

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

2018–2019 Texas Education for Homeless Children and Youth				
Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	September 1, 2018, to August 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> 2018 APR -3 PM 2 31 </div>
Application deadline:	5:00 p.m. Central Time, April 3, 2018			
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>			
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414			
<u>Schedule #1—General Information</u>				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Richardson ISD	057916			
Vendor ID #	ESC Region #			DUNS #
75-6002311	10			041087255
Mailing address		City	State	ZIP Code
701 W Belt Line Rd		Richardson	TX	75080-
Primary Contact				
First name	M.I.	Last name	Title	
Lori		Shaw	Director Student Welfare	
Telephone #	Email address		FAX #	
469-593-0363	Lori.shaw@risd.org			
Secondary Contact				
First name	M.I.	Last name	Title	
Kim		Fuller	Executive Director	
Telephone #	Email address		FAX #	
469-593-7466	fullerky@gmail.com			
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
Kim		Fuller	Executive Director
Telephone #		Email address	FAX #
469-593-7466		fullerky@gmail.com	

Signature (blue ink preferred)

Date signed

Kim Fuller

4/2/18

Only the legally responsible party may sign this application.

701-18-109-065

Schedule #1—General Information

County-district number or vendor ID: 057916

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: 057916

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057916

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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- | | |
|-----|--|
| 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: 057916

Amendment # (for amendments only):

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

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

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

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

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

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

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 057916			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057916

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.

Richardson Independent School District is applying for the 2018-2019 Texas Education for Homeless Children and Youth grant in an effort to expand our services and support for our McKinney-Vento students and families. The purpose of the McKinney-Vento Homeless Education Assistance Act is to identify and remove barriers for children and youth experiencing homelessness and ensure that students in these circumstances have equitable access to all available supports and resources and meet the same challenging state academic standards established for all students. The goals of this grant match our district's goals in that we are a district where ALL students, connect, learn, grow and succeed.

Richardson ISD plans to implement this grant to not only meet these standards, but exceed them. We will ensure that our McKinney-Vento students take the most rigorous and appropriate academic courses and will be placed in the settings that meet and enhance their needs. We will address each student individually as we consider Special Education, Gifted and Talented, Career and Technical, Bilingual/ESL, Migrant, Foster Care, Communities in Schools, 21st Century Community Learning Centers, and Virtual School Network.

Our budget was determined by the plans to continue the work that we are currently doing with our McKinney-Vento students. Our district demographics indicate that we are increasing in McKinney-Vento (MV) students each school year. We are currently 50 plus more students than last school year. We anticipate that this will grow to 100 more this year by the end of May. To help meet the needs of each MV we opened Drop-In Centers at each high school this school year. The Drop-In Centers target our high school students who are in need of physical, social, academic and emotional support. These center have a food pantry, school supplies, toiletries, and clothing on a daily and/or weekly basis. Students have permanent passes to use to be able to access the center on any given day even though Fridays are the scheduled drop in days. Currently we are including our younger students by way of the elementary and junior high school counselors. They come over to the high school Drop-In Centers to pick up items for their students on an as need basis. We plan on expanding our Drop-In Centers to two of our junior high schools next year. The grant will help us make this a reality.

Other budget considerations included providing parent training sessions next year. Offering parent trainings will help get them connected to the schools and will be an opportunity to learn about resources that are available to them in the community/area in which they are currently living. This service will be provided in conjunction with our Council of PTAs and surrounding non-profit organizations.

The Director of Student Welfare (a new position in Richardson ISD this school year) along with the Drop-In Center managers (school counselors) and elementary support counselor designed the needs assessment process, its efficacy, and will determines when and how the process needs to be updated or changed. The management plan developed for the grant will ensure that the program receives consistent, high-quality management through the Department of Student Welfare. The methods by which we will evaluate the program include monitoring, data analysis and intervention for each student to ensure that they are successful in the areas listed in this executive summary.

Our application completely and accurately answers all statutory requirements of the McKinney-Vento Act and from Texas Education Agency. We have a designated director who serves as the homeless liaison. We use a Student Residency Questionnaire to identify students and families in need of homeless services. We enroll them immediately and ensure that they get transportation to their school of origin if it is needed. We provide Title 1 services to students even if they are not on a Title 1 campus. These services may include: personal school supplies, items of clothing that are necessary to meet a school's dress requirement, immunizations, supplemental counseling services, tutoring, costs associated with credit recovery, or other similar activities to address a child's opportunity for school success. We provide services that are comparable to services offered to other students. If a dispute arises we have a Dispute Resolution Policy. Other regulations that we adhere to is making sure homeless student are receiving Title 1 services regardless of

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

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

the school they attend, trainings for LEA stakeholders once a year, coordination and referrals to medical, housing, public and private providers, Pre-school eligibility, and coordination of academic counseling for higher education.

Richardson ISD will use early warning support systems to identify interventions, measure progress, and ensure that appropriate academic and overall supports are in place so that students experiencing homelessness achieve grade level standards, achieve mandated assessments, promote on grade-level and graduate on time with their peers and persist to post-secondary endeavors. Richardson ISD (RISD) is committed to the goals of this grant program and will continue to ensure that funding will continue after this grant terminates. The homeless students of RISD have many challenges that other students do not. They will feel supported and successful in Richardson ISD.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057916

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	\$	\$	\$2,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$16,330
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$420	\$420
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$18,750

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:	\$18,750
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:	\$1,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 057916			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$1,000
Program Management and Administration				
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			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$1,000
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$2,000

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 057916		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 057916		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$16,330
Grand total:		\$16,330

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057916		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
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:		\$
Grand total:		\$

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

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 057916			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

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: 057916

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	22,554	57.79%	
Identified homeless students	199	0.51%	
Students identified homeless with a 5A Crisis Code	19	0.05%	
Students identified homeless with a 5B Crisis Code	0	0%	
Students identified homeless with a 5C Crisis Code	0	0%	
Attendance rate for identified homeless students	NA	%	
Attendance rate for economically disadvantaged students	NA	%	

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
6	23	20	21	12	16	12	10	12	13	18	11	9	16	199

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057916

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.

The first step of our needs assessment was to analyze the number of homeless students in the district over the last five years and where the majority of the students are located within the district. In 2013-14, RISD had 63 homeless students and within a five year span the number has more than tripled. RISD currently has 199 homeless students and the trend shows the numbers will continue to increase each year. The Lake Highlands area of our district has the largest homeless population.

The second step of our needs assessment was to determine the services currently in place to support homeless students. The district has Drop-In Centers located at the four high schools in the district: Richardson High School, Lake Highlands High School, J. J. Pearce High School, and L. V. Berkner High School. At the beginning of 2017-18, RISD only had two Drop-In centers but since November 17, the Drop-In Center program was expanded to all four of the high schools. The four high schools were selected as central locations so that their feeder elementary and junior high schools can also be served. Food, toiletries, school supplies, and clothing are provided for homeless students at the centers. Elementary and junior high counselors visit the high school pantries on Friday mornings as needed and high school students shop on Friday afternoons. There is currently not a budget to support these pantries other than Title I funds, so they rely heavily on donations from the community, school staff, and students.

The third step of our needs assessment was to determine what was needed to support homeless students. An informal needs assessment survey was used asking staff, counselors, students, and parents what their current needs are and what needs are not being met. The need for food, toiletries, school supplies, and clothing was listed as the most pressing need. Other needs listed in the surveys included tutoring and summer school scholarships to help homeless students that fall behind academically, parent education on homeless services available at the campuses and from area service providers, and transportation for secondary students to attend extended day tutoring and participate in extracurricular activities.

In collaboration with the Title I director, counselors, and district partners, the fourth step of our needs assessment was to prioritize the needs of the homeless students. With the increase in the number of homeless students in the district and the addition of the two new Drop-In Centers, the need for food, toiletries, school supplies, and clothing has drastically increased. Therefore, supplies for the Drop-In Centers were deemed our first priority. Also, since each high school has differing availabilities for room in which to run their Drop-In Center, it was determined that Drop-In Centers are needed at two Lake Highlands area junior high campuses to support the homeless students in the area and increase distribution of supplies. Once the most basic needs are met, the Counselors and staff that monitor the academic progress of the homeless students determined our third prioritized need of offering more tutoring and summer school scholarships for the students. Our fourth prioritized need was deemed to be parent education because many homeless parents are unaware of the campus and community services available to help them. Our fifth prioritized need based on the surveys was the need for transportation for the older homeless students to participate in extended day tutoring and before/after school extra-curricular activities.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057916

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.	Food, toiletries, school supplies, and clothing needed for homeless students.	This grant program will help stock Drop-In Centers at each of the four high schools with food staples, toiletries, school supplies, and clothing. Each Friday students will shop the centers in order to have food for the weekend or extended holidays. Toiletries, school supplies, and clothing will be available as well. Counselors or other designated staff will work to keep the centers stocked each week. Needs assessments will be performed to insure students are provided with necessities.
2.	Drop-In Centers needed at two junior high campuses to provide supplies and services to homeless students.	The Lake Highlands area has our largest homeless population. This grant program will help create Drop-In Centers at the two junior high schools in that area to provide the same services as outlined at the high school campuses.
3.	Tutoring and summer school scholarships needed for homeless students.	Counselors will actively monitor progress of homeless students and offer tutoring and summer school as needed. Tutoring request forms will be provided to homeless students at the centers and through the counseling office. Summer school scholarship applications will also be provided in order to attend summer school for either the acceleration or recovery programs. This grant program will help fund tutoring and summer school for the homeless students.
4.	Parent Education is needed for parents of homeless students to inform them of services available at the campus and from area service providers.	The grant program will help fund Counselor-led parent education detailing available services for the homeless.
5.	Transportation (Bus Passes) needed for secondary students to attend extended day tutoring and participate in extra-curricular activities.	The grant program will help fund bus passes which will be distributed monthly to the homeless students participating in extended day tutoring and/or extra-curricular activities.

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Schedule #14—Management Plan

County-district number or vendor ID: 057916

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Student Welfare	Degree in Counseling, Texas Certified School Counselor and Teacher, 5+ years experience working in counseling field.
2.	Executive Director Federal Programs	Master's Degree in Education, Texas Certified School Administrator, 5+ years experience working with Title I campuses/students.
3.	School Counselors	Degree in Counseling, Texas Certified School Counselor and Teacher, 2+ years experience working in counseling field.
4.		
5.		

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

#	Objective	Milestone	Begin Activity	End Activity
1.	High School Drop - In Center Sustainability	1. Determine Needed Supplies for beginning of year	08/01/2018	08/30/2018
		2. Partner with other agencies for supplies	08/01/2018	06/30/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Creation of 2 Junior High Drop-In Center	1. Develop a plan for two junior high Drop-In Centers	09/01/2018	09/28/2018
		2. Purchase materials/supplies for new centers	10/01/2018	10/30/2018
		3. Find partners for new centers	09/15/2018	10/30/2018
		4. Open and run new centers	11/01/2018	06/30/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Tutoring and Summer School	1. Monitor grades of homeless students to determine needs for tutoring	09/04/2018	05/29/2019
		2. Monitor grades/missing credit of homeless students to determine needs for summer school	03/18/2018	05/29/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Parent Education/Training	1. Create resource guide for parents	08/01/2018	09/30/2018
		2. Develop curriculum for parent education sessions	08/01/2018	10/30/2018
		3. Provide parent education	11/05/2018	05/29/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Determine and provide ongoing needs	1. Surveys and consultations	08/01/2018	08/31/2019
		2. Partner with area agencies to meet needs	08/01/2018	08/31/2019

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057916

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.

Currently, the attainment of goals and objectives is monitored through campus improvement plan data collection, students' progress in curriculum through local and state data collection, measurements of effective instruction through Texas Teacher Evaluation and Support System (T-TESS) and staff survey data regarding teacher needs and perceived success. For this program, in addition to the measures currently in place, the Student Services Department will measure outcomes and attainment of goals through the collection of the following data: A) number of homeless students identified and enrolled; B) number of homeless students served at the Drop-In Centers; C) number of parents participating in sessions and session evaluations; D) passing rate of homeless students; and E) survey of program effectiveness.

When data shows a need for adjustment, feedback and continuous improvement will be addressed through the Student Services Office. Project changes/additions will be disseminated to campus staff and administration through the counseling office.

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.

To help meet the needs of each homeless student we opened Drop-In Centers at each high school this school year. The Drop-In Centers target our high school students who are in need of physical, social, academic and emotional support. These center have a food pantry, school supplies, toiletries, and clothing on a daily and/or weekly basis. Students have permanent passes to use to be able to access the center on any given day even though Fridays are the scheduled drop in days. Currently we are including our younger students by way of the elementary and junior high school counselors. They come over to the high school Drop-In Centers to pick up items for their students on an as need basis. We plan on expanding our Drop-In Centers to two of our junior high schools next year which will help us identify and serve more homeless students. The grant will help us make this a reality.

Our commitment to education for all homeless children and unaccompanied youth in Richardson ISD will be demonstrated by our work with other agencies to identify and provide services to these students. By focusing on the components that address the unique needs of our homeless students and unaccompanied youth, we will improve their academic success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057916

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.	Utilize descriptive statistics to investigate the program implementation and outcomes	1.	All RISD homeless students served by the program
		2.	Improved attendance and behavioral performance of served students
		3.	Homeless parents' participation in parent training sessions
2.	Administer surveys to collect information from served students and parents	1.	Student Residency Questionnaire for student housing status
		2.	Student perception of the program implementation and impacts
		3.	Parent satisfaction with the program and further needs
3.	Conduct focus group interviews to collect student feedback on the program	1.	Periodical student feedback on program implementation
		2.	Student perception of program effectiveness at the end of the year
		3.	
4.	Apply repeated measure design to measure served students' academic performance	1.	Improved STAAR EOC scores for served high school students
		2.	Improved STAAR scores for served junior and elementary students
		3.	
5.	Employ document analysis to inspect program implementation	1.	Frequency of school counselors' meetings with homeless students
		2.	Counselors' timely supports given to homeless students
		3.	Efficacy of counselors' intervention strategies for student learning

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.

Both formative and summative evaluation will be conducted to ensure that the homeless program attains goals of satisfying service expansion, timely eligibility identification, and early counseling intervention. Qualitative and quantitative methods will be applied.

Formative evaluation will examine the implementation of the homeless program, identify potential issues and suggest necessary modification or revision for improvement. The following information will be collected for formative evaluation:

(1) School counselors will use the Student Residency Questionnaire to identify students and families in need of homeless services, in addition to the records of the RISD online enrollment system. (2) Student access to Drop-In Centers and receipt of resources will be logged as the records of provided program services. (3) Counselors at different level campuses will utilize the purchased service by Performance Matters, an assessment platform, and develop an early warning system for homeless students. They will examine student six-week-cycle grades of core courses to monitor the trajectory of homeless student learning. They will also analyze STAAR data to identify homeless students at the risk of failing the mandated state standard. When an intervention is needed, counselors will then develop suitable strategies to ensure students will achieve grade level standards, succeed in mandated assessments, promote on grade-level, graduate on time, or persist to post-secondary education. The data analysis and practiced intervention will be logged as records of program implementation. (4) Several student focus group interviews will be conducted during the school year to collect student feedback on the program implementation, effectiveness of counselling supports, and whether their needs have been met. The findings of the focus group interviews will be used to identify room for improvement. (5) Student participation in summer school will be documented. (6) Occurrences and contents of parent training sessions will be archived, including the number of participating parents and their participation frequency.

Outcome-focused summative evaluation makes judgments on the efficacy of the homeless program at its conclusion. It will collect the following data. (1) Student academic performance before participating in the homeless program will serve as the assessment baseline. (2) Employ the repeated measure of STAAR or STAAR EOC scale scores to compare homeless students' academic performance before and after receiving the service from the program, and determine the existence of improvement. (3) Administer surveys to participating parents and students to collect their opinions on the homeless program, measure the program impacts indicated by their satisfaction with the program, and identify their further needs.

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Schedule #16—Responses to Statutory Requirements				
County-district number or vendor ID: 057916			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)
Distribution of supplies and homeless services information	200	High School Drop-In Centers Campus Counselors	Sign-in Sheets with needs and services provided Counselors, Director Student Welfare, Title I Director	1, 4, 5
Junior High Drop-In Centers to distribute supplies and provide information	100	Junior High Campuses Campus Counselors	Sign-in Sheets with needs and services provided Counselors, Director Student Welfare, Title I Director	1, 2, 4, 5
Parent Education Sessions	100	High School Campuses Director Student Welfare, Title I Director	Sign-in Sheets Director Student Welfare, Title I Director	4
Tutoring/summer school for educational success of homeless students	200	All campuses Campus Counselors	Sign-in sheets Counselors, Director Student Welfare, Title I Director	3
Identification, enrollment, and academic support of homeless students	300	All campuses Student Data Specialists, Counselors, Director Student Welfare	Enrollment forms Director Student Welfare, Title I Director	1-5

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

County-district number or vendor ID: 057916

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.	Network of Community Ministries	Provides temporary financial support for needy families, a health clinic for youth, Clothes Closet, food pantry, summer meals for children, school supplies for students.
2.	Northpark Presbyterian Church	Provides Reverse Food Truck.
3.	RISD Council of PTAs	Provides Clothes Closet for RISD students' emergency situations.
4.	North Texas Food Bank	Provides Food 4 Kids backpack program for chronically hungry elementary age children.
5.	RESSA	Conducts food and supply drives for Drop-In Centers.
6.	Title I Office	Provides supplies, tutoring, summer school, and transportation for homeless students.
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

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

County-district number or vendor ID: 057916

Amendment # (for amendments only):

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

The funds we receive will be used to facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth in Richardson ISD through the support of our Drop-In Centers and parent education. We will use the funds to help with the outreach to our homeless families to make sure we identify and enroll them in school. We will provide needed supplies to integrate the homeless students into the regular education program. We will then monitor the students to ensure that they are making progress academically and provide the support needed to be academically successful.

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.

Richardson ISD is committed to involving our homeless parents/guardians in the education of their children through parent education sessions. The parents will first learn of the homeless services available to them and their children at the school and from community partners such as enrollment options and educational opportunities. A written explanation will be provided to parents of what to do should disputes arise over school selection or school enrollment and will refer parents to district liaisons to mediate such disputes. They will also learn how to help their children be academically successful in the classroom and who to contact at the school when they need additional support. We will provide transportation to the sessions as well as daycare and food so that all parents can attend.

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.

RISD homeless children and unaccompanied youth will be integrated completely into the regular education program as appropriate. Uniforms and all required supplies will be provided as needed. The students will be enrolled in after school programs for free, if requested, at their campus. Students will also be provided transportation so that they are able to participate in extra-curricular activities such as band, sports, etc.

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

County-district number or vendor ID: 057916

Amendment # (for amendments only):

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

The LEA's Student Welfare Director and the Title I Director collaboratively develop and prepare the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. The Student Welfare Director determines the needs at the campus level and works with the Title I Director to determine how Title I, Part A reservations/set-asides and community provided resources can best be coordinated to benefit all homeless students.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2017–2018	\$10,000	The funds are used to provide supplies, tutoring, summer school, and transportation to homeless students.
Planned Set-Aside for 2018–2019	\$10,000	The funds will be used to provide supplies, tutoring, summer school, and transportation to homeless students.

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 LEA's Student Welfare Director and the Title I Director collaboratively determine its reservation/set-aside amount based upon the projected number of homeless students, amount of funds available, and previous expenses of students by grade level such need for after school care, tutoring, transportation, and summer school. The LEA's Student Welfare Director conducts professional development during in-service week to assist staff in understanding the LEA's policy & procedures for supporting homeless students using local resources and Title I funds. The professional development outlines identification of homeless students, heightened awareness of homeless students' needs, and how to respond to the specific needs of homeless students and unaccompanied to youth. Follow-up training is provided during the school year for the campus counselors during in-service days. The Campus Improvement Plan addresses the needs of homeless students through academic monitoring and support, college and career readiness support, attendance rate monitoring, and discipline interventions.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057916	Amendment # (for amendments only):
Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057916

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.

Students that are homeless and are not currently enrolled or attending school are immediately enrolled in the school to which they seek enrollment with no delays caused by lack of records or other enrollment requirements. Students are ensured the right to attend school of origin for the entire duration of homelessness even if they are entering and/or returning to their schools from summer or holiday break. Children who become housed during the academic year may continue their education in the school of origin for the remainder of the academic year. Parents of children that become homeless after the school year has started are fully informed of all educational rights, including the right to remain in, and receive transportation to, the school of origin. The school ensures that homeless families, children, and youth receive educational services for which they are eligible, including free school meals, Head Start, Even Start, and preschool programs administered by the LEA; and referrals to health, mental health, dental, and other appropriate services.

All homeless children are provided services comparable to services offered to other students in the school. When homeless families enroll their children in school, they are asked if they have preschool-age children. Richardson ISD provides early interventions to students through the Early Intervention Program for Infants and Toddlers, as a part of IDEA. We have a Small Talk program at several campuses that provides support for these students. We also have a PPCD program that provides support for Pre-Kindergarten age students who are eligible. During these years, homeless students who are participating in these programs are provided with support to ensure their academic, social/emotional, and health needs are met. We work with homeless families to ensure their knowledge of and access to these programs is met.

During the elementary school years, each campus has a plan for providing intervention support to students. This includes academic tutoring and extra instruction in areas of need, as well as academic enrichment. Teachers, administrators, and counselors work collaboratively with parents to find, identify, and support students who may need additional support through IDEA, Section 504, ESOL, or other services. They work with outside agencies to ensure that homeless students are able to access community resources they may need, including health services, food and utility assistance, clothing and uniforms, transportation assistance, mental health services, and school supplies. After school care is offered to homeless students at no-cost. The district provides an additional intervention time during the school day for students to receive extra support and enrichment. Students are monitored throughout the year and staff respond to students needs on a weekly basis. Core teams meet and discuss student concerns and create intervention plans to address these concerns. These intervention plans may include referrals for evaluation under IDEA or Section 504, additional interventions in the academic setting (tutoring or small group instruction), referrals to outside agencies for support, or referral to the school counselor for small group or individual sessions to help support students.

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By TEA staff person:

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

County-district number or vendor ID: 057916

Amendment # (for amendments only):

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

Training and professional development is provided at the beginning of each year to administrative, instructional, and support staff during in-service week and to service providers and/or community collaborators through the Student Services Office. The training covers identification, enrollment, and how to support the educational needs of homeless children and unaccompanied youth. The training includes a review of the districts policies and practices for ensuring the academic success of homeless students and reviews the rights of homeless children in the school district and the community. Tips, tools, and resources are provided on effective practices for best meeting the educational needs of homeless children and youth.

Overview of training: ensuring that homeless children are identified, enrolled, and receive equitable access to high-quality education and support services. • Reviewing and revising policies that may impede homeless students' access to school. • Disseminating public notice of the educational rights of homeless children and youth, increasing awareness of homeless children's educational rights. • Ensuring identification of children and youth experiencing homelessness. • Immediately enrolling homeless children and youth, eliminating delays caused by lack of records or other enrollment requirements. • Ensuring that homeless children are not segregated or stigmatized because of their homelessness.

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

County-district number or vendor ID: 057916

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.

An assessment of the educational and related needs of homeless children is conducted by the campus counselor when they are enrolled. Based upon the assessment, interventions are developed for the student in consultation with the student's teachers. Ongoing progress monitoring are conducted by the teacher and counselor to determine the need for tutoring and/or summer school services. The provision of tutoring, supplemental instruction, and enriched educational services are linked to the achievement of the same challenging State academic content standards and challenging State student academic achievement standards the State establishes for other children and youths. Homeless children are provided before- and after-school tutoring, mentoring, and summer programs in which a teacher or other qualified individual provides the tutoring, homework assistance, and supervision of educational activities.

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

County-district number or vendor ID: 057916

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.

Secondary homeless students' grades are reviewed and monitored to provide early identification and interventions to any homeless students not on track for grade-level promotion, graduation, and college and career readiness. The campuses provide tutoring and summer school as needed. We also have Advise Texas Advisors to help homeless students with college searches, applications, and waivers for SAT/ACT testing. Counselors also coordinate individualized academic counseling services to prepare homeless and 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.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057916

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: 057916

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: 057916

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: 057916

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: 057916

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/Tuancy

#	Strategies for Absenteeism/Tuancy	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: 057916

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: 057916

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"/>
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	Other strategy			
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	Other strategy			

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: