under the leadership of the Superintendent and School Board. Campus administrators are trained on the year's DIP and engaged in regular discussion on the district's progress at Administrative Council. Each campus principal is responsible for developing a Campus Improvement Plan (CIP) that both supports the DIP and addresses needs that are specific to that campus. Campus Administration, with the support of the Campus Leadership Team, monitors progress, addresses needed adjustments, makes corrective action, and works with staff to implement the changes and adjustments. This process is emphasized at regular staff development days, including training. The CIPs are also published via our website for parents and community.

In addition to these measures, MISD is engaged in certifying its continuous improvement process through a program called High Reliability Schools. Each of our campuses has attained the first level of certification for fostering a safe and collaborative culture, which includes responding to our most vulnerable students such as those experiencing homelessness. We are currently working on second tier certification in effective instructional practices. This continuous improvement process involves collection of artifacts, regular reflection and collaboration, and other tools for sustainable growth through ongoing professional development and instructional team discussions.

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.

MISD continually demonstrates commitment to education and support services for all homeless children and unaccompanied youth. This ongoing commitment is evidenced by district goals/objectives/policies/procedures, financial commitment to programs serving the students who are experiencing homelessness, professional development and training, and collaborations with community entities and organizations for support services.

MISD has established goals and objectives to ensure every student has access to education and a safe learning environment, as evidenced by the District Improvement Plan.

MISD has designated annual budget line item commitments for: administration support; facilities; transportation; free breakfast and lunches; tutoring programs; after school programs; specialized programs (ESL, Talented and Gifted); supplies and materials (not requested on this application); technology equipment; marketing resources; professional development and training; and dedicated salaries for counselors, the District Homeless Liaison and the McKinney Vento (MV) specialist.

MISD has committed allegiance and support to community resources and collaborative partnerships that assist in addressing and meeting the unique needs and challenges of homeless students and their families. These support services include food, shelter, clothes, social services, mentoring/tutoring, basic needs, transportation, summer camp, TANF, food stamps, WIC, Medicaid, protective services, utility/rent assistance, after school care, immunizations, emergency supplies, counseling services, college and career preparation, technology, child care, and parent and life skills training. Finally, through the Partners in Education program, MISD currently operates one of the largest in school mentoring programs, REACH, in the nation. We have an army of mentors that consistently work with K-12 students, and strongly support the McKinney Vento Act goals and objectives.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 043-907

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.	Review official school records and standardized testing scores	1.	Increase in grades
		2.	Increase in standardized testing scores
		3.	Increase in graduation rates
2.	Survey of participants receiving training and professional development	1.	80% of survey respondents indicated new gained knowledge
		2.	80% of survey respondents indicated additional connections to resources
3.	Review official school attendance records and transportation logs.	1.	Increase in attendance rates
		2.	Verification of students being transported to school
4.	Review sign in sheets from parent meetings and published calendar of parent trainings	1.	Parent attendance at published events
5.	Quarterly report from counselors and review of district website	1.	Reports showing the number and types of referrals being made
		2.	Copy of district website section displaying resources for families

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.

MISD utilizes both quantitative and qualitative evaluation methods to assess our effectiveness in addressing our identified needs and in meeting the statutory and TEA requirements. We consider the effectiveness and impact of the program activities and the number of participants served. Measurement tools evaluate the level of academic progress, the percentage of attendance, the effectiveness of training, the presence of parental involvement and the number and type of referrals made to resources.

The program activities are monitored and assessed using multiple tracking, documentation, and assessment tools including, but not limited to: academic records, state assessment scores, student residency questionnaires, calendar of events, transportation records, attendance logs, activity sign-in sheets, inventory records, district budget tracking system, surveys, training evaluation forms, copies of contracts, enrollment and registration documents, email referrals, mentor logs, and quarterly reports. Assessments are also made from one on one case management, observations, student, parent and teacher feedback, and meetings with community partners. The collection and evaluation of this data is facilitated by the District Homeless Liaison, TEHCY Clerk, MV Specialist, Child Advocate, and the Grants Accounting Specialist.

At least twice each year we conduct an internal review of the data gathered to gauge our progress in meeting our program objectives. The committee conducting the internal evaluation will develop a process for improvement for each activity that is not producing the indicator of accomplishment needed to ensure successful completion of the program objectives. The Liaison will seek resources within the district, coordinate staff, and reach out to community partners as well as write amendments to the grant as required to accomplish the correction.

This intentional evaluation and adjustment process ensures that our students experiencing homelessness are given an equal chance to benefit from the environment, tools, instruction, opportunities and resources for academic and holistic success as their non-homeless peers.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 043-907

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)
Identification of homeless students and identification of their unique barriers and needs	250 staff members/ community partners	District Homeless Liaison, Campus Homeless Liaison, Community Partners	SRQ, Intake and Assessment Process; District Homeless Liaison	2
Integration into academic services including specialized programs and tutoring	250 staff members	Counselors, Administrators and Program Coordinators	RTI or special populations records, academic records; District Homeless Liaison	1, 3
Initiation and facilitation of support services including free lunch, counseling and mentoring	250 staff members	Counselors, Administrators and Program Coordinators	Quarterly campus reports; District Homeless Liaison	1, 3
Initiation and facilitation of transportation to and from school of origin	70 staff members	Counselors, TEHCY Admin. Ast., Transportation Services Coordinator	Transportation Request Form; Transportation logs; District Homeless Liaison	1, 3
Monitoring of academic progress	250 staff members	Counselors, Administrators, & District Evaluation Team	Grade reports; standardized testing results; Personalized Graduation Plans; Records Officer & District Homeless Liaison	1
Monitoring of attendance	250 staff members	Counselors, Administrators, & District Evaluation Team	Official attendance records; Attendance Officer & District Homeless Liaison	3
Training and development of district personnel and community responders in the responsibilities and requirements of McKinney Vento Act	2000 staff members/ community partners	District Homeless Liaison, Child Advocate	Training Sign-In Sheets, Training curriculum/agenda; District Homeless Liaison & Child Advocate	2
Offer parent/caregiver involvement opportunities and training	500 staff/ parents	District Homeless Liaison, Child Advocate, Counselors and Administrators	Sign-In Sheets, Calendar of Events; District Homeless Liaison & Child Advocate	4, 1, 3
Provide support for extracurricular activities (i.e. summer camp and fees)	250 staff	District Homeless Liaison	Sign-In Sheets, Registration Records, Financial Records; District Homeless Liaison & Federal Grant Specialist	1, 3
Provide information, referral and contact information for resources inside and outside of the district	500 staff/ community partners	District Homeless Liaison, Counselors, Child Advocate, Community Partners	Quarterly campus reports; website; District Homeless Liaison & Child Advocate	5, 1, 2, 3, 4

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

County-district number or vendor ID: 043-907

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.	Aramark Food Services	Immediate enrollment in free lunch program, tutoring snacks
2.	Club 360	Minimal cost holiday/summer care. Free after school care for shelter students.
3.	Communities in Schools/Community Liaisons	Student support, coordination of emergency supplies, parent resources, parental involvement activities, community agency referrals
4.	Durham Transportation	Tutoring transportation, school of origin and additional transportation as needed.
5.	Harold Murphy Counseling Center—Texas A&M Commerce	Counseling center operated at an MISD facility, with staff provided by the university. Offers three free counseling sessions and sliding scale if additional sessions are recommended.
6.	McKinney Education Foundation	Assistance for completing FAFSA, scholarship applications and college applications. Assists in identification of students as needed.
7.	MISD Council of PTA's	Campus based projects such as a food pantry, clothing closet, school supplies, Angel Tree, gift cards or other resources.
8.	Samaritan Inn Homeless Shelter	Provides shelter and basic needs to students and families, support programs such as tutoring, transportation, and holiday care.
9.	Volunteer McKinney	Coordinates Youth Summit for community service providers that support homeless and At-Risk youth. Produces a Youth Resource Guide and connects agencies to volunteers as needed for projects.
10.	Region 10 Education Service Center	Head Start/Early Head Start Eligibility, early childhood education, screening & assessment, parent involvement
11.	MISD Health Services	Screening for health needs and referrals to community health resources, access on some campuses to mobile health clinic, parent education
12.	MISD Reach Mentor Program	Coordinating and training mentors; mentors assist with monitoring grades and attendance and support parent engagement
13.	Boys & Girls Club	Free week of Summer, holiday and afterschool care and homework assistance with discounted rates thereafter
14.	Collin County Homeless Coalition	Monthly meetings with stakeholders to foster community awareness, facilitate networking and volunteer connections
15.	Trusted World	Provide emergency clothing, food, and hygiene products for all household family members; deliver items as needed

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

County-district number or vendor ID: 043-907

Amendment # (for amendments only):

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

The use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth by providing staff, professional services, and resources that will meet the requirements of the McKinney Vento Act. Payroll costs include funding for administrative support to facilitate services including: the use of the Student Residency Questionnaire (SRQ); transportation; mentoring and tutoring; and referrals to services in the community. This support staff position will also facilitate community partnerships; disburse school supplies and basic needs items; work with school counselors and service providers per case need; and maintain program accountability through documentation, measurements, and assessments. Professional services address summer camp fees and the facilitation of after school initiatives for homeless students. The Child Advocate professional supports identification, enrollment and services including transportation for students who qualify. This day by day support ensures that any student has an immediate and comprehensive response and connections to sustainability tools. The Child Advocate also trains parents/caregivers and makes necessary referrals for additional needs. The remaining fund requests provide for supplies and materials, the safe storage of supplies and materials and other operating costs including accessibility to camps and field trips.

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.

MISD will work to promote the meaningful involvement of parents/caregivers in the education of their children by: facilitating rapid enrollment, identifying needs, integrating students into programs, providing academic/counseling/social services, and providing access to additional resources in mentoring relationships for sustainability. The program will provide services to ensure access to education including transportation to and from school, parent training and education, educational materials and homework strategies, and opportunities for tutoring and mentoring. The program will pay fees or request a waiver for student participation in co-curricular, academic enrichment, and/or summer camps and classes. The program will also assist parents/caregivers in obtaining proof of residency, immunizations, birth certificates, guardianships, school records, and other documentation. The program may also assist in childcare so that parents/caregivers might attend school activities with their student. Counselors, teachers and program leads will work with parents/caregivers to help the student acclimate to school and to make sure the student is placed in the most beneficial environment with access to specialized academic programs as requested or needed. The school will provide free breakfast and lunch. Support teams will assist parents in accessing resources for sustainability. Assistance is also given in providing technology, monitoring academic progress and attendance, and sharing learning and homework strategies.

Statutory Requirement 2d: Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Homeless and unaccompanied youth are integrated into the regular education program. MISD uses information obtained from the SRQ, the Survey for McKinney ISD families, observations and other information obtained during the enrollment process to expedite and facilitate student placement in classes. They are made aware of their rights under McKinney Vento and the services and resources available to them. Families are also provided support in gathering records and obtaining needed immunizations. During enrollment, the school counselor assesses for immediate needs for school supplies, backpacks, and basic needs such as food, clothing and hygiene supplies. School counselors have received training on identifying and responding to victims of domestic violence. Counselors have also had training in identification of potential victims of trafficking and will respond by connecting the student to the appropriate authorities for protective services as needed. Students are placed in the appropriate grade level. Needed academic support programs are identified such as ESL, RTI, GT, SPED, and 504 Services. Students also receive counseling services, tutoring, and mentoring support. Students are informed of their opportunities to enroll in extracurricular programs such as athletics, band, fine arts, and career and technology education. High school students are given opportunities to recover credit and address gaps in enrollment. All students that are identified as homeless under McKinney Vento receive automatic enrollment in free and reduced lunch. Transportation is provided as needed.

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

County-district number or vendor ID: 043-907

Amendment # (for amendments only):

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

The District Homeless Liaison, the Grants Accounting Specialist, and the Chief Program Evaluation Officer review the current overall program budget, funding allocations and district operating budget. The project goals, objectives, needed resources, personnel resources, and activities of the program are reviewed. Information is gathered as to upcoming projected expenditures, and any compensations/funding still needed to facilitate the goals and objectives of the McKinney Vento mission. The funding gaps are specifically identified, and the budget is revised to incorporate possible district funding or possible Title 1 funds. The budget is revised, then reviewed and approved by the Superintendent's Cabinet, with final approval by the School Board.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	25,500	School of Origin Transportation, Tutoring, Fees for School Activities, Instructional Technology
Planned Set-Aside for 2017–2018	20,620	School of Origin Transportation, Tutoring, Fees for School Activities, Instructional Technology, Tutoring buses

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.

In connection with the process described above for the development and preparation of the district's plan for coordinating services, the District Homeless Liaison, Grants Accounting Specialist, and Chief Program Evaluation Officer review prior year expenditures, current and projected student enrollment, including students affected by homelessness, and the findings of our needs assessment process to plan for the resources needed to address identified student needs. Because we recognize the unique needs that can arise for students and families affected by homelessness, the Homeless Liaison and Grants Accounting Specialist meet monthly and on an as-needed basis to review expenditures and seek additional funds if warranted.

As part of our professional development plan, we ensure MISD staff are aware of board policies regarding identification and enrollment of homeless students. We also raise awareness about the types of resources available within the district to students and train appropriate staff in the procedures to request those resources. Key staff such as counselors and nurses receive ongoing information about community resources that could assist students and families experiencing homelessness through guest speakers, flyers, brochures, newsletters, and emails.

The district and campus improvement plans address the needs of students affected by homelessness by focusing on: providing safe and responsive learning environments; utilizing effective instruction informed by economic diversity and the social and emotional needs of students; and by ensuring that we are reflective about the efficacy of our educational programs and dedicated to working together with our staff, our parents and our community partners to address issues as they occur. Our district vision of being a cohesive, diverse community providing engaging learning experiences for all motivates us to prioritize the needs of *all* students including those experiencing homelessness.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 043-907	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: 043-907

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.

All MISD parents/caregivers are required to complete the Student Residency Questionnaire (SRQ) annually at the start of the year as part of the on-line registration process. The SRQ is initially reviewed by the registrar and then forwarded to the counselor to determine whether the family could be eligible for identification and services under the McKinney Vento Act. The McKinney Vento Specialist, TEHCY Clerk and District Homeless Liaison are also available to consult in the identification as needed. All MISD facilities display signage to advise families that students experiencing homelessness are eligible to enroll in school.

(a) Every new and returning student is required to complete the SRQ annually at the start of the year as part of the on-line registration process. Students that enroll after the start of the school year must also complete this form through the registration process. Campus and district staff review SRQs to identify students lacking a fixed, regular and adequate nighttime residence. Staff and community members receive annual training on McKinney Vento eligibility requirements and local identification procedures to ensure homeless students are immediately identified enrolled and receiving services. The shelter Child Advocate meets with residents over the summer to assist new and returning shelter students with the on-line registration process. The names of these students and their SRQs are emailed to the District Homeless Liaison, Campus Homeless Liaison and registrar prior to the start of the school year.

(b) Staff, students and providers refer students lacking adequate nighttime residence to the campus counselor, or district homeless liaison based on identification and awareness training. Posters, brochures and the MISD website assist and encourage family/student self-identification to staff. A needs assessment is used to identify students and siblings at other schools. The shelter Child Advocate meets with parents and students in the intake process and immediately emails the name of the student to the registrar, counselor, and District Homeless Liaison. Caseworkers at the other shelters in the county provide the MISD District Release of Confidential Information Form as a part of the intake process and immediately notify the district homeless liaison when a MISD student moves into the shelter.

(c) We regularly visit shelters and motels, conduct presentations to community groups/churches and place posters/brochures with educational rights of homeless students throughout the community (schools, laundromats, churches, clinics, courts and service providers). Staff network with providers at the homeless coalition, McKinney Police Department, and community meetings. The homeless liaison collaborates with administrators and multiple district departments (Administrative Services Department, Bilingual/ESL Department, Communities in School, Pregnancy Related Services, School Resource Officers, etc.) to identify and enroll homeless students found during these home visits. Parents of students turned away at a shelter or identified by hotel staff are referred to the District Homeless Liaison. Communities-in-Schools (CIS), food pantries, nonprofits and churches help with identification and referral of homeless students to the liaison. The school district also place posters in schools and the community to encourage self-identification. Information regarding identification of students experiencing homelessness is placed on the McKinney ISD website. Additionally, all "Back to School" documents contain identification information.

(d) The district liaison collaborates with Lawson Early Childhood Center by reviewing each application to determine if the student is identified as homeless. Identified homeless students receive priority for placement in Head Start or immediate enrollment in Pre-Kindergarten.

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

County-district number or vendor ID: 043-907

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.

Training and professional development focus on the identification, enrollment, unique needs, and the initiation and provision of all necessary supportive services for homeless students.

1. **Administration, Instructional, and Support Staff** - MISD provides information, training and development to district educators, counselors, nurses and support staff regarding the eligibility and identification, procedures, perimeters, intervention techniques, and district response and responsibilities of the McKinney Vento Act, and how it benefits students experiencing homelessness. Training includes the Student Residency Questionnaire (SRQ) at the start of every year as part of the online registration process; and identifying children and youth enrolling who are living in a homeless situation. Training topics also include the unique barriers of homelessness, special needs, available community resources, intervention strategies, and monitoring of attendance and academic progress. Training occurs via the following methods: annual district beginning of school year orientations, workshops, counselor information sessions, district website, emails, flyers, brochures, PSAs and social media. Principals and assistant principals receive additional training at the district "Nuts and Bolts" information session each August. Counselors conduct smaller awareness training throughout the year. Training videos and PowerPoints are available online for new hires and mid-year reviews. The District Homeless Liaison provides information on identification and enrollment of homeless students each November during the Student Support report to the District Superintendent, School Board, and Cabinet members.
2. **Parents and Caregivers** – MISD provides awareness and training for parents on strategies in working with their students on homework, support strategies, understanding the importance of school involvement, and navigating school and community resources. Training occurs via the following methods: orientations, workshops, and special activities, one on one case management, teachers, counselors, emails, websites, flyers, brochures, PSAs, event calendars, and social media.
3. **Service Providers and/or community collaborators** - MISD educates service providers and/or community collaborators in identifying homeless students, assessing needs, understanding support strategies and how to share and make available sustainability resources. Training recipients include sheltering agencies, volunteers, the Collin County Homeless Coalition, REACH, PTA meetings, the health department, police officers, health care agencies, and faith groups. Information regarding the educational rights of homeless students are posted throughout the community, including schools, laundry mats, clinics, and courts. Training occurs via the following methods: orientations, case management, information and referrals, safety meetings, district website, emails, flyers, brochures, PSAs and social media. The (Shelter) Child Advocate attends quarterly training with the MISD District Homeless Liaison and receives continued training throughout the year. Shelter executive directors and staff receive individualized training at periodic one on one meetings. The publication "Beyond ABC – Assessing Children's Health in the North Texas Corridor" provides information on the health, education, safety and economic development of homeless students, including awareness and identification of homeless students. MISD also collaborates with Volunteer McKinney's annual Summit on Youth and shares information and referrals.

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

County-district number or vendor ID: 043-907

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.

Students are identified, either through referrals, or application for enrollment. Students apply for enrollment and unaccompanied youth/parents/caregivers complete the Student Residency Questionnaire, which may reveal qualifying circumstances under the McKinney Vento Act. If qualifiers are present, the student/parent/caregiver is interviewed by the school counselor to assess any unique barriers and/or needs. If the Home Language Survey indicates a need for language assessment, that it completed as well.

The District Homeless Liaison, counselors, and/or the Child Advocate collaborate with the home campus to facilitate enrollment and the initiation of academic support services, which may include transportation, free breakfast/lunch, and counseling, tutoring and/or placement in special programs. The student is placed in the appropriate grade and educational program, with school staff assisting in obtaining records as needed.

The school counselor assesses for additional basic needs such as: food, shelter, clothes, health care, school supplies, and then refers to community partners as needed for any additional services. School counselors have received training on identifying and responding to victims of domestic violence. Counselors have also had training in identification of potential victims of trafficking and will respond by connecting the student to the appropriate authorities for protective services as needed. The school nurse reviews the health information attained at enrollment, and any health records received, and assists the family in obtaining any required immunizations or other health care with community resources.

The administrators, teachers, counselors, and program staff collaborate to monitor the student's transition and address concerns or needs as they arise. They also make the student and parent/caregivers aware of their rights and the opportunities afforded them through the school district and as a result of their qualification for services under the McKinney Vento Act. The campus homeless liaison consults with the case manager or coordinator of the special programs about the unique needs of students experiencing homelessness.

Students work with counselors to set academic and/or career goals to align with their aspirations, goals, and interests. Teachers, counselors, administrators, and other MISD staff can provide opportunities and/or refer students to other co-curricular activities and opportunities such as athletics, band, or clubs and organizations.

At the secondary level, MISD offers a wide range of career and technical education courses that can help secondary students obtain industry certifications and job skills. MISD has an open AP policy and encourages all students to take rigorous courses. We cover all costs for AP exams for students experiencing homelessness. We also offer a wide range of dual credit courses. Students experiencing homelessness do not pay tuition and are eligible for book scholarships. We offer support to students through the AVID program which addresses organization, study skills, critical reading, study groups and other strategies to support academic success. Each high school student also has a laptop issued during all four years of HS. MISD covers the laptop insurance fee for students experiencing homelessness.

The teachers, counselors, and administrators collaborate to assess the student's academic progress and to monitor their attendance. Attendance issues are addressed through attendance contracts, making up time in after school tutoring, and participation in the truancy prevention program, including counseling services for parents and students through the Harold Murphy Counseling Center. For academic concerns, the campus utilizes the Response to Intervention (RTI) process to intervene and provide support services. Students may also be given access to credit recovery programs and summer school to ensure adequate progress towards graduation. The RTI team may also make referrals to other school based services, such as 504 or Special Education. If a student was previously identified for service under one of those programs, the counselor consults as needed with the case manager or coordinator for that program to consider additional evaluation or services.

To support our district goal of safe and collaborative cultures, teachers and administrators utilize several proactive discipline interventions. Strategies such as positive behavior supports, community circles, and restorative discipline help our staff use relational strategies to support social and emotional learning in the classroom. We believe that discipline is about teaching students how to close behavioral skill gaps. Administrators also work closely with counselors and other support staff as well as parents/caregivers to address underlying contributors to inappropriate classroom behaviors.

The campus staff submits quarterly reports to the District Homeless Liaison. The district reviews these reports along with grade, graduation rates including cohort tracking, standardized test and attendance records to assess progress toward district goals and objectives.

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

County-district number or vendor ID: 043-907

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.

MISD is constantly assessing the program to improve, monitor, and implement academic support services to secondary homeless students to ensure they are on track for grade-level promotion, graduation, and college and career readiness. Academic Support Services are implemented by counselors, teachers, the District Homeless Liaison, the Child Advocate and/or administrators. These services include counseling, mentoring, free breakfast/lunch, transportation, information and referrals to additional resources, opportunities for extra-curricular academic activities, and intervention strategies. MISD administrators, teachers, counselors, and support staff, as well as the Child Advocate collaborate to assess the student's progress.

At enrollment the registrar and counselor, with the support of other staff members as needed, request and compile any prior academic records. The counselor evaluates any credits earned as well as progress grades to blend with work in our district. Curriculum and Instruction leadership is available to assist if the course materials need review. If there has been a gap in enrollment or credits lost, the counselor will work with the student and parent/caregiver to develop a plan to graduate on time. MISD offers credit by exam and credit recovery throughout the school year at no cost. We also have a more intensive credit recovery program called eHigh which offers partial or full day enrollment in online credit recovery on the campus. Our credit recovery system utilizes a preassessment of knowledge to allow students to demonstrate mastery and focus only on areas of need to complete the course. In addition, we offer summer credit recovery at no cost for students experiencing homelessness.

Attendance and access to school is tracked and unique barrier needs are addressed and interventions initiated to ensure the student can get to and stay in school. Attendance issues are often resolved through attendance contracts, making up time in after school tutoring, and participation in the truancy prevention program, including counseling services for parents and students through the Harold Murphy Counseling Center.

To support our district goal of safe and collaborative cultures, teachers and administrators utilize several proactive discipline interventions. Strategies such as positive behavior supports, community circles, and restorative discipline help our staff use relational strategies to support social and emotional learning in the classroom. We believe that discipline is about teaching students how to close behavioral skill gaps. Administrators also work closely with counselors and other support staff as well as parents/caregivers to address underlying contributors to inappropriate classroom behaviors.

MISD program administrators monitor state standardized test results for patterns of success and areas of challenge. We utilize proactive measures through job-embedded professional growth opportunities such as PLCs, instructional coaching, and instructional rounds to assist our staff in delivering effective instruction. We utilize common quarterly assessments and a coordinated assessment program to monitor student progress and intervene as needed. Individual students have access to supplemental instruction through tutoring, instructional camps, and online academic support programs to help ensure success in standardized testing.

Every high school student has a personalized graduation plan portfolio that states graduation requirements, identifies special services, monitors academic progress, and documents interventions. Counselors meet individually with students at least once each semester to review grades and credits and to revise academic goals. Counselors serve students either individually or in small groups to teach academic strategies such as time management, study skills, managing test anxiety or other topics as needed. Students could also be referred for a mentor to provide another layer of support. These measures help ensure academic goals are achieved and the student graduates on time.

MISD partners with Collin College and hosts College and Career Counselors at each high school to compliment the activities of the school counselor. MISD also partners with the McKinney Education Foundation to provide a college advisor that assists with the college admission process, scholarship opportunities, and applications for financial aid. MISD offers a College Night (Fair) that hosts 150 colleges and universities, a Career Expo in the spring, and orientation workshops. MISD offers an internship program with the mayor's office to advance career opportunities. MISD also participates in job readiness boot camps with Collin College, offers trades and workforce development and training (auto mechanics, welding, HVAC), career development tools (resume writing, job exploration), and opportunities for service learning. These measures help ensure that our students are ready for the transition to a variety of postsecondary settings.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 043-907

Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 043-907

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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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 checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify) Recovery high school (Serenity HS has been part of MISD for 18 years, serving MISD students and surrounding districts)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Basic Needs (food, clothing, shelter, medical care) are not met	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Partner with or provide referrals to resources in the community			
Z99	Domestic violence, trafficking or abuse	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Refer to Law Enforcement, Child Protective Services, and Community Partners (such as Domestic Violence Shelters/Counseling Centers) for investigative and support services			
Z99	Emotional health concerns	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Provide school based services; Partner with or refer to community sources for additional counseling and mental health support services.			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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