

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

2018–2019 Texas Education for Homeless Children and Youth

Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	September 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> 2018 APR -3 PM 2:33 </div>
Application deadline:	5:00 p.m. Central Time, April 3, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Galveston ISD	084-902		
Vendor ID #1746009214	ESC Region #	DUNS #	
17460009214	4	079397204	
Mailing address	City	State	ZIP Code
P. O. Box 660	Galveston	TX	77552
Primary Contact			
First name	M.I.	Last name	Title
Mary		Patrick	Executive Director
Telephone #	Email address	FAX #	
409-766-5177	Marypatrick@gisd.org	409-762-8465	
Secondary Contact			
First name	M.I.	Last name	Title
Tyler		Williamson	Accountant
Telephone #	Email address	FAX #	
409-766-5132	Tylerwilliamson@gisd.org	409-765-6384	

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 Kelli	M.I. Moulton	Last name Moulton	Title Superintendent
Telephone # 409-766-5121	Email address Kellimoulton@gisd.org		FAX # 409-762-8391
Signature (blue ink preferred)		Date signed	


Only the legally responsible party may sign this application.

701-18-109-060

Schedule #1—General Information

County-district number or vendor ID: 084-902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084-902

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **084-902**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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

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Schedule #3—Certification of Shared ServicesCounty-district number or vendor ID: **084-902**

Amendment # (for amendments only):

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

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

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

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

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

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

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Schedule #3—Certification of Shared Services (cont.)County-district number or vendor ID: **084-902**

Amendment # (for amendments only):

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

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By TEA staff person:

Schedule #4—Request for AmendmentCounty-district number or vendor ID: **084-902**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 084-902

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 SummaryCounty-district number or vendor ID: **084-902**

Amendment # (for amendments only):

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

The Galveston Independent School District will provide a Case Manager and a Homeless Liaison who will facilitate services to students who qualify as Homeless under the McKinney Vento Act. We will be providing assistance with school uniforms, school supplies, back packs, necessary items to assist the student and place them on a level playing field with their peers. Tutoring services are held during the school day, after school on campus and in conjunction with our local Boys and Girls Club. Students will receive enrichment activities as well. Within the school day, students will be provided breakfast, lunch, and if they so choose may obtain a meal after school. Students who are in need of a mentor will be assigned a mentor to provide support to them. Students who need Response to Intervention to assist them with academic or behavioral needs will be provided. If a student is in need of services that they qualify for, they will have access to the program such as special education, Bilingual/ESL (English as a Second Language), career and technical education, parenting program, dual credit, AP, credit recovery, and any program that is available to any other student. We will support the family by providing referrals to different agencies based on their needs following the completion of the Student Residency Questionnaire and an interview. At that time, we will serve as the case manager in providing the assistance needed to allow the family to become self-sufficient.

Throughout the year, the district along with community agencies will provide support to the families such as: 1.) Holidays – Thanksgiving – providing a Thankful basket which includes items needed for Thanksgiving Dinner or arrangements to attend a function where the meals are being provided. Christmas "Kelley's Angels" – students are selected based on different criteria and needs of the family. Each Kelley's Angel will provide their needs and wants along with all their sizes. Each Kelley's Angel is assigned a number. The Community selects an Angel based on their desire for a female, a male, and an age range (elementary, middle or high school student). The Homeless Liaison and the Case Manager will coordinate the desires of the students with different people in the community. Once the Community provides items for the students, the Homeless Liaison and Case Manager will coordinate and provide items to the students and the families. The Case Manager will assist the students in providing a thank you to the donors. Different times during the year, the Homeless Liaison and Case Manager will allow the family to grocery shop based on items received from different grocery stores which provides special events in order for shoppers to provide to those in need (ex. Thanks for Sharing food drive during Super Bowl).

Students will be provided incentives at the end of the six/nine weeks reporting period for Perfect Attendance and Honor Roll. We work in conjunction with each campus and support the campus with any student who qualifies as homeless to receive an incentive. Often times, we will work with the teacher and provide incentives within the classroom based on those items of effectiveness for the student.

During the summer, a summer camp is provided to any student who qualifies as Homeless. The bus will pick up the students each morning and transport them back home in the afternoon. Students are provided breakfast, lunch, snack, and an evening meal. If needed at the end of the week, they will be given a back pack full of food for the weekend provided by the Food Bank. Students are provided tutoring in the area of Reading, Writing and Mathematics. We do enrichment activities in the areas of Science, Social Studies and Technology. The Case Manager will meet with each student teacher to find the area of needs for the student whether it is intervention or enrichment or a combination of both. An individualized program will be designed for each student. Resources from the community are brought into the Boys and Girls Club. Students are provided community outings based on the goals whether it is an intervention or enrichment activities that are linked to the TEKS. The students are placed with students who do not qualify as homeless, but the funding for the homeless is provided with the funds from the local district, community support or The Texas Education for Homeless Children and Youth.

Parents will be provided with different resources that are available in the community. Those items are placed on the district website. These items are provided weekly from the local Homeless Coalition.

Meetings will be held with the students at the high school on an individual level to meet their needs. These meetings are coordinated with the Principals and Counselors in the different small Learning Communities at the high school. The Homeless Liaison will work very close with the Seniors to assure that they remain on target to graduate and assisting them with their future beyond high school.

We will work closely with each employee in the district with training about students who qualify as Homeless under the McKinney Vento. This is a training that is ongoing with staff. We will have an opportunity to be on the agenda each month when the Attendance Clerk and the Secretary from each campus attend training with the PEIMS Director.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **084-902**

Amendment # (for amendments only):

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

The Homeless Liaison will provide training to Administrator during the monthly staff meeting.

The Homeless Liaison will continue to provide community awareness about the Texas Education for Homeless Children and Youth and to all staff in the Galveston Independent School District and the community.

The GISD Transportation Department and the Homeless Liaison will work close with other districts in providing School of Origin Transportation for students, who qualify,

The Homeless Liaison meets with all hotels and shelters to provide information about the program. At that time, we request for that we post the flier and leave brochures for their clients. Most places will even provide us a contact person at their facility in case we need to contact a student or parent.

GISD is committed to providing ANY and all services and programs to meet the needs of ALL students even the students and youth who are experiencing homelessness,

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By TEA staff person:

Schedule #6—Program Budget SummaryCounty-district number or vendor ID: **084-902**

Amendment # (for amendments only):

Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)

Grant period: September 1, 2018, to August 31, 2019

Fund code/shared services arrangement code: 206/295

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$43,506.92	\$0	\$43,506.92
Schedule #8	Professional and Contracted Services (6200)	6200	\$1,000.00	\$0	\$1,000.00
Schedule #9	Supplies and Materials (6300)	6300	\$7,776.62	\$0	\$7,776.62
Schedule #10	Other Operating Costs (6400)	6400	\$1000.00	\$1200.00	\$2,200.00
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$53,283.54	\$1200.00	\$54,483.54
Percentage% <u>indirect costs</u> (see note):			N/A	\$2,816.46	\$2,816.46
Grand total of budgeted costs (add all entries in each column):			\$53,283.54	\$4,016.46	\$57,300.00

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements	N/A	N/A	N/A

Administrative Cost Calculation	
Enter the total grant amount requested:	\$0
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:	\$0

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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By TEA staff person:

Schedule #7—Payroll Costs (6100)County-district number or vendor ID: **084-902**

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director		1	\$3,000.00
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
Other Employee Positions				
21	Case Manager	1		\$28,766.92
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$31,766.92
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112 Substitute pay			\$0
26	6119 Professional staff extra-duty pay			\$4,000.00
27	6121 Support staff extra-duty pay			\$2,000.00
28	6140 Employee benefits			\$5,740.00
29	61XX Tuition remission (IHEs only)			\$0
30	Subtotal substitute, extra-duty, benefits costs			\$11,740.00
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$43,506.92

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: **084-902**

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:		\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$1,000.00
(Sum of lines a, b, and c) Grand total		\$1,000.00

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

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 084-902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$7,776.62
Grand total:		\$7,776.62

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: 084-902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$1,000.00
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$1,200.00
Grand total:		\$2,200.00

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: 084-902		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

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

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **084-902**

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	942	17%	
Identified homeless students	942	12%	
Students identified homeless with a 5A Crisis Code	141	88%	
Students identified homeless with a 5B Crisis Code	1	100%	
Students identified homeless with a 5C Crisis Code	129	90%	
Attendance rate for identified homeless students	NA	89%	
Attendance rate for economically disadvantaged students	NA	95%	

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

School Type:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter			
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Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
172	72	83	89	67	67	70	58	60	47	46	45	25	41	942

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By TEA staff person:

Schedule #13—Needs AssessmentCounty-district number or vendor ID: **084-902**

Amendment # (for amendments only):

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

Galveston ISD examines many data sources and involves many stakeholders when conducting a needs assessment. District and school leaders look at TSDS (Texas Student Data System), Skyward - STAAR data, attendance data, demographic data, discipline data, progress measures from reading and math inventories, PBMAS, TELPAS, norm reference test data, mobility rates, homelessness, surveys, special needs, and bilingual/ESL performance to identify both campus and district areas of focus.

The District Leadership Team along with the Curriculum and Instruction Department help frame the priorities for the District based on the Needs Assessment. Their suggestions and rationale are presented to the District Education Committee who assists in the refinement of the targets for the District's Improvement Plan. The Homeless Liaison sits on the District Education Committee and she is part of the Curriculum and Instruction Department. The Homeless Liaison also seeks input from the parents, students, and the Community Partners. That information is also reported to the District Education Committee. The DEC is made up a representative from each campus, a parent from each campus, a parent who has a student or youth experiencing homelessness, several individual from our partner agencies, the Superintendent and the District Leadership Team, the Principal from each campus, the Special Education Director, the Homeless Liaison, and other C & I Team Members. After review and refinement from the DEC, the Curriculum and Instruction Team presents the goals and objectives to the school board. The School Board reviews to ensure that the targets are aligned with the Board's Student Outcome Goals. If they are not, either the C & I Team makes an adjustment or the Board adjusts its Progress Measures in the Student Outcome Goals.

Campuses go through a similar process by reviewing their data which also includes look at the trends over a three to five-year span of time. The Campus Advisory Committees review and refine the goals and objectives. Those goals and objectives align with the district's strategic plan and the District Improvement Plan. Campuses also conduct surveys to gather feedback from their parents, students, and faculty members. The Homeless Liaison is a part of the campus process. They consult the Homeless Liaison, get her input and formulate the Campus Improvement Plan which includes students experiencing homeless and unaccompanied youth.

The Homeless Liaison conducts campus staff development to ensure that the campuses understand how to include Homeless students into their planning process. The Assistant Superintendent for Curriculum and Instruction reviews the Campus Plans and shares each campuses goals and objectives with the School Board.

A survey is also conducted with the parents and students to assess the level of support that the students and parents received from the Discovery Club (students experiencing homeless and youth). This survey is done informally after each interview and formally at the end of the year. This information is used to continue improving how we are serving students and the families.

GISD is a school wide and ALL students have access to any and all programs and services including students and youth experiencing homelessness. Because of the philosophy of the district, this process causes the district not to have barriers. If they existed, we would be able to detect them and put steps in place to eliminate them.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **084-902**

Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	Provide Basic Needs (clothes, supplies and food)	After the family completes the SRQ, students are fitted for school uniforms and back packs based on the requirements of the campus. Other clothing donated by the Community and different agencies are also provided. Based on the needs of the families from the interview, the family will be provided emergencies food until we can get the assessed for services through CAN (Coordinated Access Network).
2.	Provide Case Management Services	The Case Manager and the Homeless Liaison will case manage the family to assist them by providing the pathway to services for the family in the community. The members of the Gulf Coast Coalition emails weekly updates to assist in this area for parents.
3.	Improve the academic progress of students and youth by assuring appropriate instructional services.	The Homeless Liaison and Case Manager will meet with the campus Principal and/or Counselor to review the progress of the student to assure that the students are getting the services needed. Also, we take this opportunity to find out if there is any additional support that is needed for the student such as certain materials and/or supplies. Provide incentive for students who are being successful. Added support is provided during the summer.
4.	Improve student attendance	The Homeless Liaison and Case Manager works closely with the Attendance Officer for the district and the campus Principal, Attendance Clerks and Counselors, Attendance is checked daily. Once a student misses three days, we will talk with the student and/or the parent, to determine the problem. Once the problem has been identified, we will assist with a solution. We will also provide incentives for the student and/or youth.
5.	Mentoring and Tutorial Services	The Homeless Liaison and Case Manager will assist the campuses when assigning a Mentor to the student. The tutorial services are monitored each six weeks by the Case Manager and the counselor. If additional services are needed for the student, the Homeless Liaison and Case Manager will assist in providing additional resources. These services are also provided during the summer.

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Schedule #14—Management PlanCounty-district number or vendor ID: **084-902**

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.	Executive Director of Sp. Programs	Master's Degree in Midmanagement, 41 years in education (33 in administration) – Supervises Homeless Program, Nurses, PK 3 and PK 4. Past experiences supervised Special and Bilingual Education, Drop Out, Attendance/Tuancy, Textbooks, Discipline
2.	Case Manager	15 years of experience working with indigent families, homeless and at-risk students and previous case management experience working with individuals with disabilities.
3.	Accountant	14 years in accounting in the areas of night audit supervisor, lead accounts payable, income auditor, Account Manager, and an Assistant Director of Finance in million dollar corporations. He has an Associate and a Bachelor Degree in Finance.
4.	PEIMS Director	20 years of experience in Texas public schools, 7 of those are in PEIMS at the district level. Also, she has experience in data entry, extraction and disaggregation of data.
5.	Secretary	19 years as a secretary in Special Education, Homeless, Drop Out, Pre-K/Head Start. She works well with families. She serves on the Policy Council for Head Start.

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.	Create a level playing field by providing the basic needs for students.	1. Provide school uniforms and pack backs	08/27/2018	05/30/2019
		2. Provide emergency food if needed.	08/27/2018	08/31/2019
		3. Assist families with access to different agencies	08/27/2018	08/31/2019
		4. Seek temporary shelter if needed.	08/27/2018	08/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Improve student academic progress	1. Monitor student academic achievement.	08/27/2018	05/30/2019
		2. Celebrate the student's achievement.	08/27/2018	08/31/2019
		3. Provide intervention and enrichment services.	08/27/2018	08/31/2019
		4. Provide tutorial and mentoring services.	08/27/2018	08/31/2019
		5. Review accuracy of students' correct placement	08/27/2018	05/30/2019
3.	Improve student attendance	1. Monitor student attendance daily.	08/27/2018	05/30/2019
		2. Increase school to home communication	08/27/2018	05/30/2019
		3. Celebrate student's accomplishments in attendance	08/27/2018	05/30/2019
		4. Provide interventions to support attendance issues.	08/27/2018	05/30/2019
		5. Provide support to parents in assisting the students,	08/27/2018	05/30/2019
4.	Improve instructional services	1. Create academic support for students.	08/27/2018	05/30/2019
		2. Seek tutorial services for the student.	08/27/2018	08/31/2019
		3. Seek mentoring services for the student.	08/27/2018	08/31/2019
		4. Seek intervention services for the student	08/27/2018	08/31/2019
		5. Seek the different programs that are needed.	08/27/2018	05/30/2019
5.	Provide summer interventions and enrichment activities	1. Consult with the teachers to find areas of need.	05/01/2019	08/31/2019
		2. Develop a plan of action to provide interventions.	05/01/2019	08/31/2019
		3. Provide the interventions during the summer.	06/03/2019	08/31/2019
		4. Provide the enrichments during the summer.	06/03/2019	08/31/2019
		5. Evaluate the intervention or enrichments.	06/03/2019	08/31/2019

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

Schedule #14—Management Plan (cont.)**For TEA Use Only**

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By TEA staff person:

County-district number or vendor ID: 084-902	Amendment # (for amendments only):
<p>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.</p> <p>Feedback and Continuous Improvement happens on-going through the PLC's on the campus with the Principal, Instructional staff, and the Homeless Liaison when needed to review the Campus Improvement Plan that includes goals and objectives for all students including students and youth experiencing homelessness. The Campus staff is a part of the process and they are fully engaged in making sure that all students are successful. Because the staff is a part of the planning process they have ownership in the goals and objectives for all students especially those that are experiencing homelessness. The continuous improvement cycle (Plan – Do – Study – Act) will be a part of the weekly PLCs. The Campus Principal provides on-going communication with the Homeless Liaison.</p> <p>A review of the goals is also conducted by the DEC at midyear and the end of the year.</p> <p>As the Homeless Liaison Case Manager, we are constantly monitoring the goals and seeking input from administration, staff, parents, and the community and continuing to make updates and improving things for our students, youth and parent experiencing homelessness. As I attend the different meetings with the different agencies, I am constantly getting input on our goals and objectives to obtain a community perspective. In obtaining this input, a standard survey is used to see either if changes are needed.</p>	
<p>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.</p> <p>Sustainability has to be built in as part of the implementation process. In order to ensure the program is sustained, the staff has to be engaged in some facet of the planning process. Teachers and staff work together and continuously review the goals and provide feedback to improve the outcomes. In addition, teachers work together as learners to ensure that students are meeting with success. Students' success is critical to meeting the goal and student outcomes of the district which links to the grant for students and youth experiencing homelessness.</p> <p>Leadership is another critical factor for sustainability. The campus leadership team champions commitment for the mission and vision. The team inspires teachers to take initiative and celebrates the success of students. The Homeless Liaison is responsible for being a good steward of the grant funds and ensuring that every dollar spent is an investment in our students and youth experiencing homelessness. Also, the Homeless Liaison with support from the Campus Principal and the District Leadership is responsible for creating systems and a culture that support the changes so that everyone understands and meets the established expectations.</p> <p>In our district, we are committed to continue to analyze data to make sure that we are doing everything we need to do to ensure the success of all students especially those that are experiencing homelessness.</p>	

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **084-902**

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.	Annual Survey with students and families	1.	Parents, students, and youth provide feedback – services received.
		2.	Feedback from each of the collaborators and agencies.
		3.	Feedback on case management.
2.	Tracking of students performance	1.	Improved academic grades
		2.	Improved attendance
		3.	Reduction in discipline referrals
3.	Tracking of student growth	1.	Improved progress each six weeks
		2.	Improved progress from one year to the next
		3.	Making progress on all State Mandated Assessments
4.	Tracking of Mentoring/Tutoring as per the sign in sheet and	1.	Tutorial services provided
		2.	Mentors provided the needed support
		3.	
5.	Survey of needed summer interventions/enrichments	1.	Feedback from students and parents
		2.	End of the summer project
		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.

The annual survey is done in several ways: 1.) we have the survey listed on the website and we do a call out system to the parents to respond to the survey. Additional information is given to the student to urge students and parents to do the survey. A request is sent to the email on file for the student and the parent. 2.) Paper copies of the survey are listed at each campus and some of our sights where many of our students attend after school services off campus. 3.) At the high school, the Homeless Liaison meets with the students to provide input on the survey. 4.) At the end of the summer, the students and/or parents completed a survey on services received during the summer. The students will submit their end of the summer project.

Data will be collected from the different collaborators during a one on one interview either in person or by telephone.

Much of the data is collected through the Texas Student Data System, our Skyward and AWARE system – existing test data, attendance, discipline, grades, and etc.

The data is also collected from each campus at mid-year and end of the year to determine the number of participants in the difference programs, activities and services being offered. The data includes the services that each homeless student/youth has received on a campus. The campuses also keep sign in sheets for any time of parent meeting that is held. We review those sheets to identify our parents.

Academic data is reviewed on each student every three and six weeks in Skyward (computer management system). We review it all at the end of the year to look at the gains or losses. We also use that data to determine interventions or enrichment activities during the school year and the summer. Also, it helps with the planning for the next year as to the steps we will take to assist the student.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **084-902**

Amendment # (for amendments only):

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

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Provide Nutrition to the students (breakfast, lunch and evening meal).	600	Campuses - Cafeteria (Cafeteria Manager)	Horizon System Director of Child Nutrition/Homeless Liaison	1
Provide academic, enrichment support and monitoring before, during and after school.	600	Campuses/Boys and Girls Club (Campus Counselors, Case Manager, Executive Director of Boys and Girls Club)	Skyward List of Students Homeless Liaison	1
Provide school uniforms and school supplies.	300	Campuses/Discovery Office (Case Manager)	SRQ Form Case Manager	1,2,3,4,5
Provide emergency food and supplies.	50	Discovery Office (Case Manager)	SRQ Form Case Manager	1,2
Refer families to community agencies for housing, utility, health and human services	25	Discovery Office (Case Manager/Homeless Liaison)	SRQ Homeless Liaison	1,2
Provide summer programming for academic needs and enrichment	50	Boys and Girls Club Campuses (Case Manager, Teachers, Aides)	Sign In Sheet/Individual Plans Case Manager	1,3,4,5
Provide mentoring services to the students.	50	Campus (Case Manager)	Skyward System (Counselor/Homeless Liaison)	3
Provide assistance with enrollment with paperwork (birth certificate, school records, etc.)	100	Campus (Enrollment Clerk)	Sign In Sheet (Homeless Liaison)	2
Assist students to complete paperwork for students to attend college.	20	Campus (Counselor/Homeless Liaison)	Sign In Sheet (Homeless Liaison)	2
Provide assistance to students in specialized programs such as special education, Bilingual Educations, and etc.	25	Campus (Counselor)	Skyward System (Homeless Liaison)	2,4

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **084-902**

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.	Child Nutrition Department	Provides breakfast, lunch, after school meal, and summer meals
2.	Homeless Coalition	Provide support with services for children and youth along with their families that are available (flyers, emails, meetings, and etc.)
3.	City of Galveston Grants Dept.	Provide homebuyer program for first time home buyers (down payment and closing cost) – Fair Housing Assistance
4.	Boys and Girls Club	After school tutoring, mentoring, summer programming, parent meetings, and Discovery Club location
5.	Society of St. Vincent de Paul	Provide school supplies, socks, underwear, assistance with utility, rental assistance, furniture and household goods
6.	Family and Community Engagement	Provide Mentoring services and gain community partnership for any need for students.
7.	Resource and Crisis Center	Shelter for families for domestic violence and sexual assault survivors
8.	Children's Center	Mentoring, education, support meetings, shelter, case management, foster care services, and orientation for new comers
9.	St Vincent House	Food pantry, snack packs, transportation, clothes, family service, medication, family service, case management
10.	Galveston Community Action Council	Providing services to PK 3 students who are homeless, health and dental services, food, clothing and parental support
11.	Women Inc.	Rental assistance, counseling and search, case management and enrollment in mainstream benefits. Services such as childcare, budgeting, education, employment assistance, and etc.
12.	UTMB Teen Health Center	Medical and Mental Health Services
13.	Moody Early Childhood Center	After school care for PK 3 and PK 4 beyond the school day, parenting meetings, weekly activities, early intervention services
14.	Communities in Schools of Galveston County	Provide intervention services to students
15.	Serenity Dermatology and Laser	Back packs, school supplies, toiletry items and incentives

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **084-902**

Amendment # (for amendments only):

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

The Homeless Liaison will continue to provide training to the staff of GISD about the process of identifying, enrolling and providing families with access to different services in the community. The Liaison will continue to serve on different Boards and Committees in the Community advocating for homeless children and unaccompanied youth. The Liaison will continue to make sure that fliers and brochures are in every possible location in the Galveston with contact information. The Liaison will work closely with the counselors and Assistant Principals at each campus to ensure that homeless children and unaccompanied youth are enrolled immediately and provided the needed services. A six/nine-week review of each student to review services and the status of how each student is progressing. A review meeting will determine if additional services are needed or the student is being successful. The counselor at each campus will be responsible for contacting the Homeless Liaison or the Case Manager for immediate steps to provide action on behalf of the student. Constant monitoring will take place.

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

Parents will be provided current information on the website. When issues arrive parents meet with the campus staff to determine goals and the outcome for each student. The parent is a part of the decision making process for their student. The parent is the key element when planning for the student. We provide any and all opportunities for parents to be involved in the total education of their child. If the parent is not satisfied, my name and number is given to the parent and the campus will also contact me to follow up with the parent. The Family Engagement Specialist reaches out and meets with parents to provide needed training to assist parents in how to work with their children educationally or behaviorally. The district and each campus has social media pages to provide information and keep parents and students informed. The district and each campus webpage is linked to the Discovery Club page which provides up to date information for students, youth and families experiencing homelessness.

Parent Engagement is critical to the success of ALL students. Specifically, to the parents or guardian of homeless children, we will do the following:

- Ensure we have the most recent contact information to ensure they are receiving weekly update on campus activities, student project and parent meetings
- Assist them with getting connected to our student management system so they can stay abreast with their child's grades and progress
- Personally invite them to join the PTA and connect with other parents
- Invite them to volunteer for book fair, math week, literacy week, STEM Week and more.

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

Homeless children and unaccompanied youth are integrated into the regular education and they are provided all access and services in GISD. All programs and services are provided to ALL students in GISD. GISD is a school wide district where support is provided to all students and students experiencing homelessness are placed in classes and program like all other students in GISD. The only time it may vary if additional support is needed to be successful, but they remain integrated in the regular education program. Homeless children and unaccompanied youth are held to the same standard of excellence as any other student with support. All students are expected to learn grade level content material to mastery, be involved in campus enrichment activities, participate in community events and represent our school. We work to train all student on become leaders within our learning community. All students are expected to complete projects, maintain 75% or above on their report cards/progress reports and carrying leadership characteristics daily.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **084-902**

Amendment # (for amendments only):

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

After reviewing the needs of the campuses, the Homeless Liaison and the Assistant Superintendent for Curriculum and Instruction discussed what additional support could be provided to the students who were experiencing homelessness. Campuses specifically requested Title funds to support After School and Saturday tutorial sessions. Funds were set aside to ensure that homeless students could have additional support.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	0	GISD is a school wide title district so all students including homeless benefitted through all planned extended learning activities.
Planned Set-Aside for 2017–2018	\$5,000.00	Funds will be used for extended learning activities such as after school and Saturday tutorials.

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

The students have access to all supports that other students have because GISD is school wide. The additional \$5,000.00 set aside to provide campuses an additional \$500.00 for extended learning opportunities to support students experiencing homelessness in their academic efforts.

The Homeless Liaison provides on-going training with the all departments and campuses. Training is provided at the beginning of the year to staff during the Annual Back to School Conference by Jeanne Stamp. We have different sessions. The sessions are for Administrators/Counselors/Central Office Staff, Instructional Staff, Transportation Department, Cafeteria and Custodians. Then sessions are held on individual campuses. The Homeless Liaison also provides training during Administrative staff meetings with Campus Administrators, Curriculum and Instruction Staff, and other District Leaders.

The Homeless Liaison works directly with the campus Principal and the Campus Team after the Needs Assessment has been completed. She works to assist the campus with the Campus Improvement Plan to make sure that the campus has included students who are experiencing homelessness.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 084-902	Amendment # (for amendments only):
Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **084-902**

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(a.) All students who enrolls in the school district must complete an enrollment/re-enrollment packet. Included in this packet is the Student Residency Questionnaire. Every student completes the form. The form is submitted to the Homeless Liaison immediately (the day of enrollment for review). Students are either Q – qualified or DNQ – do not qualify. If a student is determined to qualify for services, they are immediately placed in the Skyward System and the paperwork is placed in a notebook. Services begin immediately. Families and students who are experiencing homelessness will be contacted for an interview. In most cases, they will contact us. Most parents are aware of the location of the program which is the Discovery Club.

(b) Those who do not qualify are placed in a file by campus in alphabetical order under DNQ. If the student circumstances changes during the year, the campus staff contacts the Discovery Club Office, the form is pulled and adjusted based on the new information. Once the student qualifies, the Discovery Club will begin the process of interviewing the student, unaccompanied youth and the family to determine the needs of the student and/or family. This is an on-going process all year because a student may become homeless at any time. We provide on-going staff development with staff on the different signs to notice about a student who may be experiencing homelessness and sometimes attempt to keep it hidden. Another group that we communicate with is the Transportation Department. In many cases, they will be the first to know if the living situation for a parent has changed.

(c) Fliers and brochures are all over town. People from the community may call and report a situation with a student. The Homeless Liaison, Case Manager will immediately make a visit to determine the needs and work to get the student enrolled in school. The Homeless Liaison will work with the previous school to obtain information to make sure the student does not lose any credits. The student is immediately enrolled while the Case Manager works with the registrar to obtain all necessary documents. If the student does not feel like public school is an option, all available services are reviewed with the student and the families. All options are presented to the family to make an informed decision. The School of Origin is also reviewed with the family. If the School of Origin is an option, the Transportation Department the Homeless Liaison begins the process of developing a plan for School of Origin. The Homeless Liaison from both districts work on a plan of action to facilitate the student getting back in school at the School of Origin if that is the desire of the student or unaccompanied youth.

(d) All Prekindergarten and Early childhood services enrolls on one campus. Parents can come at any time to enroll and be provided their needs from one campus (Moody Early Childhood Center). Services are even provided for Infants and Toddlers for students who are homeless. Funds are provided for families who are homeless. If the Infant and Toddler program is full, we will work with other day care facilities to obtain programming for infants and toddlers. PK 3 services are provided immediately for students on the campus with uniforms, school supplies, back packs breakfast and, lunch. PK 4 parents are provided assistance in completing the Early Childhood Packet and we assist them in placing their PK 4 student on a campus uniforms, school supplies, back packs, breakfast and, lunch.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **084-902**

Amendment # (for amendments only):

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

The Homeless Liaison provides on-going training with the all departments and campuses. Training is provided at the beginning of the year to staff during the Annual Back to School Conference by Jeanne Stamp. We have different sessions. The sessions are for Administrators/Counselors/Central Office Staff, Instructional Staff, Transportation Department, Cafeteria and Custodians. The Homeless Liaison does a session with new staff to the district.

Then sessions are held on individual campuses. Fliers and brochures are placed on every campus with the Homeless Liaison contact information.

The Homeless Liaison also provides training during Administrative staff meetings with Campus Administrators, Curriculum and Instruction Staff, and other District Leaders.

Additional sessions are held during monthly meetings with the clerical staff from the campus.

The Homeless Liaison provides specific written instructions with samples to the clerical staff on each campus.

The Homeless Liaison provides training and information to the different agencies in Galveston especially those that Collaborate with the district. As the Homeless Liaison delivers brochures and fliers, she is educating the community on procedures and processes for students, youth and families experiencing homelessness. She attends the Gulf Coast Homeless Coalition meeting and provides awareness about the Discovery Program in GISD.

At the beginning of the year, a visit is done to all the shelters and hotels. We introduce ourselves, discuss our program with them, and provide posters, brochures and my business card. We are also give a contact to notify if the need arises in working collaboratively with the parent.

Parent meetings, sessions are held to educate all parents on the benefits and procedures for identification and enrollment of students, youth and families experiencing homelessness. From those sessions, we find additional students who should be receiving services.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **084-902**

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district is invested in early interventions by providing full day to PK 3 and PK 4 students who qualify for services. Students experiencing homelessness automatically qualifies for service. All students who register and qualify are provided full day services from 7:30 – 3:00 each day. Students are assessed and progressed monitored with the C-PALL and through the use of Student Learning Objectives. The goal is that all students including those experiencing homelessness will read on or above grade level by third grade. Through the C-PALL is given at the beginning of the year and at the end of the year. Through the Student Learning Objectives, the students are given a Pre-Test, and progress monitored every four weeks beginning in January. After each progress monitoring, interventions and enrichment activities are set up for each student. The district has also invested in a partnership with Head Start to provide additional support. GISD has an additional partnership with a private non-profit group that provides services to babies from six weeks to 2 years old. They use the same curriculum and provide interventions and enrichments activities based on the needs of the students and families. 70% of the students are economically disadvantaged, but 20% of them are experiencing homelessness and receive scholarships and assistance from the Texas Workforce to provide an educational setting to the children. The PK 2 and PK 3 work together to vertically align to provide academic needs to the students and families.

For students in K and 1st grade, the district uses the TPRI.

Additionally, every campus has Student Learning Objectives. Students are given a pre-test and progress monitoring is done at different intervals. After each progress monitoring, the teacher will meet with a grade level team to discuss and develop interventions or enrichment activities for students. If students need additional services, the recommendation is made by the Response to Intervention Team. The goal is that all students including those experiencing homelessness will read on or above grade level by third grade.

Early monitoring is also provided through the Renaissance System for grades 2 -4 in Mathematics and Reading. Students are identified and receive intervention or enrichment within the first two weeks of school. Students' progress is continually monitored through teacher observation, formal and informal assessments, and additional Renaissance testing at mid-year and the end of the end of the year. The students are identified with an At-Risk Indicator code on Skyward. In Reading or Mathematics, if students are placed in Tier 2 – they receive small group support and interventions three to four times a week. In Reading or Mathematics, if students are placed in Tier 3, they receive small group and interventions four to five times a week.

At the middle school, students are reviewed every six weeks using all the available data and determine if interventions or enrichment services are needed for the students.

At the high school, the Assistant Principal and the Counselor meet in their small Learning Community every six weeks to review each student. The Homeless Liaison sits in some of the meetings. If a problem exists, the Homeless Liaison is contacted immediately to provide input on the student.

Monitoring in constantly in place with all students. We use the Response to Intervention model on all campuses in GISD.

All students including students who are experiencing homelessness receive interventions and enrichment services to assure that students will be reading on or above grade level by third grade. Also the goal is to attain and progress their skills to move through school and successful graduate and become a productive citizen of society.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **084-902**

Amendment # (for amendments only):

TEA Program Requirement 4: Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the middle school, the campus procedures are to review, monitor and implement academic support services to ensure secondary students are on track for grade-level promotion include:

- Student data/academic conference
- The utilization of data trackers
- Unit exams
- Semester Exams
- Data discussions among
- Review/Grading Interactive Journals
- Frequent communication with parents

Student data is constantly being review after each assessment and through daily exit tickets. Student schedule adjustments are considered, intervention schedules adjusted and constant attendance monitoring. The campus team meets with every single student every six weeks. The Campus Administrator contacts the Homeless Liaison if there is an issue with a student who is experiencing homelessness.

At the high school, they are a part of small Learning Community. Each Learning Community is led by an Assistant Principal and a counselor. The counselor tracks the students and to ensure that they are being successful and are on track to graduate. When a student enters the campus, the counselor, registrar, and any other appropriate staff meets with the student and the parent. All students complete an enrollment packet with the SRQ and an interview is held with the student. If in reviewing the SRQ if the student is one who is experiencing homeless, the Homeless Liaison is contacted to review the records. The Homeless Liaison will meet with the counselor review all the documentation to make sure that all records and information has been obtained. If a student is in danger of not being successful, we will meet and develop a plan of action. If records need to be obtained, we will seek to get the records. Students will be placed in classes that will help them to be successful. If a student is not doing well, they could be placed in tutoring, placed with a mentor or even placed in a credit recovery class. Each student has a four-year plan which is located on Skyward. Each six weeks the information is reviewed with the student and the student is given feedback. At our Alternative Education Campus, the team meets with every student every week.

The Attendance/Drop Out Committee reviews all five cohorts (freshman – Seniors and the continuers) beginning in August. As students withdrawn the cohort lists are updated daily. When a student withdraws they are given a 98 code until they land at another school. If after a week, the registrar does not have conformation whether a homeless student has landed at another school, I am contacted. I will attempt to contact someone to either get the student back in his previous school or in a school where he or she is residing. Our committee meets weekly from August to October, every two weeks from November through January and monthly from February to May.

Overall, constant communication is held between the Homeless Liaison, the campus, and the Curriculum and Instruction Team to make sure that students are being track to keep them on course for promotion graduation, and ready for college and career readiness.

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Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **084-902**

Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **084-902**

Amendment number (for amendments only):

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **084-902**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

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

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **084-902**

Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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