

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

**2018–2019 Texas Education for Homeless Children and Youth**

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

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #		Amendment #
Lubbock-Cooper	152-906		
Vendor ID #	ESC Region #	DUNS #	
100671486	17	75-1360736	
Mailing address	City	State	ZIP Code
16302 Loop 493	Lubbock	TX	79423-

**Primary Contact**

First name	M.I.	Last name	Title
Pamela	W	Brown	Director Of Counseling & Assessment
Telephone #	Email address		FAX #
806-863-7135	pbrown@lcisd.net		806-863-7175

**Secondary Contact**

First name	M.I.	Last name	Title
Betsy		Taylor	Federal Funds Administrator
Telephone #	Email address		FAX #
806-863-7100 x 1101	bets@lcisd.net		806-863-7130

**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 regulatory 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
Keith	-	Bryant	Superintendent

Teleph-one #	Email address	FAX #
806-863-7100	kbryant@lcisd.net	806-863-7130

Signature (blue ink preferred)



Date signed

4-2-18

701-18-109-058

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

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

**Schedule #1—General Information**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

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

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

**\*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.

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Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**Part 1: Required Attachments-**

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

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

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

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances. **Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
x	I certify my acceptance of and compliance with the program guidelines for this grant.
x	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
x	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.
x	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.
x	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

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

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and 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 program 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 relating 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.

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13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.
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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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

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

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

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

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

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

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

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	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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

County-district number or vendor ID:

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

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

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

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

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

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

**Part 2: When an Amendment Is Required**

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

**Part 3: Revised Budget**

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

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

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

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

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

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By TEA staff person:

The intent for applying for this grant for homeless students is to supplement our support to homeless students. Our goal is to recognize the definitions of homelessness and to work on ongoing registrations of these students in a timely manner. To provide College and Career Readiness support to high school students and to increase the number of juniors taking the ACT/SAT and to provide supplies, fees, summer enrichment camp registrations and any services needed to all homeless students in the district. All the while monitoring their grades, attendance, discipline referrals and state assessments.

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

County-district number or vendor ID:

Amendment # (for amendments only):

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By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID:				Amendment # (for amendments only):	
Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)					
Grant period: September 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 206/2		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$3425	\$	\$3425
Schedule #8	Professional and Contracted Services (6200)	6200	0	\$	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$5000	\$	\$5000
Schedule #10	Other Operating Costs (6400)	6400	\$1400	\$	\$1400
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$0
Total direct costs:			\$	\$	\$0
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$0
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$9825
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$
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:					\$

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.

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By TEA staff person:

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID:

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$0
2	Educational aide			\$0
3	Tutor			\$0
<b>Program Management and Administration</b>				
4	Project director			\$0
5	Project coordinator			\$0
6	Teacher facilitator			\$0
7	Teacher supervisor			\$0
8	Secretary/administrative assistant			\$0
9	Data entry clerk	0	0	3425
10	Grant accountant/bookkeeper			\$0
11	Evaluator/evaluation specialist			\$0
<b>Auxiliary</b>				
12	Counselor			\$0
13	Social worker			\$0
14	Community liaison/parent coordinator			\$0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15	ESC specialist/consultant			\$0
16	ESC coordinator/manager/supervisor			\$0
17	ESC support staff			\$0
18	ESC other			\$0
19	ESC other			\$0
20	ESC other			\$0

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On this date:

By TEA staff person:

**Other Employee Positions**

21	Title			\$0
22	Title			\$0
23	Title			\$0
24	Subtotal employee costs:			\$3425

**Substitute, Extra-Duty Pay, Benefits Costs**

25	6112	Substitute pay	\$0
26	6119	Professional staff extra-duty pay	\$0
27	6121	Support staff extra-duty pay	\$0
28	6140	Employee benefits	\$0
29	61XX	Tuition remission (IHEs only)	\$0
30	Subtotal substitute, extra-duty, benefits costs		\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$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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By TEA staff person: \_\_\_\_\_

**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

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

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0

**Professional and Contracted Services**

#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$0

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By TEA staff person:

<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID:		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$5000
<b>Grand total:</b>		<b>\$5000</b>

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

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By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID:		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budget</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$1400
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$ 0
	Remaining 6400—Other operating costs that do not require specific approval:	\$0
<b>Grand total:</b>		<b>\$1400</b>

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

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

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$0
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$ 0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
<b>66XX—Software, capitalized</b>				
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0

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By TEA staff person:

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

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	1962	32%	
Identified homeless students	166	3%	
Students identified homeless with a 5A Crisis Code	2	.03%	
Students identified homeless with a 5B Crisis Code		%	
Students identified homeless with a 5C Crisis Code		%	
Attendance rate for identified homeless students	94.78	96.76	
Attendance rate for economically disadvantaged students	96.24	96.76%	

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

School Type:		X Public	Open-Enrollment Charter											
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
212	480	480	543	505	527	543	456	500	474	424	409	348	296	6194

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By TEA staff person:

We have used data to determine needs. We looked at identification, grades, attendance, discipline reports a ACT/SAT participation. Our data indicates that we are making improvements in identification but that we can increase our awareness and identify more students who meet the qualifications of homeless. Grades continue to show improvement and discipline referrals are down. However we see a definite need to have more Jr/Sr take the ACT/SAT and to help them with financial aid and college applications. We assisted many students last year with school supplies and fees and as our enrollment has increased steadily and we are opening a new elementary we know that needs will be there. We looked at participation of homeless students in summer enrichment camps and there were none. Consequently we want to provide registration fees for these students. We have started an Adult Mentor program that pairs community adults and district staff with struggling students. We want to be sure that homeless students are identified for this program.

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

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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#	Identified Need	How Implemented Grant Program Would Address
1.	Ongoing enrollment of homeless students in timely manner design to identify all students upon enrollment and throughout the year. The focus will be to have the campus staff understanding of the homeless enrollment procedures. This will be done by having effective staff development for the campus and district staff members	Continued training of registrars and counselors. Requiring new employees next year(current employees have been trained) to complete an online course in Homeless Students through our online professional development program Safe Schools
2.	Academic supports that help all students meet their College and Career Readiness goals that leads to grade promotion and graduation from high school along with giving them the ability to continue their post-secondary education. Increasing the number of homeless students that take the ACT/SAT.	The use of data from PEIMS (Public Education Information Management System), TAPR (Texas Academic Performance Report), PBMAS (Performance-Based Monitoring Analysis System), and classroom grades with input from the campus counselors and other staff concerning the reasons that they felt some homeless students had been showing lower academic performance will be used to provide more effective instruction. Thus, LCISD will provide a system of support to these homeless students in their academic acceleration, remediation, and enrichment programs to improve the homeless students' academic outcomes. A strong emphasis will be on using the homeless students participation in the ACT/SAT program.
	Providing funds for school fees, supplies, and related items that allows the homeless students to fully participate in school activities during the regular day and in extracurricular setting. This includes fees for summer enrichment camps.	Giving the student access to the materials and support to have academic progress by having access to the materials that they need to be effectively making passing grades, progressing at a normal rate to graduate and be promoted with age peers, have a normal school experience in terms of all traditional school activities, and passing state high stakes tests. The providing of these experiences will allow the students to have full academic, social, and emotional experience regardless of their being in a homeless

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**Schedule #14—Management Plan**

County-district number or vendor ID:

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Counseling	A 48 year veteran at LCISD, Licensed Professional Counselor and Licensed Professional Counselor Supervisor. Program Director for 2016-17 and 2017-18 McKenney Vento TXSHEP Grant
	Federal Grants Administrator	Former CFO , CPA
3.		
4.		
5.		

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

#	Objective	Milestone	Begin Activity	End Activity
1.	Ongoing enrollment of homeless students in timely manner design to identify all students upon enrollment and throughout the year. The focus will be to have the campus staff understanding of the homeless enrollment procedures. This will be done by having effective staff development for the campus and district staff members	1. Counselor and Registrar Staff Development	09/01/2018	08/30/2018
		2. New employee online professional development.	08/16/2018	10/01/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

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On this date:

By TEA staff person:

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

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently 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 list of homeless students is updated regularly and checked to determine if any students on this list are not making effective yearly progress (using the 3- & 6-weeks PEIMS and TAPR reports). Any students with need on Title 1 campuses are placed in appropriate additional programs and student at non-Title campuses access the set aside funds for programs at their campus.

An effective project evaluation will begin at the project start date and be ongoing throughout the project year. The project evaluation should be an ongoing assessment of the project's progress toward its desired outcomes. A strong evaluation component assists project managers in determining the project's strengths and those areas needing improvement. A robust, comprehensive evaluation design does the following: It incorporates project activities, outcomes, collaborations, ongoing financial review, and other elements. It describes how project successes and weaknesses will be identified and describes the process and positions responsible for making ongoing improvements to the project. It includes a timeline for major evaluation activities.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the plan for the 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.

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## Schedule #15—Project Evaluation

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Continued Professional Development for Counselors and Registrars	1.	Eduphoria sign in sheet and workshop credit
		2.	
		3.	
2.	3 , 6 weeks grade reports and semester reports	1.	Print outs
		2.	
		3.	
3.	School supplies and hygiene supplies	1.	Campus check out logs from school nurses and counselors
		2.	
		3.	
4.	ACT/SAT participation	1.	College & Career Advisor will provide statistics
		2.	
		3.	
5.	Graduation planning meetings with Jr/Sr homeless students	1.	College and Career Advisor will keep a log.
		2.	
		3.	

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

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## Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule)
All campuses will receive school supplies to be distributed to homeless students	Avg. 20 per campus	5 elementaries, 2 middle schools, 1 high school Campus Counselor	Check out list of materials	3
Staff Development for Counselors and Registrars prior to school 2018-19	17	Training Center Project Director	Workshop documented in Euphoria and sign in sheet	1
All high school Jr & SR homeless students will meet with the College and Career Advisor on a regular basis to discuss ACT/SAT and career readiness	30	College & Career Advisor	Sign in sheets	2
All campus nurses will be supplied with hygiene kits for the homeless students	60	all campuses nurse	Check out lists of materials	3
Registration for summer enrichment camps	8-10	On campus camps Project Director	Copies of Registration Forms	3
Financial Aid Workshop for Parents	100-200	High School Counselors	Sign in sheets.	2

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

County-district number or vendor ID:

Amendment # (for amendments only):

**Statutory Requirement 2a:** Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Communities in Schools of the South Plains	Providing afterschool services and related services to students and their families
2.	Woodrow Baptist	Providing assistance with emergency food, rent, and utility payments
3.	Cooper United Methodist	Providing assistance with emergency food and utility payments
4.	St. Luke United Methodist	Providing assistance with emergency food and utility payments, back pack snacks for secondary students
5.	South Plains Food Bank	Providing food boxes
6.	Community Health Center Of Lubbock	Providing Community External Needs Assessment Annual Meeting. Dental, free health care for homeless and undocumented, well checks/sports physicals, medication for ADHD health conditions, and some mental health conditions. Diabetes education and supplies
7.	Star Care-MHMR	Providing Triage, assessment, counseling, housing assistance, and some medications
8.	Lutheran Family Services	Providing assistance with emergency food and utility payments
9.	Legal Aid of Northwest Texas	Providing legal assistance and mediation with tenant disputes
10.	South Plains Association of Governments-211	Providing phone line and directory for 211 for information linking individuals to available
11.	Counseling Dept	Providing Counseling, recommending resources, financial aid
12.	College and Career Advisor	Providing assistance with college enrollment, ACT/SAT test registration, graduation plans, campus visits
13.	All Campuses	Enrolling, informing, referring and academic support

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14.	Title One Department	Providing Title 1 services to the homeless students
15.	Campus Nurses	Making sure that health issues of homeless students are addressed and providing hygiene supplies

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

County-district number or vendor ID:

Amendment # (for amendments only):

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

When all staff are trained in identifying homeless students then the likelihood of a student falling through the cracks is minimal.

Giving the student access to the materials and support helps them to be effective making passing grades, progressing at a normal rate to graduate and/or be promoted with age-peers, have a normal school experience in terms of all traditional school activities and passing state high stakes tests. The providing of these experiences will allow the students to have full academic, social, and emotional experience regardless of their being in a homeless situation.

**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.

Resources for homeless families are part of our school website. All parents in the district have access to student grades and absences on a daily basis through our SIS which is Skyward. Each campus has a parent newsletter. We also have a call out system to phone or text or email parents pertinent material. We have had a concentrated effort this year on Customer Service to make everyone who walks into a campus office feel welcome.

**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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Every opportunity available to a regular student is available to a homeless student. All students are eligible for all programs, extra curricular activities and support. We have a strict non discrimination policy. Any student who needs assistance will be helped regardless of their economic background.

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

County-district number or vendor ID:

Amendment # (for amendments only):

**Statutory Requirement 3a:** Describe the process for the development and preparation of the LEA's plan for coordinat 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 SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Homeless Liason and Title 1 Program Director meet to determine the needs of the homeless students in the district.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	3000	1404.20 supplies
Planned Set-Aside for 2017–2018	250	O use to date

**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 provide front side only. Use Arial font, no smaller than 10 point.

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LCISD's Title 1 Director is on the "approved homeless e-mail list" so that they receive notification with each new student who placed on the program. From this list, the homeless students on Title 1 campuses are placed in appropriate additional programs. The Title 1 set aside is used for extra services for these students on the non-Title campuses. LCISD's Title 1 Director is on the "approved homeless e-mail list" so that they receive notification with each new student who placed on the program. From this list, the homeless students on Title 1 campuses are placed in appropriate additional programs. The Title 1 set aside is used for extra services for these students on non-Title campuses. The homeless liaison provides the CIP/DIP committees with data related from the homeless student surveys and related academic, social, emotional data from a summary of the various reports generated throughout the school year. This allows this sub-group to be integrated into the general CIP/DIP so that these students are served as a part of the overall programming at LCISD and not singled out. The CIP provides services for this sub-group of students as a part of the standard system of serving other sub-groups. The additional item is that for the non-Title 1 campuses extra services for this population are included. The Homeless Liaison and Title 1 Director meet on an ongoing basis to determine that homeless students on Title 1 campuses are accessing these extra programs. Also, for the non-Title 1 campuses, they determine if any Title 1 program is needed for the homeless students. The set-aside funds are evaluated to determine if/when these extra services are needed that there is enough funds to provide the services for these students.

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

County-district number or vendor ID:

Amendment # (for amendments only):

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

Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
<b>School Selection:</b> Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	YES
<b>Enrollment:</b> Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	YES
<b>Transportation:</b> Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	YES
<b>Services:</b> Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	YES
<b>Disputes:</b> If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	YES

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On this date:

By TEA staff person:

At the beginning of the year every student returning student must have their parents fill out a Residency Questionnaire. This questionnaire is the one recommended by THEO. This info is entered into our SIS and any questions answered that would qualify a student for Homeless Services is flagged and sent to the homeless data clerk. They are then coded Homeless and Food Service and the Homeless Liaison are immediately notified. For new enrollees the registrars have received sensitivity training and ask the student or parents the right questions to determine homeless identification. They then code them homeless. Our second check comes when the new enrollee has to fill out the online Residency Questionnaire and then the above mentioned procedures come into play. Also any staff referrals are looked into and evaluated by the campus counselors.

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

County-district number or vendor ID:

Amendment # (for amendments only):

**For TEA Use Only**

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**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.

This school year 2017-2018 all employees teachers, administrators, nurses, teaching assistants, transportation, food service employees and police staff were required to complete a mandatory 23 minute online training that included Identifying Homeless Students, Enrollment and Transportation, Special Populations of Homeless Student, Unaccompanied youth and preschool children) and Facilitating Success in School. This training was provided by Safe Schools and a completion report is checked to be sure all employees have completed the training. A required quiz must be passed at the end of the module. Consequently everyone on our campuses have a basic understanding of the definition of homeless and the difficulties felt by homeless students.

In addition all campus counselors and registrars attended a 3 hour professional development prior to school. This training included sensitivity issues associated with enrolling homeless students.

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By TEA staff person: \_\_\_\_\_

Every 3 weeks a grade report is produced for the homeless liason and campus counselors with the grades of all home students. If failing grades are an issue then we intervene with various supports available on each individual campus. Our goal being to be proactive and try and assist before a 6 weeks failure occurs. Then each 6 weeks reports are created and the same interventions (tutoring, reading programs, etc) are applied.

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

County-district number or vendor ID:

Amendment # (for amendments only):

**For TEA Use Only**

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**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.

The homeless staff receives a 3-week Skyward report that provides grade, attendance, and discipline referrals for each of the homeless students. This provides a formative evaluation of the effects of the various programs and allows the staff to change/improve programs based on this objective data. The homeless staff use this information to link other social service provides to the families/students

The first of the formative evaluation is the 3-week reports on the identified homeless students' grades, attendance, and discipline referrals from the Skyward report. This report is generated by the homeless data clerk and given to the homeless liaison and campus counselor. Interventions are applied at this time. Credit reviews for homeless students take place at the beginning of every school year. We have a credit recovery program to assist high school students in regaining credit in a timely manner. In addition we have an alternative high school that allows a student progress at their own pace and to attend half day and then have time to work. This is also available for homeless students. Our graduation rate for homeless students is high. Adult mentors from the district and community are assigned to struggling students.

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By TEA staff person:

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

County-District Number or Vendor ID:

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Other
000	The applicant assures that no barriers exist to equitable access and participation for any groups			

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Other
A01	Expand opportunities for historically underrepresented groups to fully participate			
A02	Provide staff development on eliminating gender bias		x	
A03	Ensure strategies and materials used with students do not promote gender bias			
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender			
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender			
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program			
A99	Other (specify)			

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Other
B01	Provide program information/materials in home language			x
B02	Provide interpreter/translator at program activities			x
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.			
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	x		
B05	Develop/maintain community involvement/participation in program activities			

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B06	Provide staff development on effective teaching strategies for diverse populations			
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity			
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider			
B09	Provide parenting training			
B10	Provide a parent/family center	x	x	
B11	Involve parents from a variety of backgrounds in decision making			x

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

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Other
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school			
B13	Provide child care for parents participating in school activities			X
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities			
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program			X
B16	Offer computer literacy courses for parents and other program beneficiaries	X	X	
B17	Conduct an outreach program for traditionally "hard to reach" parents			
B18	Coordinate with community centers/programs			
B19	Seek collaboration/assistance from business, industry, or institutions of higher education			
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			
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			
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program			
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints			X
B99	Other (specify)			

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Other
C01	Provide early intervention			

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C02	Provide counseling			
C03	Conduct home visits by staff			x
C04	Provide flexibility in scheduling activities			
C05	Recruit volunteers to assist in promoting gang-free communities			
C06	Provide mentor program			
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities			

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By TEA staff person:

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

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Other
C08	Provide community service programs/activities			
C09	Conduct parent/teacher conferences			
C10	Strengthen school/parent compacts			
C11	Establish collaborations with law enforcement agencies			
C12	Provide conflict resolution/peer mediation strategies/programs			
C13	Seek collaboration/assistance from business, industry, or institutions of higher education			
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues			
C99	Other (specify)			

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Other
D01	Provide early identification/intervention			
D02	Provide counseling			
D03	Conduct home visits by staff			x
D04	Recruit volunteers to assist in promoting drug-free schools and communities			
D05	Provide mentor program			
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities			
D07	Provide community service programs/activities			
D08	Provide comprehensive health education programs			
D09	Conduct parent/teacher conferences			
D10	Establish school/parent compacts	x	x	x
D11	Develop/maintain community collaborations			
D12	Provide conflict resolution/peer mediation strategies/programs			

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D13	Seek collaboration/assistance from business, industry, or institutions of higher education			
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues			
D99	Other (specify)			

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Othe
E01	Provide early identification and intervention			
E02	Provide program materials/information in Braille	x		

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By TEA staff person:

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

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Other
G01	Provide early identification and intervention			
G02	Expand tutorial/mentor programs			
G03	Provide staff development in identification practices and effective teaching strategies			
G04	Provide training for parents in early identification and intervention			

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G99	Other (specify)			
<b>Barrier: Other Physical Disabilities or Constraints</b>				
<b>#</b>	<b>Strategies for Other Physical Disabilities or Constraints</b>	<b>Students</b>	<b>Teachers</b>	<b>Othe</b>
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints			
H02	Provide staff development on effective teaching strategies			
H03	Provide training for parents			
H99	Other (specify)			

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

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Other
L01	Coordinate with social services agencies			
L02	Establish collaborations with parents of highly mobile families			
L03	Establish/maintain timely record transfer system			

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L99	Other (specify)			
<b>Barrier: Lack of Support from Parents</b>				
<b>#</b>	<b>Strategies for Lack of Support from Parents</b>	<b>Students</b>	<b>Teachers</b>	<b>Othe</b>
M01	Develop and implement a plan to increase support from parents			
M02	Conduct home visits by staff			x

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**Barrier: Lack of Support from Parents (cont.)**

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

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Other
N01	Develop and implement a plan to recruit and retain qualified personnel			
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups			
N03	Provide mentor program for new personnel			
N04	Provide intern program for new personnel			

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N05	Provide an induction program for new personnel			
N06	Provide professional development in a variety of formats for personnel			
N07	Collaborate with colleges/universities with teacher preparation programs			
N99	Other (specify)			

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Othe
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits			
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits			

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

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

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

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

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

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Other
Z99	Other barrier			
	Other strategy			
Z99	Other barrier			
	Other strategy			
Z99	Other barrier			
	Other strategy			
Z99	Other barrier			
	Other strategy			
Z99	Other barrier			
	Other strategy			
Z99	Other barrier			
	Other strategy			

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Local Education Agency		Standard Application System (SAS)		
Z99	Other barrier			
	Other strategy			
Z99	Other barrier			
	Other strategy			
Z99	Other barrier			
	Other strategy			
Z99	Other barrier			
	Other strategy			

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