

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: | <p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p> | <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Place date stamp here</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 APR -3 PM 2:35</div> |
| Contact information: | Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414 | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|--|--|----------------|-------------------------------|
| Organization name | County-District # | | Amendment # |
| Corpus Christi Independent School District | 178-904 | | N/A |
| Vendor ID # | ESC Region # | DUNS # | |
| 746000581 | 2 | 055123988 | |
| Mailing address | | City | State ZIP Code |
| P.O. Box 110, 801 Leopard Street | | Corpus Christi | TX 78403-0110 |
| Primary Contact | | | |
| First name | M.I. | Last name | Title |
| Susana | V. | Majors | District Homeless Liaison |
| Telephone # | Email address | | FAX # |
| (361) 878-2571 | Susana.Majors@ccisd.us | | (361) 844-0244 |
| Secondary Contact | | | |
| First name | M.I. | Last name | Title |
| Yvonne | G. | Colmenero | Director for Special Programs |
| Telephone # | Email address | | FAX # |
| (361) 695-7435 | Yvonne.Colmenero@ccisd.us | | (361) 886-9013 |

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 |
| Roland | | Hernandez, Ph.D. | Superintendent |
| Telephone # | | Email address | FAX # |
| (361) 695-7405 | | Roland.Hernandez@ccisd.us | (361) 886-9109 |

Signature (blue ink preferred)



Date signed

28
March, 2018

701-18-109-055

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 178-904

Amendment # (for amendments only): N/A

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

***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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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178-904

Amendment # (for amendments only): N/A

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 |
|---|----------------|---|
| 1 | Attachment E | TEA General Provisions and Assurances |
| 2 | | Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion |
| 3 | | Lobbying Certification |
| 4 | | No Child Left Behind Act of 2001 Provisions and Assurances |
| 5 | | Every Student Succeeds Act (ESSA) Provisions and Assurances |

No fiscal-related attachments are required for this grant.

| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|---|---|--|
| 1 | Attachment A | Student Residency Questionnaire |
| 2 | Attachment B | Calendar for Homeless Education Office |
| 3 | Attachment C | Field Trip Approval Request |
| 4 | Attachment D | Case Management Service Form |

No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178-904

Amendment # (for amendments only): N/A

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

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

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By TEA staff person:

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 178-904

Amendment # (for amendments only): N/A

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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By TEA staff person:

The purpose of the Corpus Christi Independent School District's Homeless Education Program is to identify and remove barriers for children and youth experiencing homelessness and ensure that students in these circumstances have equitable access to all available supports and resources and meet the same challenging state academic standards established for all students. The Homeless Services will facilitate the identification, enrollment, attendance and academic success of homeless children and youth by removing barriers and promote school stability for students experiencing homelessness. Through parent and student advocacy, staff development, coordination of services, and community referrals, the District Homeless Liaison, provides students in homeless situations with the tools they need to achieve in school. The program will review and take steps to revise regulations, practices, or policies that may act as barriers to the identification enrollment, attendance or success in school of homeless children and youth. Because homeless children face many obstacles to an appropriate education, such as lack of transportation and resources, frequent school changes, loss of school records, and emotional stress, special programs are necessary.

The District identified four major goals to meet the needs of the students and their families who are in homeless situations or at risk of becoming homeless. The first goal is to provide homeless students with tutoring, supplemental instruction, and enrichment activities. The second goal of the project is to provide parental education and involvement opportunities for the families of students who are experiencing homelessness. The third goal is to provide educational services, supplies, and intervention services to minimize barriers to student enrollment, attendance, and success. The fourth goal of the project is to provide training to district personnel and community agencies working closely with homeless students. The last goal of the project is to maintain an effective system to identify and monitor academic performance of all homeless students ensuring students are on track for promotion and post-secondary education. These goals were identified based on the prioritized needs of homeless students and their families. The Homeless Education Program was designed based on the Needs Assessment and Improvement Plan.

Due to hurricane Harvey, an additional 374 affected students were enrolled in our district. The number homeless children and youth is on a steady increase of 1,632 student identified as of February 28, 2018 making up 4% of the district population. The number of economically disadvantaged students increased from 69% in 2016-17 to 78% this school year. Other factors contributing to growing number of homeless students are increased numbers of families losing their home due to evictions and foreclosures. Layoffs have increased in all areas of employment. Locally the unemployment rate is 4.6% and families below poverty level compromise 18.7% of the population. Seventy-two percent of district students participating in the free or reduced meal program. Corpus Christi is comprised of 60% single parent households. Homeless Education Services will be provided to homeless children and youth attending the 60 district campuses that are comprised of 37 elementary schools, 12 middle schools, 8 high schools, and 3 special campuses.

The need for homeless services has increased dramatically. School supplies have been provided to 502 students, 473 students were provided school uniform, 218 students were provided transportation to school of origin, 82 students were provided transportation to summer learning program. Assistance with the application for Medicaid, SNAP, FAFSA, and CHIP benefits was provided to 138 students. During College Round-up 74 unaccompanied homeless youths were provided Unaccompanied Homeless Youth Verification Letters. The Summer Learning Program provided services to 108 homeless students. Fifty-four students receding in the homeless shelters were providing over 874.25 tutorial hours. McKinney Vento training provided to 726 district staff members and 511 community service agency staff working with homeless population. Case management focused on increasing the attendance rate (91%) and reducing the dropout rate for homeless students. McKinney Vento awareness was provided to 2,146 individuals through community trainings, fairs, and informational meetings. The implementation of the Teen Table Backpack Program provided food and snacks to 733 students to take home for the weekends and holidays when students do not have access to the National School Lunch Program at campuses. The implementation of the Clean Kids Closet provided 610 students toiletries and student's apparel providing blue jeans, winter coats, clothing, and shoes for homeless students. Verification for Prekindergarten eligibility was provided to 80 homeless students, 173 students were identified with a disability,

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 178-904

Amendment # (for amendments only): N/A

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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45 homeless students were identified as migrant, 107 homeless students were identified with a Limited English Proficient.

The Special Revenue Accountant, Project Director and Homeless Contact Liaison meet in the beginning of each budget fiscal year to set up the TEXSHEP initial budget. Quarterly reports are turned into the Finance department by the Special Revenue Accountant. Quarterly and monthly reports are set up under the districts business plus data base system. Quarterly and Final expenditure reports with appropriate coding and placement of budgeted items are reviewed confirming only allowable budget expenses are listed in the appropriate coding and placement of budgeted items on schedules. If there is a significant change in the proposed budget, a budget amendment will be processed to match the actual expenditures. The district and the Grant have different schedules for expenditures, due to this extra attention is placed on the time frame for expending monies. Quarterly meetings are held with finance to determine the management of Title 1 set aside and TEXSHEP funding. A quarterly plan was created and submitted to the TEXAS Homeless Education Office describing appropriation of funds and expenditure timelines to be met. Project Director and the Special Revenue Accountant meet monthly to ensure that project's budget is in agreement with the organization's budget. Business office contact person and the TEXSHEP manager periodically review accounting records to ensure funds are expended as approved in the application.

The Assistant Superintendent for Instruction with the assistance of district staff develops and revises procedures and policies. District staff, such as the District Homeless Liaison, the Director Special Programs and the Coordinator for *Every Students Succeeds Act*/Title I, initiate revisions and changes in policy in order to eliminate barriers in addressing the needs of students experiencing homelessness and ensuring program compliance. The revisions are presented to the Instructional Leadership Cabinet for review and approval. Upon the approval of the Instructional Leadership Cabinet, the recommendations are then presented to the Superintendent's Management Team. Members of this team include the following: Assistant Superintendent of Instruction, Chief Financial Officer, and Executive Director for Organizational and Student Support, Executive Director for Curriculum and Instruction, Executive Director for Technology, Executive Director for Human Resources, Administrative Director for Support Services, Representative from the Principals and Supervisory Association. The approved recommendations for policies or policy revisions are presented to the Board of Trustees for their approval. Once new policies are approved by the Board of Trustees, staff training is conducted to inform staff of new requirements. The implementation of policies related to homeless students is the responsibility of the school principal at each campus. The District Homeless Liaison ensures that the policies are carried out by advocating for students and families as needed and informing the families of the rights and responsibilities.

The Homeless Education Program will undertake an annual review of the data and activities for homeless children and youth to determine the adequacy of the current services offered, changes needed to improve outcomes and identify where to focus efforts to meet the most critical needs of these students. The needs assessment evaluation will focus on McKinney Vento data standards and indicators. Focus areas include: awareness, training, delivery of services, policies/procedures, identification, enrollment, access to services, student success and collaboration efforts. The Homeless Education Program is committed to the goals of the grant.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 178-904

Amendment # (for amendments only): N/A

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 | \$100,976 | \$ | \$100,976 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$7,350 | \$ | \$7,350 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$7,696 | \$ | \$7,696 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$6,939 | \$ | \$6,939 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$0 | \$ | \$0 |
| Total direct costs: | | | \$122,963 | \$ | \$122,963 |
| 2.584% indirect costs (see note): | | | N/A | \$3,262 | \$3,262 |
| Grand total of budgeted costs (add all entries in each column): | | | \$122,963 | \$3,262 | \$126,225 |

Shared Services Arrangement

| | | | | |
|------|---|-----|-----|-----|
| 6493 | Payments to member districts of shared services arrangements | \$0 | \$0 | \$0 |
|------|---|-----|-----|-----|

Administrative Cost Calculation

| | |
|--|-----------|
| Enter the total grant amount requested: | \$126,225 |
| 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: | \$10,098 |

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: 178-904 | | Amendment # (for amendments only): N/A | | |
|--|--|---|--|--------------------------|
| 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: Homeless Shelter Tutorial Program: 6 Certified Teachers x 2 hrs x 3 days x 6 sites x \$25 | 6 | | \$8,000 |
| Program Management and Administration | | | | |
| 4 | Project director | | | \$ |
| 5 | Project coordinator | | | \$ |
| 6 | Teacher facilitator | | | \$ |
| 7 | Teacher supervisor | | | \$ |
| 8 | Secretary/administrative assistant: District Homeless Office | 1 | | \$23,843 |
| 9 | Data entry clerk: District Homeless Office | 1 | | \$23,272 |

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| | | | | |
|---|--|---|--|------------------|
| 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: | | | \$55,115 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | |
| 25 | 6112 | Substitute pay | | \$ |
| 26 | 6119 | Professional staff extra-duty pay: Summer Program: 9 Certified Teachers | | \$23,764 |
| 27 | 6121 | Support staff extra-duty pay: Summer Program: 4 Para Professionals, 1 Data Clerk, Office staff : Administrative Assistant and Data Clerk extra duty pay for extended time | | \$5,668 |
| 28 | 6140 | Employee benefits: | | \$16,431 |
| 29 | 61XX | Tuition remission (IHEs only) | | \$ |
| 30 | Subtotal substitute, extra-duty, benefits costs | | | \$45,863 |
| 31 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$100,978 |

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: 178-904 | | Amendment # (for amendments only): N/A |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | |
| Professional and Contracted Services Requiring Specific Approval | | |
| Expense Item Description | | Grant Amount Budgeted |
| 6269 | Rental or lease of buildings, space in buildings, or land | \$ |
| | Specify purpose: | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$ |
| Professional and Contracted Services | | |
| # | Description of Service and Purpose | Grant Amount Budgeted |
| 1 | Utilities (652X) Cost for Summer Learning Program and Parent Involvement Activities conducted after school or during summer | \$3,000 |
| 2 | Labor Employer Services: Service Contract Labor for Kids Table School Pantry Program | \$1,500 |
| 3 | Publication and Printing Costs: SRQ Printing, Summer Learning Printing (School District Printing Press will be permanently shut down on May1, 2017) | \$2,850 |
| 4 | | \$ |
| 5 | | \$ |
| 6 | | \$ |
| 7 | | \$ |
| 8 | | \$ |
| 9 | | \$ |
| 10 | | \$ |
| 11 | | \$ |
| 12 | | \$ |
| 13 | | \$ |
| 14 | | \$ |
| b. Subtotal of professional and contracted services: | | \$7,350 |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$ |
| (Sum of lines a, b, and c) Grand total | | \$7,350 |

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

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| Schedule #9—Supplies and Materials (6300) | | |
|--|---|---|
| County-District Number or Vendor ID: 178-904 | | Amendment number (for amendments only): N/A |
| Expense Item Description | | Grant Amount Budgeted |
| 639x | General Program Supplies and Materials: Instructional Supplies, copy paper, envelopes, labels, and other office supplies needed for program | \$1,300 |
| 639x | Student School Supplies: School Supply Kits and Summer Program supplies | \$2,000 |
| 639x | Emergency Clothing, Shoes, Hygiene Items: School required dress and PE required dress | \$2,000 |
| 6395 | Other Equipment (not capitalized): Printer to be used by Homeless Office Staff for case management, training duties, and office duties | \$2,396 |
| 6300 | Total supplies and materials that do not require specific approval: | \$7,696 |
| Grand total: | | \$7,696 |

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: 178-904 | | Amendment number (for amendments only): N/A |
| Expense Item Description | | Grant Amount Budgeted |
| 6411/ 6410 | Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. Training NAEHCY Conference | \$0 |
| 6412/ 6494 | Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally. Transportation for Educational Trips, and Summer Learning Program, College Round-Up Field trip to University | \$3,000 |
| 6410/ 6411 | Travel Costs for Employee: Instate Travel and Conference /Workshop/Seminar Registration Fees (homeless staff required training at state homeless conference) | \$2,639 |
| 6495 | Membership Dues In Professional Organizations: Membership fees for Texas Homeless Network & Homeless Issues Partnership, Information Booth Fees, Membership Fees, Serve Safe National Restaurant Association Fee | \$200 |
| 6412 | Excess costs for School of Origin Transportation that is not provided by regular school bus: Public Transportation Bus Passes for school of origin | \$1,100 |
| Subtotal other operating costs requiring specific approval: | | \$3,000 |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$3,939 |
| Grand total: | | \$6,939 |

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: 178-904 | | | Amendment number (for amendments only): N/A | |
| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
| 6669—Library Books and Media (capitalized and controlled by library) | | | | |
| 1 | N/A | N/A | N/A | N/A |
| 66XX—Computing Devices, capitalized | | | | |
| 2 | N/A | N/A | N/A | N/A |
| 3 | | | \$ | \$ |
| 4 | | | \$ | \$ |
| 5 | | | \$ | \$ |
| 6 | | | \$ | \$ |
| 7 | | | \$ | \$ |
| 8 | | | \$ | \$ |
| 9 | | | \$ | \$ |
| 10 | | | \$ | \$ |
| 11 | | | \$ | \$ |
| 66XX—Software, capitalized | | | | |
| 12 | N/A | N/A | N/A | N/A |
| 13 | | | \$ | \$ |
| 14 | | | \$ | \$ |
| 15 | | | \$ | \$ |
| 16 | | | \$ | \$ |
| 17 | | | \$ | \$ |
| 18 | | | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | |
| 19 | N/A | N/A | N/A | N/A |
| 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 | N/A | | | \$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: 178-904

Amendment # (for amendments only): N/A

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 | 31,476 | 78.36% | The economic disadvantaged percentage for the district increased from 69% for the 2016-2017 school year to 78.35% for this 2017-2018 school year due to the Hurricane Harvey disaster. |
| Identified homeless students | 1,632 | 100% Homeless 4.06% District | An additional 43 non-district homeless students affected by hurricane Harvey were served by grant. |
| Students identified homeless with a 5A Crisis Code | 245 | 15.01% Homeless 0.61% District | An additional 129 non-homeless students were identified with a 5A Crisis Code. |
| Students identified homeless with a 5B Crisis Code | 2 | 0.12% Homeless .005% District | An additional 18 homeless students enrolled in district were identified with "Crisis Code 6", affected by Hurricane Irma and Maria. Students were originally from Puerto Rico and Virgin Islands. |
| Students identified homeless with a 5C Crisis Code | 115 | 7.05% Homeless 0.28% District | 508 students were identified with a crisis code of 6/5A/5B/5C, of which only 380 students were identified as homeless. |
| Attendance rate for identified homeless students | NA | 89.80% | Homeless attendance rate dropped due to hurricane Harvey and a severe flu influenza. Attendance rate for 2016-2017 school dropped from 91.03% to 89.80% for the 2017-2018 school year. |
| Attendance rate for economically disadvantaged students | NA | 92.88% | Attendance rate for district students is 93.66%. District enrollment count from 9/5/18 to 2/28/18 is 40,162. |

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

School Type: ☒ Public ☐ Open-Enrollment Charter

Students

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| 66 | 130 | 124 | 130 | 116 | 140 | 144 | 154 | 134 | 116 | 137 | 108 | 102 | 109 | 1710 |

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Schedule #13—Needs Assessment

County-district number or vendor ID: 178-904

Amendment # (for amendments only): N/A

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(as) 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.

The application is for a district level grant that will serve the homeless children and youth attending the 60 campuses that include 37 elementary schools, 12 middle schools, 8 high schools, and 3 special campuses.

A needs assessment was used to identifying challenges and needs that inhibit the enrollment, attendance, and success of homeless children and youth served by the grant. CCISD conducted an internal evaluation of the Homeless Education Program. The purpose of the assessment was to monitor regulatory compliance of educational services to homeless children and youth in the district. Conducting an internal project evaluation involved identifying key target groups. The first target group consisted of community providers; second target group was made up of school representatives with the highest number of homeless students identified; Target group three included Special Programs Office and Title 1 Program representatives working closely with homeless students; group four consists of district programs serving homeless students; and the last group consisted of parents of homeless students and or unaccompanied homeless youth residing in shelters. All five groups were provided assessment questionnaires to determine the projects strengths and those areas needing improvement throughout the project year.

The needs assessment survey provided a series of questions to determine the status of services provided to homeless children and youth and served to identify where to focus efforts to meet the most critical needs of these students. The survey identified if the needs of homeless student were being met and areas of improvement needed to better serve the homeless population. The Homeless Education Office analyzed strengths and weaknesses, identified gaps in service

delivery, and examine current services relative to compliance with McKinney-Vento and Title IA statutes. The evaluation

focusing on the five goals of the Homeless Education Program. A list of challenges and needs was collected from the needs assessment survey. The most problematic educational challenges and needs were identified and prioritized.

1. Students need to experience fewer barriers to succeed in school, such as the lack of school supplied, required dress, transportation, and other appropriate intervention services.
2. Homeless students and unaccompanied youth need to be provided educational supports to assure student is identified, enrolled, and attending school of origin.
3. Homeless students should have access to supplemental education to ensure opportunities to meet the same challenging Stat academic standards to which all students are held.
4. Need to provide professional development and support for personnel servicing homeless children and youth with emphasis on heighten the awareness of the specific needs of homeless children and youth including McKinney Vento requirements. This need will not succeed unless students and parents are also provided education on McKinney Vento requirements.
5. A need to maintain an effective system to identify and monitor academic performance of all homeless students ensuring students are on track for promotion graduation and are facilitated post-secondary education services.

The project evaluation will be an ongoing assessment of the project's progress toward its desired outcomes. The Homeless Needs Assessment Survey will be the evaluation component used in determining the project's strengths and

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| | | |
|----|--|--|
| 1. | Students need to experience fewer barriers to succeed in school, such as the lack of school supplies, required dress, transportation, and other appropriate intervention services. | Providing educational services, intervention services, school supplies, school uniforms, transportation to school of origin, and intervention services will minimize barriers to student enrollment, attendance, and success. Students whose basic needs are met have a greater opportunity to succeed in school. |
| 2. | Homeless students and unaccompanied youth need to be provided educational supports to assure student is identified, enrolled, and attending school of origin. | Steps would be taken to revise regulations, practices, or policies that may act as a barrier to identification, enrollment, attendance and school stability. Providing a systematic process to maintain compliance with an effective system identify and track students who are experiencing homelessness, ensuring barriers to enrollment, attendance, and school stability are removed. |
| 3. | Homeless students should have access to supplemental education to ensure opportunities to meet the same challenging State academic standards to which all students are held. | Summer Learning Program staff and shelter tutors will provide tutoring, supplemental instruction, and enrichment activities to homeless students in order to improve scoring and comprehension of content. Instruction and tutoring will increase comprehension of content improving STARR scores. |
| 4. | Need to provide professional development and support for personnel services homeless children and youth with emphasis on heighten the awareness of the specific needs of homeless children and youth including McKinney Vento requirements. This need will not succeed unless students and parents are also provided education on McKinney Vento requirements. | Staff development and one-on-one training will be provided to district personnel and community agencies working closely with homeless students. A working relationship and referral system supports academic success of students. Parents and guardians of homeless children and youth will be informed of educational and related opportunities available to participate in the education of their children. |
| 5. | Need to maintain an effective system to identify and monitor academic performance of all homeless students ensuring students are on track for promotion graduation and are facilitated post-secondary education services. | Procedures will be implemented on early interventions and ongoing progress monitoring to address the academic needs of homeless children and youth including: discipline interventions, attendance and truancy interventions, assessment interventions, credit recovery and credit repair services and academic support services to ensure homeless students and youth are on track for grade level promotion, graduation, and college and career readiness. |

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| Schedule #14—Management Plan | | | | | |
|---|--|---|---|--|--------------|
| County-district number or vendor ID: 178-904 | | | | Amendment # (for amendments only): N/A | |
| 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. | Susana Majors District Homeless Liaison | Susana Majors has 8 years' experience coordinating services for the District's homeless population and 16 years' experience managing Victim Assistance Programs that include the Police Department and District Attorney's Office. She was also responsible for managing, writing, and maintaining competitive grants that provided funding for programs. | | | |
| 2. | Jo Ann Soliz Case Manager | Jo Ann Soliz has 13 years' experience as a Case Manager with Communities in Schools working with at-risk student population assisting with case management and the dropout prevention. | | | |
| 3. | Karla Gutierrez Administrative Assistant | Administrative assistant has two years experience working with the Corpus Christi Independent School District Homeless Education Program and 3 years' experience working with at risk students from the District Adaptive Units in Special Education. | | | |
| 4. | Monica Vela Data Clerk | Monica Vela has five months experience working with the Corpus Christi Independent School District Homeless Education Program and one year experience working as a substitute at various District Schools that catered to at-risk students. Mrs. Vela has experience working with at risk students from the Adaptive Units in Special Education. | | | |
| 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. | Provide educational services, intervention and referral. | 1. | Case Management and Referrals | 09/01/2018 | 08/31/2019 |
| | | 2. | Revise Transportation Policy & Procedures | 08/28/2018 | 09/28/2018 |
| | | 3. | School Supplies and Back Pack Program | 09/01/2018 | 08/31/2019 |
| | | 4. | Clean Kids Closet and Toiletry Program | 09/01/2018 | 08/31/2019 |
| | | 5. | Teen Table Food Pantry Program | 09/01/2018 | 08/31/2019 |
| 2. | Ensure compliance on enrollment, identification, attendance, and stability services. | 1. | SRQ Dissemination to 60 District Schools | 08/14/2018 | 08/17/2018 |
| | | 2. | Revise Dispute Resolution & Homeless Policies | 08/28/2018 | 10/28/2018 |
| | | 3. | Training for Principals and Administrators | 09/01/2018 | 08/31/2019 |
| | | 4. | Training for Truancy and Attendance Officers | 08/28/2018 | 09/28/2018 |
| | | 5. | Revise Website for Students In Transition | 11/05/2018 | 12/14/2018 |
| 3. | Provide tutoring, supplemental instruction, and enrichment activities | 1. | Training for Tutors and Shelter Staff | 09/18/2018 | 09/21/2019 |
| | | 2. | Homeless Shelter Tutorial Program | 10/01/2018 | 05/23/2019 |
| | | 3. | Send 800 Invitations to the Summer Program | 04/08/2019 | 04/18/2019 |
| | | 4. | Summer Program for PK to 5 th grade students | 06/03/2019 | 07/05/2019 |
| | | 5. | Family Night Summer Learning Program | 07/03/2019 | 07/03/2019 |
| 4. | Provide homeless rights awareness through training and collaboration efforts | 1. | Campus Staff Development Trainings | 08/14/2018 | 09/28/2018 |
| | | 2. | Homeless Service Agency Trainings | 05/06/2019 | 05/16/2019 |
| | | 3. | Back to School Information Fairs | 08/01/2019 | 08/25/2019 |
| | | 4. | Title 1 Parent Involvement Activities | 09/01/2018 | 08/31/2019 |
| | | 5. | Community Service Agency Trainings | 09/01/2018 | 08/31/2019 |
| 5. | Monitor academic performance ensuring students are successful | 1. | Monitor Homeless Student Progress | 10/01/2018 | 08/31/2019 |
| | | 2. | Attendance and Truancy Prevention | 10/01/2018 | 08/31/2019 |
| | | 3. | Staff Development Trainings on College Readiness | 01/23/2019 | 02/04/2019 |
| | | 4. | Field Trip to Texas A&M Corpus Christi & Kingsville | 04/29/2019 | 04/29/2019 |
| | | 5. | College Round-Up | 01/23/2019 | 05/27/2019 |
| Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginnings 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: 178-904

Amendment # (for amendments only): N/A

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

The program uses a Case Management Service Form (Attachment D) to collect data on services provided to homeless students and their families. The count homeless education of services rendered are accounted. Data collection on attendance rate, graduation, promotion are monitored and analyzed for improvements.

The Homeless Services provides two progress report to Central Office with the services provided, accomplished goals, and improvements needed. The report is analyzed and recommendations to program are made by Special Programs Director and Administrators. An additional method for identifying problems with project delivery is the Homeless Program Needs Assessment Tool. Problem areas will be identified and corrected throughout the project. The Campus Self-Assessment Guide from Texas Homeless Education Office will be used in modifying the Project Evaluation Survey focusing on the five goals of the Homeless Education Program, the five needs of the Homeless students and unaccompanied youth, and any challenges the program is facing. Data will be collected, analyzed; conclusions and recommendations will be made by committee. The survey will evaluate if the needs of homeless student are being met and areas of improvement needed to better serve the homeless population.

The school district uses I-Leads as an information directing instrument. Homeless Education provides "Action Needed" directives to all school principles and administrators. This information tool is used to inform schools on protocol for identification using SRQ's, enrollment procedures, McKinney Vento regulations, pre kinder enrollment, homeless survey, College Round-up, and any future issues needed to be addressed (for example: hurricane Harvey displaced students enrollment, procedures, services available, and crisis codes needed to be entered).

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

The purpose of the Corpus Christi Independent School District's Homeless Education Program is to meet the unique needs of homeless children and youth. The Homeless Education Program is designed to facilitate the enrollment, attendance and success of homeless children and youth in the Corpus Christi Independent School District. Through parent and student advocacy, staff development, coordination of services, and community referrals, the District Homeless Liaison, provides students in homeless situations with the tools they need to achieve in school. Because homeless children face many obstacles to an appropriate education, such as lack of transportation and resources, frequent school changes, loss of school records, and emotional stress, special programs are necessary.

The implementation of the *Teen Table Backpack Program* which provides food and snacks to take home for the weekends and holidays when students do not have access to the National School Lunch Program at campuses. The implementation of the *Clean Kids Closet* which provides toiletries to homeless students, student's apparel providing blue jeans, winter coats, and clothing for homeless students. The addition of a Social Worker and a Data Clerk to assist with increasing the attendance rate and reducing the dropout rate for homeless and foster care students. Summer Learning Program instructional curriculum was improved to cover TEKS fundamentals in reading and mathematics for homeless students attending program. McKinney Vento rights been provided to individuals through community trainings, fairs, and informational meetings. School supplies have been provided to 502 students, 473 students were provided school uniform, 218 students were provided transportation to school of origin, 733 students have been assisted with food back packs through the Teen Table Program, and 138 students were assisted with the application process for Medicaid and SNAP benefits. The Summer Learning Program provides services to over 108 homeless students and presents opportunities to participate in various enrichment activities.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 178-904

Amendment # (for amendments only): N/A

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 *(M-V=homeless student) | |
|----|--|--|--|
| 1. | Educational Intervention Services and Barriers Removed | 1. | # of M-V students provided school supplies, uniform, toiletries, clothing |
| | | 2. | # of M-V students provided educational referrals and intervention services |
| | | 3. | # of M-V students provided transportation |
| 2. | Students are Identified, Enrolled, Attending School | 1. | # of M-V identified as homeless |
| | | 2. | Attendance rate for homeless students |
| | | 3. | Percentage of students attending school of origin |
| 3. | Supplemental Education Activities | 1. | # of M-V students enrolled in the Homeless Summer Learning Program |
| | | 2. | # of M-V students attending Homeless Shelter Tutorial Program |
| | | 3. | # of M-V students facilitated extracurricular activities/after school tutoring |
| 4. | Professional Development and Support Activities | 1. | # of District Staff provided Professional Development Trainings |
| | | 2. | # of Homeless Service Agencies provided Trainings or Information Fairs |
| | | 3. | # of M-V students and Families provided information and training |
| 5. | Activities to Monitor Academic Performance | 1. | Percentage of M-V students who passed STAAR |
| | | 2. | Percentage of M-V students who were promoted/graduated |
| | | 3. | # of M-V students provided academic support and progress monitoring |

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.

Data is collected for grant reporting purposes. Student Residency Questionnaires (SRQ's) are collected daily and approved if the McKinney-Vento guidelines are met. The SRQ's in question are called for additional confirmation. Homeless students identified are entered daily in eSchoolPlus data base. A daily report of all students eligible for Free Lunch Program is sent via email to Food Services, a copy is kept on file. Each contact made via email, phone, or in-person is documented in a Homeless Contact Form. Information on services provided is entered into the Homeless Data Base. Twice a year the Office of Research, Testing and Evaluation (ROTA) POEMS sends a Verification Report to the Homeless Office, the Homeless data base data is compared to eSchoolPlus data base for any inconsistencies.

The students tutored at the homeless shelters are documented in the Homeless Tutor Contact Form. A transportation log is kept containing information on students needing transportation to school of origin and/or RTA bus tokens granted. A monthly calendar log is kept with outreach information on presentations, trainings, information booths, meetings, and the event-sign in sheets for Homeless Program. Reports are prepared quarterly, mid-year, and annually. The program is evaluated monthly to view if goal is in progress. A three year calendar with scheduled goals was created as a basis to meet grant report goals. Bi-weekly meetings are held with Executive Director to discuss program progress. A program evaluation with timelines is reviewed by the Executive Director. Established fiscal timelines and expenditures will be reviewed periodically (at least quarterly) to insure project compliance with all requirements. Student reports containing the attendance, grades, withdraw and enrollment records will be reviewed biweekly and information will be shared with schools. At risk students will be referred to school programs and Title 1 services.

The program provides two progress report to Central Office with the services provided, accomplished goals, and improvements needed. The report is analyzed and recommendations to program are made by Special Programs Director. An additional method for identifying problems with project delivery is the Homeless Program Needs Assessment Tool. Problem areas will be identified and corrected throughout the project.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178-904

Amendment # (for amendments only): N/A

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) |
|---|----------------------------|---|---|------------------------------------|
| Provide M-V professional development trainings to District Staff, Community Service Agencies. | 1,200 | District and Community / Homeless Liaison | Sign in Sheets, Training Workshop Agenda, Meeting Agenda, Meeting Notes | 4,2, |
| Develop partnerships with district offices to facilitate identification, attendance, stability, and enrollment. | 10 | District and Campus / Homeless Liaison | Meeting Notes, Communication Logs, Enrollment and Attendance Data | 2,2 |
| Remove educational barriers for homeless students by revising M-V policies, regulations and procedures. | 25 | District Administration / Homeless Liaison | Meeting Agenda & Notes, Sign in Sheets, E-mails | 1,2,4,5 |
| Provide students basic necessities, school supplies, food, school uniform, toiletries, and community resources. | 500 | District, Campuses and Community Sites / Homeless Liaison | Case Notes, Excel Homeless Data Base | 1,2 |
| Conduct Homeless Summer Learning program for PK-5th grade students and provide tutoring to homeless Shelters. | 200 | District, Campuses and Community Sites / Homeless Liaison | Sign in Sheets, Meeting Notes, Communication Logs, Enrollment and Attendance Data | 3 |
| Collaborate with Title1, Special Education, Bilingual, and other instructional support for homeless students. | 30 | District / Homeless Liaison | Meeting Notes, Communication Logs, Emails, Case Notes | 4,5 |
| Develop working relationship with district transportation to ensure M-V provisions of transportation. | 15 | District / Homeless Liaison | Meeting Notes, Communication Logs, Emails, Case Notes | 1,2 |
| Collaborate with community agencies providing services to homeless students to provide identification and services. | 350 | District and Community / Homeless Liaison | Meeting Notes, Communication Logs, Emails, Case Notes | 2,1 |
| Monitor school assessment, truancy, graduation plans, credit recovery, and intervention services. | 450 | District and Campus / Homeless Liaison | Needs Assessment Summary Data, School Records | 5,2 |
| Provide Parent involvement opportunities and information on M-V rights, enrollment, transportation, and rights. | 800 | District, Campuses and Community Sites / Homeless Liaison | Sign in Sheets, Training Workshop Agenda, Meeting Agenda, Meeting Notes | 4,1 |

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

County-district number or vendor ID: 178-904

Amendment # (for amendments only): N/A

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. | Communities in Schools | Assist with identification; provides homeless students case management and referral services |
| 2. | The Homeless Issues Partnership | Assist with linking students to available service and identification of homeless students |
| 3. | Corpus Christi Homeless Shelters | Assist with identification of homeless students; referral for services; provide tutoring space |
| 4. | Corpus Christi Regional Transportation Authority (RTA) | Provides one free bus ticket for each ticket purchased. |
| 5. | Food Bank of Corpus Christi | Provide food back pack program for homeless students, Provide training for staff and learning activities for Summer Learning Program. |
| 6. | Reading Education Assistance Dog (R.E.A.D.) | Teach Summer Learning Program students reading enrichment skills. |
| 7. | Corpus Christi Apartment Association | Provide school supplies, educational materials, and backpacks. |
| 8. | United Way of the Coastal Bend | Refer eligible caller for services; promote program services; provides SOS school supplies |
| 9. | CCISD Central Office Charity Project Team- Clean Kids Closet Program | A collection of toiletries and gift cards for Clean Kids Closet, provide donation of jackets, sweaters, and clothing items from the Lost and Found Collection not claimed by students |
| 10. | Corpus Christi I.S.D. Student Support Center-Transfer & Truancy Services | Assist with identification; provides homeless students case management and referral services |
| 11. | Corpus Christi I.S.D. Bilingual/ESL Program | Assist with identification; provides homeless students case management and referral services |
| 12. | Corpus Christi I.S.D. Transportation Department | Provides homeless students transportation to school of origin and assigned school |
| 13. | Corpus Christi I.S.D. Migrant Education | Assist with identification; provides case management; referral services; tutoring space |
| 14. | Corpus Christi I.S.D. Special Education Program | Assist with identification; provides homeless students case management and referral services |

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| 15. | Corpus Christi I.S.D. Food Services | Provides daily breakfast, lunch, and nutritious snack for Summer Learning Program |
|-----|-------------------------------------|---|

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

County-district number or vendor ID: 178-904

Amendment # (for amendments only): N/A

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 process for identification of homeless children and youth has been established at district level. Homeless students and unaccompanied youth will be identified. SRQs will be provided to all campuses for families to complete at enrollment each year. The SRQs will be faxed to the Liaison's office for appropriate follow up. The Report Specialist will maintain a database which captures information on all district homeless students. Training and assistance will be provided to District target groups on McKinney-Vento, identification, attendance and enrollment. Documentation of identification procedures and support services provided are provide to campuses. Training is provided to registrars, attendance, and campus personnel working with homeless students. Training on school stability, immediate enrollment, and dispute resolution is provided to campus staff. Professional development for educators and other school personnel will be providing educational services to improve educational success of homeless students. Collaboration and training will focus staff that work directly with homeless student, unaccompanied homeless youth, and at-risk of becoming homeless students.

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

The district proposes to offer education and training to the parents of homeless children and youths about the rights of, and resources available to, such children and youths. Training sessions will be coordinated and scheduled at the schools, community centers, and shelters as needed. The District Homeless Liaison assists the families of students in homeless situations and ensures appropriate social services for the students and families. A program advisor for Curriculum and Instruction will assist in the coordinated instructional services. Districtwide events, such as parent meetings, parent conferences, health fairs, educational symposiums, etc., will be held throughout the school year to offer resources and involvement opportunities to parents. Collaboration with the United Way of the Coastal Bend will provide information for services available to families experiencing homelessness. The Nueces County Community Action Agency will provide information for parents regarding the Head Start Program as well as transitional activities for students entering the district. The Regional Transit Authority will supply vouchers and bus passes for transportation to schools or other locations that offer the services needed by the families and or students. District transportation services will be provided for parents to attend district and campus events.

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.

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By TEA staff person:

Homeless children and unaccompanied youth will be integrated into regular education programs. Homeless youth will have equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth from receiving appropriate credit for full or partial coursework satisfactorily completed while attending prior school. Staff will be trained on removing barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and accelerated education. Students will be assisted with removing barriers to enrollment and retention due to outstanding fees and fines or absences. Homeless Office staff will begin accessing and reviewing students graduation plans beginning in ninth grade. Facilitation on engagement and promoting high school completion, college and career preparedness, assist with FAFSA college applications, will be provided during College Round-up for Homeless students. Students will also be provided referrals to violence prevention counseling and services to address needs of homeless children and youth arising from domestic violence.

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

County-district number or vendor ID: 178-904

Amendment # (for amendments only): N/A

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.

Title 1 is designed to meet the educational needs of low achieving children in schools with the highest levels of poverty ensuring all students have a fair and equal opportunity to obtain a high quality education and to reach proficiency on state standards and assessments. The Title 1 Campus Improvement Plan addresses homelessness by ensuring a basic right to an education, identifying needs and supplementing educational services for our homeless population. The goal is to improve the academic outcomes of students experiencing homelessness. The Homeless Liaison is included with the school support teams meetings. Title 1 and the Homeless Education services are in close proximity and facilitate cross-program communication. Both program personnel collaborate for cross program trainings. Parental education and involvement training opportunities are provided to families of students who are experiencing homelessness. District-wide events, parent meetings, College Night, health fairs, School Leadership Services Events, and educational symposiums are held to offer education on homeless rights, community resources, and involvement opportunities to families of homeless students. Title I, Part A involvement plays a significant role in the academic achievement of homeless students in both personnel and funding.

| | Reservation/Set-Aside Amount | Use/Activities |
|---------------------------------|------------------------------|--|
| Actual Set-Aside for 2016–2017 | \$109,180 | |
| Planned Set-Aside for 2017–2018 | \$109,180 | Title 1, Part A funds support the Summer Learning Program by helping cover energy costs, regular transportation, field trip admission fees, transportation for homeless students who participate in after school activities, paying the salary and benefits for the District Homeless Liaison position, paying for the Communities In Schools case manager position housed in the Homeless Education Services. |

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.

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Homeless students are to be served from both district Title I funds and Title I, Part A, set-aside funds. Homeless students are automatically eligible to receive Title I, Part A funding for services. The District Homeless Liaison has access to Title I, Part A funds and services. The purchase request is submitted by the Homeless Liaison. Funds are accessed through a process where expenditures are approved by Title I Director, Director of Special Programs, and Purchasing Department. Children and youth who are homeless are automatically eligible for Title I services. The TEXSHEP's role includes supporting the educational success of children and youth experiencing homelessness. A Summer Learning Program and Homeless Shelter Tutorial Program were created for homeless students to meet challenging state academic standards. In addition to direct education services, homeless student and their families receive housing assistance, social services, and health care referrals, linking families with community resources meeting the student's needs that are beyond the school's capacity. Title I funds Communities in Schools (CIS) Case Managers assigned to middle schools, high schools and special campuses in order to support at risk students and provide services to improve student's attendance; a collaborative approach was used to reduce the truancy and dropout rates for homeless students.

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

County-district number or vendor ID: 178-904 Amendment # (for amendments only): N/A

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 |

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Student Services holds a mandatory meeting to discuss next year's enrollment procedures. Supervisors from Student Support Services (Enrollment, Truancy, Transfers), Title 1, Bilingual, Homeless, Special Ed, and Migrant meet to discuss the following school years pre-enrollment issues. Pre-enrollment packet forms for the following year are approved and entered into the District Website. In August, before the school year begins, the Homeless Liaison provides mandatory staff development training to registrars, attendance clerks, pre-kindergarten staff from elementary, middle school, high school, and special campuses. Training on McKinney Vento regulations, identification procedures, enrollment protocol, unaccompanied youth regulations is provided. The all day professional development training is given as a collaborative effort from the following offices: Student Support Services, Technology, Homeless, Special Education, Bilingual, Health Services, and Food Services. The school district uses I-Leads as an information directing instrument. Homeless Education provides "Action Needed" directives to all school principles and administrators. This information tool is used to inform schools on protocol for identification using SRQ's, enrollment procedures, McKinney Vento regulations, pre kinder enrollment, homeless survey, College Round-up, and any future issues needed to be addressed for example: hurricane Harvey displaced students, enrollment procedures, crisis codes needed to be entered.

The District follows a rollover system, at the end of school year student records are rolled over and students are pre-enrolled into the attending school. At the beginning of the year, student are provided an enrollment packet containing the Student Residency Questionnaire (SRQ). The SRQ has several homeless indicators. If the student answers yes to any of the homeless indicators, the student will not be asked to show proof of residency. Homeless students are allowed to enroll in any school district. Homeless student not residing in the district are sent to Student Support Services. Student Support Services will assign a campus to the student dependent on the school availability and the closest distance to the student address.

If the student becomes homeless over the summer or during some other inter-session break, the homeless student has a choice for enrollment when the new school year begins. The student can either enroll in the school they would have attended had they not become homeless or the school where they now reside as a homeless student. If the homeless child or youth becomes permanently housed before the end of the school year, they may continue to attend the school they were attending while homeless until the end of that school year. If the family's or youth's homelessness lasts longer than the school year, the school choice option remains in effect the entire duration of homelessness. If student becomes homeless after the school year has started, homeless child be allowed to maintain enrollment in the school the child attended before becoming homeless or where the student was last enrolled (school of origin), or to enroll in the school where the child is now located while experiencing homelessness, whichever is in the best interest of the child. Homeless students are allowed to follow feeder schools for the duration of homelessness or until the end of the school year if student found a home.

Homeless students who are not currently enrolled or attending school, are tracked in the beginning of the school year by Operation K.E.Y.S. a community-wide dropout recovery effort aimed at keeping students in school. Truancy officers and principles will collaborate with Homeless Services to track students. Homeless Services is fully operational during the summer months. Homeless families and students are served with food, clothing, school supplies, and school uniform. During school enrollment, campus staff call Homeless Services to provide latest contact phone and address.

Students who are approved as homeless, foster care, military, bilingual, educationally disadvantaged are eligible for early childhood and/or prekindergarten programs. Corpus Christi Independent School District will automatically enroll these category of students pending identification approval. If a homeless student needs to enrolls after pre-kindergarten enrollment and the school is full, the student will be offered the school next in line.

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

| | |
|--|--|
| County-district number or vendor ID: 178-904 | Amendment # (for amendments only): N/A |
| 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. | |

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District wide trainings and professional development trainings are provided to school personnel, administrators, community agencies, organizations, collaborators, homeless students and parents and guardians. Focus is placed on awareness to increase the capacity to respond to the specific educational needs of homeless children and unaccompanied youth. Through awareness of identification, enrollment, and the revisions to the McKinney Vento rights of homeless students are provided to target groups that include registration and enrollment staff, parent groups, migrant staff, nurses, principals, counselors, educators, shelter staff, cafeteria managers, and community service agencies.

Annually service providers are provided training on McKinney Vento Act, TEA homeless student regulations, District homeless student policies and procedures, Homeless Education Office Services, College Round-up, and the psychological and physical issues associated with homeless students and their families. Homeless Education staff members providing services to homeless students are provided in-house trainings and participate in web trainings on homeless education issues offered by the Texas Homeless Education Office, Texas Homeless Network, and Texas Education Agency.

Motel managers, homeless shelter staff/supervisors and HIP the local homeless coalition will be provided McKinney-Vento training with emphasis on the importance of immediate school enrollment and maintaining regular attendance. The Liaison will collaborate with family shelters by providing copies of the SRQ for families to complete upon admission to the shelter. Training and assistance is provided to District target groups on McKinney-Vento, identification, attendance and enrollment. Target group is composed of Parent Facilitators, Counselors, Pre-K and Head Start, Nurses, Special Ed, Bilingual, Migrant, Cafeteria Managers, Principals, and Summer Program Staff. Training and collaborate efforts are in place with Truancy/Attendance Officers, Communities in Schools, drop-out prevention staff, and staff working with parents to increase attendance and retention. The Students at-risk will be provided referrals to educational services. The School District uses the Homeless Community Referral list on the District Website. Training and Collaboration is in place with Community service agencies working with the Districts homeless population will be provided training on the rights of homeless students, services, and campus information

A monthly calendar log is kept with outreach information on presentations, trainings, information booths, meetings, and the event-sign in sheets for Homeless Program. Training opportunities have been provided to all the district campus-level homeless liaisons during the parental involvement staff development workshops that are held on a monthly basis. Each month, the District Homeless Liaison presents a different topic, such as school selection, transportation, eligibility for homeless services, factors that contribute to homelessness, community resources, etc. The District Homeless Liaison has also provided individual trainings to the Youth Activities Coordinator from the Women's Shelter of South Texas. Because several persons have held the position, training has been provided for each new staff member. Additionally, school personnel, such as principals, assistant principals, counselors, and meal services staff have received individual consultations as the needs of a particular student became evident. These consultations not only provide opportunities to address an immediate need, but also serve as a valuable training tool to address the needs of the homeless population.

Partnerships and training has been provided to agencies working specifically with youth services that include, Department of Child Protective Services area supervisors for Region 11, CASA supervisors and volunteers, Bokenkamp Children's Shelter (houses unaccompanied refugee children). The Homeless Liaison was asked to speak at the 2016 National Homeless Conference and the 2016 Texas Homeless Conference on the collaborative efforts between the School District, Continuum of Care (CoC) Homeless Issues Partnership (HIP) Coalition.

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

| | |
|--|--|
| County-district number or vendor ID: 178-904 | Amendment # (for amendments only): N/A |
| 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. | |

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Homeless Liaison will begin Credit Accrual and credit Recovery Initiative for homeless students entering 9th grade. Homeless students will be informed on graduation plan requirements and the 26 credits students must have to earn an endorsement.

Homeless Liaison will work with PEIMS management to create report that has a snapshot of the student's credit status. On a bi-weekly basis a PEIMS Cognos Report is generated for students in transition that include homeless, foster-care, military, asylee and refugee students in grade PK to 12th grade. The report contains the students absence total, attended total, and the credit earned total. The list is generated and sent to the Communities In Schools(CIS) Case Managers and Principals. On a daily basis Homeless Office staff make calls to the students whose attendance rate is less than 80%. Solutions to truancy issues are discussed including student's progress in school, homeless services and case management are essential in increasing the attendance rate. Collaborations have been made with Special Education, Bilingual/ESL, and Counselors to assist in monitoring and providing support for homeless students.

On a 6-week cycle initiating after the first six weeks cycle in October, students in secondary schools are monitored to provide academic support services. A report from eSchoolsPLUS Cognos is generated containing the six week grades of students in transition. The report generated is reviewed for red flags by Homeless Office staff. Students with failing grades, deficient credits earned, deficient STAAR performance, high enrollment mobility, or who have failed two or more grade levels are monitored for progress. Students meeting any of the mentioned qualifiers are monitored and provided academic support services. Principles, counselors, truancy officers, and CIS case managers are provided a list.

Monitoring Secondary Student's Progress is ongoing:

| | |
|--|--|
| 1/6 Weeks: Monitoring initiates 10/08/2018 | 2/6 Weeks: Monitoring initiates 11/19/2018 |
| 3/6 Weeks: Monitoring initiates 01/14/2018 | 4/6 Weeks: Monitoring initiates 02/25/2019 |
| 5/6 Weeks: Monitoring initiates 04/15/2019 | 6/6 Weeks: Monitoring ends on 05/20/2019 |

College Round-up week begins in January, High School Counselors are provided training on College Round-Up. A list of transitional students are provided to the counselors. Counselors are required to meet with transitional students and provide college and career readiness programs and support services. Counselors are also required to submit a report on college enrollment activities and contact made for students in transition (also included are migrant students). The Homeless Liaison offices provides unaccompanied homeless youth a Verification Letter for purposes of FAFSA. Student are assisted with FAFSA application and provide college readiness and support services. Through donations from CIS unaccompanied homeless youth are provided with their cap and gown. Dress for Success provide free prom dresses for our senior homeless students. Foster care students are provided additional information on the college tuition and fee waiver.

Title 1 funds Communities in Schools (CIS) Case Managers assigned to middle schools, high schools and special campuses in order to support at risk students and provide services to improve student's attendance; a collaborative approach was used to reduce the truancy and dropout rates for homeless students. The homeless program utilized campus base CIS Case Managers as a point of contact for the homeless students, providing referral to community resources and assistance with regular attendance during the school year. CIS case managers are provided a list of students with excessive absences. CIS case managers at the campuses visit students at school and conducted home visits. This was a preventive measure addressing the student's attendance issues before the case was referred to the truancy officer. The CIS Case Managers enhance opportunities for parents and community to engage as partners, organize and implement parent and family engagement opportunities.

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

| | |
|--|--|
| County-district number or vendor ID: 178-904 | Amendment # (for amendments only): N/A |
| 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. | |

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Homeless Office assists students who took courses at another district, campus or in summer school, student's transcript or credit report are reviewed to evaluate student's graduation plan, if student needs to repair or recover courses. Student will be assisted with credit repair once student has failed a six weeks. Student will be provided credit recovery options. Failing homeless students will be prioritize for credit lab availability. If student is denied credit due to attendance, work with campus administrators to determine a plan to make up hours and to facilitate credit reinstatement. Administrators will be asked to meet with student to create an attendance contract to increase attendance. Homeless Liaison will mediate on behalf of homeless student who is penalized or disciplined due to issues related directly to his or her homelessness. Education will be provided to staff on trauma experienced as a result of homelessness and impact made to the behavior of unaccompanied youth. Collaborations have been made with Special Education, 504, Bilingual/ESL, Counselors, high school completion specialists to assist in monitoring and providing support for homeless students ensuring student is on track for promotion and graduation.

Homeless Liaison will implement procedures to assist homeless students receive appropriate credit for full or partial coursework completed at a prior school. Consult with prior school about partial coursework completed. Provide priority enrollment in classes the student has partially completed, to allow for completion. Evaluate students' partly completed courses and offer accelerated credit recovery. Homeless Liaison will work closely with Career and High School Counselors to coordinate College Round-Up. Schools are provided a list of all graduating homeless students and unaccompanied homeless students. Branch and Collegiate high schools offer dual credit courses to homeless youth.

The Homeless Education Service Program will provide services to ensure that homeless students enroll in school and have the opportunity to succeed academically. Homeless students are assisted with immediate enrollment, eliminating barriers to the enrollment and attendance. Ensuring homeless students receive educational services including Head Start, preschool programs and referrals to health, mental health, dental, and other appropriate services. Assist homeless students obtain necessary immunizations or medical records. Homeless students in severe need are provided school uniform, school supplies, shoes, toiletries, winter coats, and a food pantry program. Homeless students are not only identified but are provided support for successful completion of school. A working relationship and referral system was developed with key school personnel to actively assist in identifying and facilitating enrollment of students who become homeless during the summer or school year; key staff include principals, secretaries, counselors, parent facilitators, food services, nurses, registrars, migrant staff, special education, and teachers.

Management consist of identifying the homeless students, removing barriers associated with homelessness by providing educational services, case management, enrollment assistance, proper attire, school supplies, transportation, and intervention services for other needs; providing staff and parental education training on homeless issues. Contact is made with truancy/attendance officers, motels, clinics, youth centers, and public housing, shelters, and community service agencies and United Way 211 Info Line. Information on identification, enrollment, attendance and school services available to homeless student were provided in addition to outreach posters and materials. Homeless students are also recovered by Operation K.E.Y.S. a community-wide dropout recovery effort aimed at keeping students in school. The five homeless shelters provide referrals to the District Homeless Liaison of children entering the facilities in need of services and transportation to school of origin. Collaborative relationships have developed with agencies working closely with homeless population; providers meet monthly as members of the Homeless Issues Partnership.

The Campus Self-Assessment Guide from Texas Homeless Education Office will be used in modifying the Project Evaluation Survey focusing on the five goals of the Homeless Education Program, the five needs of the Homeless students and unaccompanied youth, and any challenges the program is facing. Data will be collected, analyzed, conclusions and recommendations will be made by committee. The survey will evaluate if the needs of homeless student are being met and areas of improvement needed to better serve the homeless population.

Schedule #18—Equitable Access and Participation

| | |
|--|---|
| County-District Number or Vendor ID: 178-904 | Amendment number (for amendments only): N/A |
|--|---|

No Barriers

| # | No Barriers | Students | Teachers | Others |
|---|-------------|----------|----------|--------|
|---|-------------|----------|----------|--------|

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| 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 type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 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 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input 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 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B10 | Provide a parent/family center | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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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By TEA staff person:

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

County-District Number or Vendor ID: 178-904

Amendment number (for amendments only): N/A

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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input 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 checked="" 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C06 | Provide mentor program | <input 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 type="checkbox"/> |

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Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D02 | Provide counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D03 | Conduct home visits by staff | <input checked="" 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 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 type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input 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 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 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input 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 type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Truancy

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| K01 | Provide early identification/intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K03 | Conduct home visits by staff | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input checked="" 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 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 checked="" type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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