

# Texas Education Agency Standard Application System (SAS)

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

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

**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>			
Organization name	County-District #	Amendment #	
Angleton ISD	020902		
Vendor ID #	ESC Region #	DUNS #	
	4	099801946	
Mailing address		City	State ZIP Code
1900 N. Downing		Angleton	TX 77515
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Dena	R	Cline	Grant writer
Telephone #	Email address		FAX #
979-864-8049	<a href="mailto:drcline@angletonisd.net">drcline@angletonisd.net</a>		979-864-8070
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Charolet		Kremmer	Director of Academic Services
Telephone #	Email address		FAX #
979-864-8034	<a href="mailto:ckremmer@angletonisd.net">ckremmer@angletonisd.net</a>		979-864-8070

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name	M.I.	Last name	Title
Dr. Patricia		Walker	Superintendent
Telephone #		Email address	FAX #
979-864-8000		<a href="mailto:drpat@angletonisd.net">drpat@angletonisd.net</a>	979-864-8070

Date signed

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

**Schedule #1—General Information**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

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

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

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

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

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

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

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

**Part 2: Acceptance and Compliance**

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

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

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

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

County-district number or vendor ID: 020902

Amendment # (for amendments only):

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

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

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By TEA staff person:

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

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

County-district number or vendor ID:

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
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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

County-district number or vendor ID:			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
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	
<b>Grand total:</b>				

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**Schedule #4—Request for Amendment**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

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

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

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

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

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

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

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

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New 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.	<u>Indirect cost</u> ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:



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

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

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

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 020902

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.

With the effects of Hurricane Harvey pushing our homeless student population to 10%, a part-time case worker is needed in order to help meet the emergency basic needs of students at Angleton ISD and in order to free the licensed social workers' time for necessary followup and counseling work that is vital to serving homeless students and their families. Evidence shows that students experiencing homelessness do not perform as well academically as their housed counterparts, and youth homelessness is associated with higher rates of truancy and lower rates of high school graduation (Perlman and Willard, 2013). Our social workers need to be able to monitor these important academic areas for students, while resting assured that the basic items and services that students and families need on an emergency basis are provided.

Angleton ISD currently employs three social workers who assist students identified as homeless as well as the rest of the student population identified with needs. Prior to the fall of 2017, the district had a small storage space of emergency supplies (food, clothing, toiletries, school supplies) it could offer to students in emergency situations, including homelessness. Then Hurricane Harvey's flood waters hit our community, impacting many of our students and their families. Donations flooded into the school district from both inside the community and from across the country. We were able to convert unused classrooms at our alternative campus into an emergency supplies warehouse that continues to be used today, for both families continuing to recover from Hurricane Harvey and also students and their families who experience homelessness for other reasons.

The warehouse is not staffed; social workers come in to gather supplies when requests come in for affected students. Because no one is assigned to keep the warehouse stocked and organized, the social workers often spend more time than necessary finding needed items for students and their families. The social workers are also forced to interrupt their student monitoring and followup duties at campuses in order to fill these emergency needs.

Sometimes there is a delay in time between when a student is identified as homeless and when the social worker can alert the Food Service department about change in status. This can mean that families identified as homeless can be put under the unnecessary, further stress of accumulating debts on their student food service accounts. Having a case worker would help speed the identification of homeless students and shorten the communication period between identification and being placed on free breakfast/lunch status (and clearing student food service debts).

Other important tasks that the social workers are often unable to perform are helping families identified as homeless with medical and mental health appointments as well as job search assistance. A case worker would be able to assist families in referrals and securing appointments for medical and mental health appointments. Most homeless youth experience serious physical or mental health issues (Murphy, 2014). And children who are homeless, as a group, are more likely than their stably housed peers to experience physical, mental, and behavioral problems, and to have experienced various psychosocial risks including exposure to violence and lack of access to medical care (Buckner, 2008; Child Trends, 2013). And while making appointments is good, families often need followup on the appointment and reminders about follow-up care. Providers have reported that missing follow-up appointments is a frequent occurrence with those experiencing homelessness, which can be due to many factors; people who are experiencing homelessness have competing priorities and keeping health care appointments may not be at the top of their list (National Health Care for the Homeless Council, 2016).

Assistance in securing stable employment is also vital for homeless students and their families. The National Health Care of the Homeless Council has stated that having staff or teams of staff dedicated to employment services is ideal (2016). Having a staff person designated to assist students or family members in filling out applications or providing resumes or other required documents may mean the difference of whether that individual secures employment and steady income or not.

Again, health care or employment needs are not seen as immediate and are often not prioritized, even though they are vitally important to the health and well-being of students and families. And when those experiencing homelessness are asked to wait, they often view that as a message of their self-worth rather than a common life expectation. For example, whereas most people expect and learn to tolerate long waits for service at the emergency room, homeless youth interviewed were unable to wait because they interpreted being forced to wait as a manifestation of their lack of importance to society (Mirick & Dean, 2010).

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

County-district number or vendor ID: 020902

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.

Outcomes that we expect in this grant program include:

- quicker identification of homeless students
- faster notification of identifications to service providers like Food Service
- more time spent on follow-up and counseling by the social workers, which in turn, will increase academic performance, attendance, behavior and other related academic factors
- quicker response times in delivering emergency supplies to homeless families
- more efficient methods of filling emergency supply requests
- more students or their family members getting necessary medical and mental health appointments
- better compliance from students or their family members in attending appointments or follow-up visits
- more students or their family members receiving assistance in applying for jobs, thereby increasing stable employment among families

In short, Angleton ISD has a good foundation built for supporting homeless students and their families. But in the aftermath of Hurricane Harvey, we just need help in getting supplies and services to students and their families in a timely manner while still providing the counseling and academic monitoring that students also need and deserve.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 020902

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	\$25,000.00	\$	\$25,000.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$500.00	\$	\$500.00
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$25,500.00	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$25,500.00</b>	<b>\$</b>	<b>\$25,500.00</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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**Administrative Cost Calculation**

Enter the total grant amount requested:	\$25,500.00
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:	\$2,040.00

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:

<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 020902			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director			\$
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			\$
<b>Auxiliary</b>				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
<b>Other Employee Positions</b>				
21	Case Worker (part-time)	1	0	\$20,500.00
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$20,500.00
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112 Substitute pay			\$
26	6119 Professional staff extra-duty pay			\$
27	6121 Support staff extra-duty pay			\$
28	6140 Employee benefits			\$4,500.00
29	61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs			\$4,500.00
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$25,000.00</b>

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

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 020902		Amendment # (for amendments only):
<b>NOTE:</b> 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.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$</b>
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$</b>

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

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 020902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$
<b>Grand total:</b>		<b>\$</b>

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

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 020902		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$500.00
<b>Grand total:</b>		<b>\$500.00</b>

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

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

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 020902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$</b>

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

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

County-district number or vendor ID: 020902

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	4,662	68.45%	
Identified homeless students	691	10.15%	
Students identified homeless with a 5A Crisis Code	34	0.50%	
Students identified homeless with a 5B Crisis Code	0	0.00%	
Students identified homeless with a 5C Crisis Code	477	7.00%	
Attendance rate for identified homeless students	NA	92.35%	
Attendance rate for economically disadvantaged students	NA	93.22%	

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

**School Type:** ☒ Public ☐ Open-Enrollment Charter

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
24	70	48	62	53	75	72	39	37	41	45	41	39	45	691

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By TEA staff person:



**Schedule #13—Needs Assessment**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

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

A needs assessment evaluation was conducted among the district's three social workers, the Director of Academic Services (who oversees the services to students identified as homeless) and the Director of Student Services (who supervises the social workers and campus counselors). These five people were asked to list the top needs for serving homeless students in our school district and to prioritize them, giving a rationale for their prioritization. The three social workers were also encouraged to poll the students and families identified as homeless for their input on district needs. The community outreach manager for our county's United Way was also contacted for her input.

The needs communicated included:

1. **documenting homeless status and quickly communicating status to food service personnel** – this allows staff to quickly place identified students on free lunch/breakfast, remove any food service fines placed on their accounts, and determine the need for other services.
2. **promptly providing emergency food, clothing, school supplies and toiletry items to students/families identified as homeless** – Angleton ISD currently has an emergency supplies warehouse with food, clothing, school supplies and toiletries for needy students, including those identified as homeless. However, with only 3 social workers for 9 campuses, it is hard for them to provide these needed items in a timely manner.
3. **maintaining supplies of emergency food, clothing, school supplies and toiletry items for students and families** – Because our 3 social workers are busy working with students at the 9 campuses, it is difficult for them to take time out of their busy schedules to keep the emergency supply warehouse fully stocked and organized so that items can be quickly found and distributed.
4. **assisting students and their families identified as homeless in making medical and mental health appointments** (including transportation needs) – Many students and families identified as homes struggle with issues related to accessing medical and mental health appointments. They often need help in getting referrals to medical and mental health service agencies and setting up appointments. Often they also need someone to follow up with them to see if their needs were met or if other services are needed. In our rural school district, they often also need assistance in making transportation arrangements.
5. **assisting families identified as homeless with job searches, including completing online job applications** – Often, our unaccompanied students and families identified as homeless need assistance in locating stable employment or struggle with employment issues. Some do not have or have been taught basic job seeking skills. They need someone with a list of available community jobs or referral agencies as well as assistance in completing applications in order to overcome issues related to homelessness.

These needs were prioritized by our social workers based on the urgency and importance of the needs.

These five needs have a common thread: they are needs that are important and urgent but force our current three social workers to pause from their necessary counseling and monitoring work with students on campus. They are needs that can be met by someone who does not necessarily need the qualifications and licensure of a social worker, but they are nonetheless important needs.

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

County-district number or vendor ID: 020902

Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	Documenting homeless status and quickly communicating status to food service personnel	Having a part-time case worker would help the social workers quickly place identified students on the free/reduced food program, remove any associated fines on student food service accounts and determine the need for another services. The case worker would assist us in doing this in a more timely manner and would allow the licensed social workers to focus on monitoring and counseling homeless students.
2.	Promptly providing emergency food, clothing, school supplies and toiletry items to students/families identified as homeless	A part-time case worker would allow us to provide prompt emergency services from our emergency supply storage for homeless students and families throughout the district. The social workers cannot focus on the counseling and monitoring needs of students on campuses if they are also working to determine the needs of homeless students/families, sorting donations, and preparing items for delivery to families.
3.	Maintaining supplies of emergency food, clothing, school supplies and toiletry items for students and families	In order to promptly provide for homeless students and families in need, our supplies of emergency food, clothing, school supplies and toiletry items must be kept stocked and maintained in an orderly fashion. If the storage is not kept stocked or is unorganized, this will slow down the delivery of needed items to students and families.
4.	Assisting students and their families identified as homeless in making medical and mental health appointments (including transportation needs)	A part-time case worker would allow for follow-up with students and families who struggle with issues related to accessing medical / mental health appointments. The current social workers also provide mental health-related services on the campuses, but they are often called on for emergencies and other situations not directly associated with the homeless population. Dedicated personnel could ensure that appointments are made and kept by families.
5.	Assisting unaccompanied students and families identified as homeless with job searches, including completing online job applications	A part-time case worker could assist unaccompanied students and homeless families who need assistance locating stable employment. Many of our unaccompanied students have never applied for employment before. And having stable employment is vital for families to escape the cycles of poverty and homelessness.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 020902

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.	Case worker	Experience working with youth and families; knowledge of computers, spreadsheets and email; works well with diverse population; responsible, strong written and verbal communication skills
2.	Social worker	Bachelor's or Master's degree in Social Work; licensed Social Worker, experience working with youth and families; strong communication skills; ability to develop plans for students/families; knowledge of community resources
3.	Director of Academic Services	District-level administrator with ability to address policy, funding, and training needs for staff; experienced in administering Title I, Part A program including homeless services and in working with comprehensive needs assessment and improvement planning process
4.	Director of Student Services	District-level administrator with ability to address policy, funding and training needs for staff; experienced in supervising counseling and social work staff and in working with comprehensive needs assessment and improvement planning process
5.		

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

#	Objective	Milestone	Begin Activity	End Activity
1.	Hire a part-time case worker to assist social workers	1. Post position	07/01/2018	07/31/2018
		2. Receive applications	07/01/2018	07/31/2018
		3. Interview applicants	07/16/2018	07/31/2018
		4. Select applicant and gain school board approval	07/20/2018	08/31/2018
		5. Employee begins work	09/01/2018	09/15/2018
2.	Case worker maintains and provides needed supplies from emergency storage	1. Inventory emergency supplies storage	09/01/2018	10/01/2018
		2. Organize and procure donated supplies	09/01/2018	10/01/2018
		3. Create and implement a system to fill needs	09/01/2018	10/01/2018
		4. Begin filling student / family supply needs	09/15/2018	06/01/2019
		5. Ongoing evaluation of methods and systems	10/01/2018	08/31/2019
3.	Case worker assists in homeless documentation, especially for food service	1. Observe current documentation systems	09/01/2018	10/01/2018
		2. Receive feedback from food service on systems	09/01/2018	10/01/2018
		3. Make changes to current systems as needed	09/15/2018	10/15/2018
		4. Begin documentation and alerting food services	09/15/2018	06/01/2019
		5. Ongoing evaluation of methods and systems	10/01/2018	08/31/2019
4.	Case worker helps make and follows up on medical / mental health appointments	1. Observe current appointment & followup systems	09/01/2018	10/01/2018
		2. Receive feedback from health providers / referrals	09/15/2018	10/15/2018
		3. Make changes to current systems as needed	09/15/2018	10/15/2018
		4. Begin making and following up on appointments	09/15/2018	06/01/2019
		5. Ongoing evaluation of systems and methods	10/01/2018	08/31/2019
5.	Case worker assists students/families in employment applications	1. Observe current employment assistance systems	09/01/2018	10/01/2018
		2. Receive feedback regarding current systems	09/15/2018	10/15/2018
		3. Make changes to current systems as needed	09/15/2018	10/31/2018
		4. Begin assisting with employment applications	09/15/2018	06/01/2019
		5. Ongoing evaluation of methods and systems	10/15/2018	08/31/2019

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

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

County-district number or vendor ID: 020902

Amendment # (for amendments only):

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

Angleton ISD has a continuous improvement process that begins every year with the campus and district improvement plans. These plans are drawn up at the campus level by the Campus Improvement Committees (consisting of staff, leadership and parents) and at the district level by the District Advisory Committee (consisting of teachers, administrators, community members and local business representatives). These groups not only help write the plans but also assist in monitoring and evaluating progress made on the plans.

The plans address not only academic test scores, but also extra-curricular, social-emotional and community goals as well.

When adjustments are necessary in order to attain these set goals, the district and/or campus leadership will call together the group stakeholders for feedback. Many times, surveys are also sent out to staff, students, parents and the community for their feedback. After changes are made by the group, they are communicated to stakeholders through the district's website, through newsletters and other written communication, as well as through social media channels. Time is always given at each monthly Board of Trustees meeting for community feedback.

**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.

Currently, three full-time, licensed social workers are employed by Angleton ISD to service students in all 9 campuses. They currently serve students and families identified as homeless by providing for emergency needs and making referrals to social service agencies and shelters. They also provide supplies from the district's emergency supply warehouse. The social workers partner with the campus counselors to monitor homeless students for changes in situations and needs, as well as data such as attendance, grades, and testing waivers. The social workers also work at the high school level to make sure students have the mainstays of high school life that may not seem like necessities: class pictures, prom attire, graduation cap and gown, etc.

The proposed part-time case worker would work alongside them, making their jobs easier and allowing them to do work required by a licensed social worker instead of case work that can be done by a non-licensed employee. The social workers would continue to do the followup work and data gathering, while the case worker would work on documentation, meeting immediate needs, help with referral services and employment needs.

Having a case worker assist the social workers would send a message to homeless students and families that they are valued, no matter if their situation or need is immediate or not. Many times the immediate takes precedent over the important because of the emergency nature of the immediate. But having a case worker assist with pressing needs can allow the social workers to do the important work of doing followup and meeting the less pressing but still vital needs of homeless students.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 020902

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.	Homeless documentation and communication with Food Service will be analyzed	1.	95% of students will be documented within 2 school days of identification
		2.	Food service will be alerted to homeless identification within 2 school days
		3.	Social workers will spend less time documenting & contacting Food Service
2.	Emergency supply orders from storage will be assessed	1.	95% of students requesting supplies will receive within 3 school days
		2.	80% or more of families surveyed will communicate satisfaction
		3.	100% of legitimate supply requests will be filled
3.	The efficiency of the emergency storage system will be assessed	1.	A system for filling requests will be put in place and revamped as necessary
		2.	95% of students requesting supplies will receive within 3 school days
		3.	100% of legitimate supply requests will be filled
4.	Medical/mental health appointment set-up and followup will be monitored	1.	A system for setting and following up on appointments will be put in place
		2.	90% of assistance requests will be addressed within 3 school days
		3.	80% or more of families surveyed will communicate satisfaction
5.	Employment application assistance will be monitored	1.	A system for receiving requests and giving assistance will be put in place
		2.	90% of assistance requests will be addressed within 3 school days
		3.	80% or more of families surveyed will communicate satisfaction

**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.

Documentation logs (including date and number of participants served) will be kept of student identification, food service notification, supply requests/deliveries, medical/mental health assistance requests, and employment application assistance requests. The case worker and his/her supervisor will be responsible for making sure these documentation logs are kept accurate and up to date.

Surveys will be given to affected families to help evaluate their satisfaction in the goods and services they have requested. The case worker's supervisor will be responsible for creating, distributing, collecting and evaluating the surveys (in order to ensure participants can be honest in their responses).

Systems with documented policies and procedures will be developed and adopted by both the case worker and his/her supervisor.

Our social workers will continue to monitor the academic achievement and attendance data of students. Our PEIMS department will also work to produce district-level data of the academic achievement and attendance data of students identified as homeless.

If problems with project delivery arise either through data analysis or observed issues, the stakeholders of the project (case worker, his/her supervisor, social workers, Director of Student Services, Director of Academic Services, community partners and others as needed) will meet to evaluate the issues. The needs assessment will be collaboratively reviewed as well as the activities and evaluation methods. Changes will be made as needed in order to meet the documented needs of the program within the framework of the grant program. As a last resort, grant amendments will be requested.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 020902

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)
Assist Social Workers in documenting homeless student identification as needed	400	Campuses; case worker	Documentation logs; case worker and his/her supervisor	1.
Promptly communicate homeless identification to Food Service department after student identification is done	450	Campuses; case worker and food service personnel	Contact logs; case worker and his/her supervisor	1.
Provide emergency supplies to students / families identified as homeless and needing help when needed or requested	300	Campuses and emergency supply warehouse; case worker	Completed request sheets showing items delivered; case worker and his/her supervisor	2.
Provide a system for filling requests from the district's emergency supply warehouse within 1 month of program start	1	Emergency supply warehouse; case worker and volunteers	Documented plan for executing requests as well as completed request sheets; case worker	3.
Maintain the needed supplies for homeless students at the district's emergency supply warehouse within 1 month of program start	1	Emergency supply warehouse; case worker	Inventory and donation/purchase logs; case worker	3.
Assist families identified as homeless in securing medical and mental health appointments when needed or requested	100	Campuses and other locations convenient for families; case worker and health partners	Documentation logs; case worker and his/her supervisor	4.
Follow up with families regarding appointments after each appointment resulting from assistance request	125	Campuses and other locations convenient for families; case worker	Documentation logs; case worker and his/her supervisor	4.
Assist students and/or family members in completing employment applications when needed or requested	75	Campuses and other locations convenient for families; case worker	Documentation logs; case worker and his/her supervisor	5.

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

County-district number or vendor ID: 020902

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.	United Way of Brazoria County	Provides resources, referral services and followup for families identified as homeless
2.	Houston Food Bank	Provides food for a food pantry for junior high and high school students and their families
3.	Dream Center of Brazoria County	Provides food and snack packs via the Backpack Buddies program
4.	Stephen F. Austin Clinic	Provides mental health and medical services for low-income and homeless students
5.	Gulf Coast Center	Provides mental health services for low-income and homeless students as well as a crisis hotline that social workers can use or refer
6.	Head Start of Brazoria County	Provides early childhood education services for students who are unaccompanied and parents/pregnant
7.		
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15.		

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

County-district number or vendor ID: 020902

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.

Funding a part-time case worker position will allow Angleton ISD to identify students as homeless more quickly, efficiently and accurately. The case worker will take other duties away from social workers, who will assist campus counselors in making sure students identified as homeless are enrolled quickly and efficiently into school. A case worker will also assist students and families with vital emergency needs such as food, clothing, toiletries and school supplies, which are vital for students to be successful academically. Because the case worker will also assist families in getting medical and mental health appointments, students would be healthier and less apt to be absent or under-perform in classes. The employment assistance from the caseworker would give students/families the chance to leave the cycles of poverty and homelessness.

Having a case worker will allow the licensed social workers to have more time to do necessary follow up visits with students and campus counselors regarding individual student academic performance, attendance and discipline. Social workers will also be able to spend more time interacting with students and parents/guardians.

**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.

Our current social workers do a wonderful job encouraging family involvement in the lives of children inside and outside the classroom. The case worker would only add to the family involvement promotion. Because of the case worker's role in contacting families for emergency needs, medical/mental health appointments and employment assistance, the case worker would have a line of communication with parents or guardians that might even be greater than that of the social workers. Because of the help that the case worker has performed for homeless families, the families would be more apt to listen to his/her appeals for family involvement in the education of the children.

**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 and will be 100 percent integrated into the regular education program (barring limits from an Individualized Education Plan).

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

County-district number or vendor ID: 020902

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.

Angleton ISD's plan for coordinating services for homeless children and unaccompanied youth starts as part of the District Improvement Plan. Community partners are contacted and services are coordinated using Project Help, a United Way of Brazoria County program designed specifically to address the needs of homeless people, including students and their families. During the budget process, the set-aside amount is determined based on historical usage.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$250.00	This reservation/set-aside funding is rarely used because Angleton ISD exhausts campus, district and community resources before using it, per Title I guidelines.
Planned Set-Aside for 2017–2018	\$250.00	This reservation/set-aside funding is rarely used because Angleton ISD exhausts campus, district and community resources before using it, per Title I guidelines.

**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 reservation/set-aside amount is chosen at its low level based on its historic lack of use.

The Director of Academic Services, who administers Title I programming, reminds the campuses about the funding during budget time so they can be reminded that it is there if it is needed (and that it is considered funding of last resort).

Currently, the needs of students and families identified as homeless are being met by a combination of other district funding, campus activity funds, donations, and community resources.

The needs of homeless students are addressed in the District Improvement Plan as three strategies of Goal 4: We will create flexible and innovative solutions tailored to the individual needs of all student population groups with documented achievement gaps to improve performance, close gaps and increase opportunities for success. Strategy 3 is to "increase partnership opportunities with community organizations to assist in targeting/meeting needs of families." Strategy 5 is to "connect students and families to resources that strengthen and support students' learning and well-being." And Strategy 7 is to "provide training to appropriate campus staff to ensure that homeless students are identified and provided appropriate services."

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 020902	Amendment # (for amendments only):
<b>Statutory Requirement 4:</b> Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
<b>School Selection:</b> Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	yes
<b>Enrollment:</b> Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	yes
<b>Transportation:</b> Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	yes
<b>Services:</b> Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	yes
<b>Disputes:</b> If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	yes
<b>Free meals:</b> Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	yes
<b>Title I:</b> Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	yes
<b>Training:</b> 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.	No – not regularly
<b>Coordination:</b> 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
<b>Pre-School:</b> Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	yes
<b>Transition to Higher Education:</b> Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	yes

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 020902

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. At the beginning of each school year, families complete a Student Residency Questionnaire for each student. Staff and social workers review these and determine which students/families qualify based on their reported living situations. After breaks, we depend on counselors, registrars, school staff and social workers to notify the Homeless Liaison when students have a change in their living situation (i.e. word of mouth, student report, family report). Many times it is the classroom teacher who will find out first from the student that they are staying in a motel, for example.
- B. We ask that families update their information when they move. Registrars and PEIMS staff will often notify the Homeless Liaison when a family presents itself as living in temporary situations. The staff, including classroom teachers, are very good about notifying the three district social workers when they learn that students' families have a temporary living situation or have suffered a tragedy such as flooding, fire, loss of home or loss of income. The social workers will then contact the families to follow up and provide needed services.
- C. In order to address homeless students not currently enrolled or attending school, we have McKinney Vento information posted at each campus and at administrative offices. The social workers are active in community events, such as volunteering at local youth organizations, and offer to provide support and information. Also, at the time of enrollment, families are required to complete a Family Survey where information on "out of school youth" is requested.
- D. Angleton ISD posts information regarding pre-kindergarten and kindergarten enrollment in both Spanish and English. Information is also distributed via social media and on the district's website. Local Early Childhood Intervention partner BACH does a wonderful job transitioning ECI students into early childhood programs at AISD.

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

County-district number or vendor ID: 020902

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.

A. Each year, training on identifying, enrolling and responding to the needs of homeless students and their families is offered to the staff at each campus who assist in enrolling students. Guidance and updates on current homeless statistics for the district are also offered to campus administrators during the bi-weekly administrative team meetings. Of course, situational guidance to campuses or staff are provided as issues arise or questions come up throughout the year. The three district social workers also provide training to administrative, instructional and support staff when they are needed.

B. Training and professional development for service providers and community collaborators occurs within Project Help, the United Way of Brazoria County's program designed specifically to coordinate community-wide efforts to support individuals identified as homeless. All the school district and area service providers meet regularly to receive training but also to systematically collaborate services and support in an effort to reduce redundancy while making sure all needs are met.

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

County-district number or vendor ID: 020902

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.

Because the case worker would be assigned to meet emergency and basic needs of homeless students and their families, the three district social workers would be better able (with fewer emergency interruptions) to monitor student academic progress and follow up on early interventions. This monitoring would be done with help of the campus counselors.

Data to be monitored would include: 4-year cohort graduation rate, graduation rates of all homeless students (current cohort, continuers and early graduates), college and career readiness programs and support services, attendance, and promotion. The social workers would also be able to talk with students, teachers, principals and counselors regarding truancy and discipline interventions, collaboration and coordination of services for students who are receiving other special programs services (ie Special Education, bilingual/ESL, Career and Technology Education, and Gifted and Talented), and Advanced Placement and dual credit course work.

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

County-district number or vendor ID: 020902

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.

Currently, the three district social workers work diligently with the help of campus counselors to monitor the progress of students identified as homeless. This is particularly important for the two social workers assigned to each of our two secondary school campuses.

These two social workers, with the help of campus counselors, review the students' academic records, and where appropriate, recommend the district's online credit recovery program, Edgenuity. Together the social worker and counselor ensure that the student is enrolled in the correct course and that the guidelines for credit recovery are met or waived based on circumstances. The social workers will review transcripts to ensure the appropriate credits are earned for graduation.

They also check on students regularly for attendance, truancy and discipline issues, intervening when necessary.

The two social workers also look at grades and credits while also talking with students and teachers in order to offer early interventions when necessary. The social workers also check on assessment scores, and they assist in getting students waivers for paid testing, such as SAT and ACT.

They also work with counselors to create and evaluate graduation plans and post-secondary transition plans. They offer assistance with college applications and financial aid assistance forms. The social workers also provide the needed documentation for college admission. For students not attending college after high school, they assist with job searches and connect with former students in the workforce.

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

County-District Number or Vendor ID: 020902

Amendment number (for amendments only):

**No Barriers**

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

**Barrier: Gender-Specific Bias**

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

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

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

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

County-District Number or Vendor ID: 020902

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: 020902

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:

Amendment number (for amendments only):

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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

County-District Number or Vendor ID: 020902

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

County-District Number or Vendor ID: 020902

Amendment number (for amendments only):

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

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

**Barrier: Shortage of Qualified Personnel**

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

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

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

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

County-District Number or Vendor ID: 020902

Amendment number (for amendments only):

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

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

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

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

**Barrier: Other Barriers**

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

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