

**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		
Application deadline:	5:00 p.m. Central Time, April 3, 2018	<small>Place date stamp here.</small> RECEIVED TEXAS EDUCATION AGENCY 2018 APR -3 PM 2:30	
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		

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Pasadena Independent School District	101-917			
Vendor ID #	ESC Region #	DUNS #		
74-6001850	4	072192925		
Mailing address	City	State	ZIP Code	
1515 Cherrybrook Lane	Pasadena	TX	77502-4048	
Primary Contact				
First name	M.I.	Last name	Title	
Neitzy		Retta	Homeless Coordinator	
Telephone #	Email address		FAX #	
713-740-0250	nretta@pasadenaisd.org		713-740-4066	
Secondary Contact				
First name	M.I.	Last name	Title	
Gloria		Gallegos	Associate Superintendent of Special Programs	
Telephone #	Email address		FAX #	
713-740-0218	ggallegos@pasadenaisd.org		713-740-4066	
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.

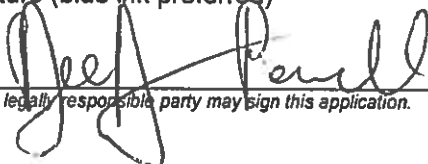
Authorized Official:

First name	M.I.	Last name	Title
DeeAnn		Powell, Ed.D.	Superintendent of Schools
Telephone #	Email address		FAX #
(713) 740-0244	DAPowell@pasadenaisd.org		(713) 740-4040

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.



3/27/18

701-18-109-066

Schedule #1—General Information

County-district number or vendor ID: 101-917

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: 101-917

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 General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification 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 Lobbying Certification 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: 101-917

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: 101-917

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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By TEA staff person:

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

County-district number or vendor ID: 101-917			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 #5—Program Executive Summary

County-district number or vendor ID: 101-917

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.

Program Overview

Pasadena ISD will use Texas Education for Homeless Children and Youth (TEHCY) grant funding to improve, expand, and enhance its strategies for identifying, enrolling, and providing effective and efficient services for homeless students across the district. In collaboration with multiple service providers, both within the district and throughout the community, the Pasadena ISD Homeless Coordinator and other Special Programs staff will work to develop and implement a variety of activities designed to improve academic outcomes for students experiencing homelessness. The district will continue to provide funding for a full-time Homeless Coordinator, and TEHCY grant funds will be used to pay salary and fringe benefits for homeless campus case managers and tutors/mentors for homeless students on each PISD campus. Campus Case Managers will assist in the identification of homeless students in the district, the enrollment of those students, and the development and implementation of intervention plans for homeless students on their campuses. These intervention plans will include: enhanced social and emotional support services; targeted and easily accessible academic intervention services; expanded community collaboration efforts; comprehensive transition services; and professional development for district and community organization staff. Pasadena ISD will continue to be successful in its efforts to support the area's homeless student population and increase the likelihood of academic success and progression for this high-risk group.

Budget Development

The budget development process was led by the district's Homeless Coordinator with input from the Homeless Counselor, Homeless Secretary, and Associate Superintendent of Special Programs. Together, these staff members created an appropriate and cost effective budget that will allow for successful implementation of program activities. The budget went through a budget approval process, which included review by the Accounting Department and Grants Department. This process ensures all budgeted activities are within district and government guidelines as well as the grant program guidelines.

Demographics

Located just miles from the Houston Ship Channel in Southeast Houston, Pasadena ISD is a large, urban school district. Most of the schools are located in predominantly minority neighborhoods. Districtwide, 84% of students are Hispanic and 7% are African American. Economically disadvantaged students make up 84% of the student population, more than a quarter are limited in English proficiency (28.9%), and more than half of the student body (60%) are at-risk for academic failure. So far during the 2017-2018 school year, more than 12,000 students have been identified and enrolled into the Homeless program due to the impact of Hurricane Harvey in August 2017.

Needs Assessment Process

In an effort to continue best serving the needs of Pasadena ISD students (and their families), specific ongoing needs assessments have taken place during the 2017-2018 school year. Led by the Homeless Coordinator, these smaller assessments were combined to create a comprehensive needs assessment that includes multiple stakeholders and partners. The needs assessment includes the following components: academic performance; parent needs; training gaps; and data analysis. Results of the four components were aggregated to create five top needs. Annually, the Homeless Coordinator will review the process with the Homeless Counselor, Community members, and the Associate Superintendent of Special Programs to make any modifications necessary to ensure the process is effective.

Management Plan

The program will be led by the Homeless Coordinator who will be directly supported by a dedicated Homeless Counselor and the Homeless Secretary. As a team, the Homeless Department will monitor the implementation of daily programming and associated staff. The Homeless Coordinator will also receive guidance and support from the Associate Superintendent of Special Programs as well as the Grants Compliance Coordinator to make sure the program is consistently operating within both district and grant guidelines.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-917

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.

Evaluation Methods

The success of the project will be monitored via the collection of data relating to district assessments, Campus Case Manager surveys, parental involvement records, attendance rates, graduation reports, observations, and training participation. This data will provide ample information to monitor the indicators of accomplishment and determine progress towards meeting the overall program goals.

Statutory Requirements

In implementing this grant program, Pasadena ISD will address the four statutory requirements for the Texas Education of Homeless Children and Youth (TEHCY) grant. The Pasadena ISD project addresses each requirement by discussing activities and processes focused on: (1) the specific services and programs provided through the project that meet Statutory Requirement #1; (2) collaborators from the local area who have agreed to provide services to homeless students and their parents, including removing barriers to ensure homeless students integrate smoothly into the regular school day (Statutory Program Requirement #2); (3) coordinating services and funding from Title I for eligible homeless students in Statutory Program Requirements #3a-3b; and (4) the confirmation of Pasadena ISD's current policies and procedures in the chart for Statutory Requirement 4.

TEA Requirements

As with the statutory requirements above, Pasadena ISD will also address the four TEA requirements relating to identification of students completely and accurately (TEA Requirement #1). For the TEA Program Requirement #2, training and professional development will occur for all staff, collaborators, and service providers participating with identification and monitoring of homeless students. Early interventions and progress monitoring led by the Homeless Coordinator will occur via review and analysis of several areas, such as promotion and graduation rates, to address TEA Program Requirement #3 and ensure the success of homeless students academically. Finally, academic support, including credit recovery and discipline interventions, for homeless students will be offered to ensure students stay on track for promotion and post-secondary (TEA Program Requirement #4).

Sustainability and Commitment

Pasadena Independent School District and the Homeless Department are committed to maintaining this project beyond the life of the grant. During the grant term, the Homeless Coordinator and Secretary will position the program to continue operation post funding. The program structure will be completed and fully operational by the end of the grant. Purchases made as part of the grant project will be integrated as part of regular programming. In regard to ongoing activities, detailed plans and instructions will be created to allow implementation of project activities in subsequent years. With a strong management team in place, we are confident that the project will continue to grow and succeed. At the close of the grant period, the project activities will become part of the district's Homeless department and continue with support from the district.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-917	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	\$106,101	\$0	\$106,101
Schedule #8	Professional and Contracted Services (6200)	6200	\$500	\$0	\$500
Schedule #9	Supplies and Materials (6300)	6300	\$4,928	\$0	\$4,928
Schedule #10	Other Operating Costs (6400)	6400	\$500	\$0	\$500
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$112,029	\$0	\$112,029
2.051% <u>indirect costs</u> (see note):			\$0	\$2,346	\$2,346
Grand total of budgeted costs (add all entries in each column):			\$112,029	\$2,346	\$114,375

Shared Services Arrangement

6493	\$0	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$114,375
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:	\$9,150

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: 101-917			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$0
2	Educational aide			\$0
3	Tutor			\$0
Program Management and Administration				
4	Project director			\$0
5	Project coordinator			\$0
6	Teacher facilitator			\$0
7	Teacher supervisor			\$0
8	Secretary/administrative assistant			\$0
9	Data entry clerk			\$0
10	Grant accountant/bookkeeper			\$0
11	Evaluator/evaluation specialist			\$0
Auxiliary				
12	Counselor			\$0
13	Social worker			\$0
14	Community liaison/parent coordinator			\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			\$0
16	ESC coordinator/manager/supervisor			\$0
17	ESC support staff			\$0
18	ESC other			\$0
19	ESC other			\$0
20	ESC other			\$0
Other Employee Positions				
21	Title			\$0
22	Title			\$0
23	Title			\$0
24	Subtotal employee costs:			\$0
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$0
26	6119	Professional staff extra-duty pay		\$0
27	6121	Support staff extra-duty pay		\$94,945
28	6140	Employee benefits @ 11.75%		\$11,156
29	61XX	Tuition remission (IHEs only)		\$0
30	Subtotal substitute, extra-duty, benefits costs			\$106,101
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$106,101

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: 101-917

Amendment # (for amendments only):

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

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	RIDES Harris County Taxi Service – This taxi service provides school of origin transportation for homeless students who move during the school year.	\$500
2		\$0
3		\$0
4		\$0
5		\$0
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$500

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

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 101-917		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$4,928
Grand total:		\$4,928

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: 101-917		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$500
Subtotal other operating costs requiring specific approval:		\$500
Remaining 6400—Other operating costs that do not require specific approval:		\$0
Grand total:		\$500

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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On this date:

By TEA staff person:

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 101-917			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	\$0
66XX—Computing Devices, capitalized				
2			\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
66XX—Software, capitalized				
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
66XX—Equipment, furniture, or vehicles				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
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				\$0
Grand total:				\$0

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

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

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

County-district number or vendor ID: 101-917

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	12,762	100%	
Identified homeless students	12,762	22.01%	22.01% from district population
Students identified homeless with a 5A Crisis Code	0	0%	
Students identified homeless with a 5B Crisis Code	0	0%	
Students identified homeless with a 5C Crisis Code	11,458	19.76%	Numbers increased due to Hurricane Harvey
Attendance rate for identified homeless students	NA	0%	
Attendance rate for economically disadvantaged students	NA	0%	

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
501	637	752	838	878	941	1385	1230	1144	1048	983	879	776	770	12,762

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 101-917

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.

In order to identify the needs of the district regarding homeless students, Pasadena Independent School District (Pasadena ISD) solicited the input of key stakeholders (parents, community partners, health and social services providers, and staff). Pasadena ISD has strong relationships with many local service providers and community organizations whose staff help the district to identify students experiencing homelessness. Organizations like Pasadena Health Center, South Main Baptist Church, Comcast, Houston Food Bank, and many others attend the district's annual Community Partners Forum and are therefore well-prepared to provide assistance and input regarding the district's ongoing efforts. Pasadena ISD's Homeless Coordinator meets monthly with representatives from these organizations throughout the school year to share information and collect feedback concerning the processes for identification and referral of homeless students and to ensure that staff are well-versed in recognizing and referring those in need of PISD resources that the district may otherwise be unable to reach. A sense of collaboration and shared mission between the district and these organizations is fostered through the consistent and ongoing communication that has been established.

During the meeting, the Homeless Coordinator shares both quantitative and qualitative data with stakeholders to lay the foundation for the discussion of needs. Data includes PISD's overall numbers versus homeless numbers for enrollment, attendance, graduation, and postsecondary/and or financial aid applications. Summaries of anecdotal information collected from student meetings, meetings with teachers, administrators, and other district and outside agency staff working with homeless families was also shared. The information shared was not one-sided. In order to provide a comprehensive picture of the services provided for and used by Pasadena ISD's homeless students and their families and to give insight into additional or enhanced services that may be needed, stakeholders provided a variety of data to Pasadena ISD representatives, such as numbers of Pasadena ISD students staying in shelters and services available through agencies and within the district.

Additionally, the McKinney-Vento Homeless Department (Pasadena ISD's Director of Research and Evaluation, campus counselors, Homeless Coordinator, and the Director of Student Information Services) analyzed the graduation rate, attendance rate, numbers of students in two of the nearby shelters, percent of students qualified for the free and reduced lunch program, and the impact of Hurricane Harvey on the Pasadena community.

After considering the data from multiple sources, the Homeless Department prioritized the needs/barriers that students were experiencing most frequently. The needs/barriers were ranked. The Pasadena ISD Homeless Department will focus the TEHCY funding on removing the following barriers to help students succeed:

- Ongoing need for resources and support services for homeless students in the district;
- Ongoing academic achievement gaps between PISD homeless students and their peers;
- Ongoing attendance and mobility pattern issues for homeless students;
- Need for additional training for campus staff regarding McKinney-Vento law;
- Lack of career exploration and placement resources; and
- High percentage of homeless students do not apply for postsecondary education and/or financial aid opportunities.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-917

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.	Pasadena ISD's homeless students need expanded and enhanced social and emotional support services.	The social and emotional support provided through the continued enhancement of the district's campus case management system using TEHCY funding will help to ensure that students' basic needs for food, shelter, and safety are being met and that appropriate interventions are available and easily accessible, which in turn should lead to improved chances for academic success.
2.	Pasadena ISD's homeless students need targeted and easily accessible academic intervention services.	Strategies enabling students to attend school consistently and progress academically are critical for students experiencing homelessness. Intensive academic intervention services, including one-on-one and group tutoring, mentoring, homework assistance, and academic enrichment opportunities provided in safe environments during school and non-school hours will bridge the achievement gaps between PISD's homeless students and other students.
3.	Continued and expanded collaboration with community service providers is needed in order to more comprehensively address the needs of homeless students in Pasadena ISD.	Improvement in academic success rates cannot be achieved for students struggling to meet basic survival needs. Continuing and expanding the network of collaboration between PISD's Special Programs department, other in-district departments, and multiple local support agencies will help to ensure that students' basic needs, including food, safe shelter, transportation, clothing, and hygiene can continue to be provided. The ongoing collaboration between PISD and local service providers is crucial to the academic success for students experiencing homelessness.
4.	Comprehensive academic transitional services are needed to assist the district's homeless students in identifying, pursuing, and successfully navigating transitional challenges and opportunities (high school graduation, postsecondary education/training, career opportunities, and job placement).	A better and more comprehensive variety of resources and services intentionally designed to assist students with making educational transitions, both within the school district and as they prepare to graduate and pursue postsecondary education, training, and/or career opportunities is needed. A collaborative system of services designed and put in place to specifically address the known challenges and barriers will contribute to students' ability, motivation, and likelihood of academic success at every level of transition.
5.	PISD staff and community organization service providers may need training/professional development in order to expedite and improve the identification, enrollment, and subsequent delivery of support services to homeless youth.	When students experience enrollment delays or encounter other barriers due to lack of knowledge of staff, they lose important time that should be spent in school and learning. Professional development, including specific training on the details of the McKinney-Vento Act and the district's enrollment procedures can help eliminate unnecessary delays in the registration and enrollment process thus supporting academic success of PISD's homeless student population. With the extra staff the TEHCY grant provides, it is possible to further refine the district's processes and ensure that students experiencing homelessness are quickly and accurately identified and able to receive services.

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Schedule #14—Management Plan

County-district number or vendor ID: 101-917

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.	Homeless Coordinator	This individual will hold a Masters degree with a valid Texas Counseling certificate. Additionally, the individual will have a minimum of five years in teaching and counseling experience combined.
2.	Homeless Counselor	The Homeless Counselor will hold a Masters degree with a valid Texas Counseling certificate. Additionally, the individual will have a minimum of five years in teaching and counseling experience combined.
3.	Homeless Secretary	The Homeless Secretary will have a high school diploma or GED at a minimum and have secretarial experience in a public education setting working with the homeless student population.
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.	Improve Student Engagement	1. Complete and process Student Residency Questionnaires (SRQs)	08/01/2018	06/01/2019
		2. Collect and monitor Campus Monitoring Log	12/05/2018	05/05/2019
		3. Host parental involvement activities	02/01/2019	04/01/2019
		4. Assist with student fees	08/25/18	05/30/2019
		5.		
2.	Improve Student Academic Success	1. Collect and monitor tutor/mentor contact logs	09/04/2018	05/31/2019
		2. Provide academic interventions	09/04/2018	05/31/2019
		3. Offer Saturday tutorials	09/04/2018	05/31/2019
		4. Analyze proficiency rates on STAAR/EOC tests	01/01/2019	06/01/2019
		5. Host STEM summer camps	6/03/2019	06/28/2019
3.	Increase Availability of Student Support Services	1. Host community partners forum	09/25/2018	09/25/2018
		2. Provide service provider/community resources training	09/25/2018	09/25/2018
		3. Host Data Talk groups	10/01/2018	06/05/2019
		4.		
		5.		
4.	Improve student promotion and graduation rates/post-graduation success	1. Host post-secondary planning workshops	12/05/2018	05/05/2019
		2. Provide career exploration during Saturday tutorials	12/05/2018	05/05/2019
		3. Review grade reports each grading period	09/04/2018	05/31/2019
		4.		
		5.		
5.	Improve Identification and Enrollment Services, and Support Services	1. Provide case manager training	09/15/2018	09/18/2018
		2. Provide mentor training	08/15/2018	04/01/2019
		3. Provide Enrollment/Registrar staff training	08/01/2018	08/01/2018
		4. Provide training to general administrative, instructional, and support staff	08/15/2018	04/01/2019
		5.		

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-917

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.

The district will continue to implement an efficient and effective system of management and oversight for the project. The district's Homeless Coordinator, who manages the project, reports directly to the district's associate superintendent of special programs and maintains regular contact with both campus and district staff in regards to the implementation of project activities and progress made towards achieving projected outcomes. Collaboration between departments and with external organizations is key to the success of program management and implementation as well. In addition, PISD will continue to designate a campus case manager for each school in the district with the understanding that some of the biggest barriers in meeting projected outcomes for the district's homeless student population are delayed identification, and therefore, delayed provision of services. With each school having a designated campus case manager responsible for identifying and supporting homeless students on a daily basis, both identification and provision of services are carried out in more timely and efficient ways. Committees are established to oversee the implementation of planned activities for each upcoming school year, and the district's Homeless Coordinator maintains all relevant documentation and ensures efficient organization of planned events and services throughout each school year. The Homeless Coordinator also monitors academic grades and attendance documentation input by the designated campus case managers by reviewing student-level reports and is able to intervene quickly when/if issues with meeting outcome benchmarks and/or milestones occurs.

Throughout the grant year the district's Grants Compliance Coordinator will monitor the grant budget for allowable, applicable, and necessary purchases and for appropriate use of grant funds. This will be done by running detailed budget reports in the district's automated accounting system, Lawson. The Grants Compliance Coordinator will also inform the Homeless Coordinator of the budget status at least every two months to keep him/her abreast of actual versus planned spending; and if needed, create an implementation plan to ensure that the Homeless Coordinator spends the entire grant award by the grant end date.

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.

Pasadena ISD has worked to address the needs of all homeless students within the district. Currently, PISD has designated a McKinney-Vento Campus Case Manager for every PISD school campus. Through these designations, the district has provided both students and their parents with an easily accessible opportunity to meet with a representative of the district's McKinney-Vento Homeless Department team on a regular basis throughout the school year. Campus Case Managers are able to establish relationships with homeless students and their parents; therefore, they are often the first ones to be made aware of ways in which the McKinney-Vento Homeless program can improve services and provide needed and relevant assistance to the district's homeless student population. Campus Case Managers are a crucial link in determining priorities for utilization of the district's financial and human resources.

Pasadena ISD has also been able to establish an Annual Community Partners Forum that allows Campus Case Managers and other district staff the opportunity to learn about services provided from local non-profit organizations, as well as giving local service organizations the opportunity to learn about the district's processes for identifying, enrolling, and providing services to the area's homeless student population. Last year, more than 80 area organizations attended the Community Partners Forum, and Pasadena ISD's 2017-18 TEXSHEP program has a total of 61 official, individual collaboration agreements with both internal and external departments and organizations.

With the district invested in ensuring the Campus Case Managers continue to provide services and the growing number of community partners, the commitment to educating all homeless children and unaccompanied youth is strong.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-917

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.	Student Records	1.	100% of students will show a 2% increase in attendance rate.
		2.	20% increase in enrollment.
		3.	30% decrease in behavior referrals.
2.	Observe/Track Service Delivery	1.	External referrals will be provided by Homeless department staff.
		2.	20% of students will participate in social-emotional learning/Basic Need Services.
		3.	20% of students will participate in academic interventions.
3.	Student Grades and Assessments Scores	1.	30% of students will show an increase in GPA/ end of year grades.
		2.	30% increase in STAAR scores (or other assessment).
		3.	100% increase in student promotion rate and 10% increase in graduation.
4.	Surveys (Students, Parents, Case Managers, Mentors, Staff)	1.	100% of students will say they are "more aware" of available services.
		2.	100% of parents will say they are "more aware" of available services.
		3.	100% of Case Manager/Mentors and Staff will rate trainings and professional development as "very helpful" in identifying and enrolling homeless students.
5.	Focus Groups	1.	Parent feedback is positive regarding program activities.
		2.	Student feedback is positive regarding program activities.
		3.	Community partner feedback is positive regarding referral process.

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.

Pasadena ISD will evaluate the overall effectiveness of its TEHCY project beginning at the project start date and continuing throughout the life of the project. The evaluation will be an ongoing assessment of the project's progress toward the desired outcomes and will assist the project manager and district leaders in determining the project's strengths and those areas in need of improvement. The evaluation process of the project will include comprehensive assessment of project activities, their implementation, the outcomes of those activities, the collaborations involved, and ongoing financial review to ensure appropriate, efficient, and timely expenditure of all awarded funds.

A variety of data analysis techniques will be applied to the data elements collected throughout each year of the project. Among the analysis techniques likely to produce the results needed to inform decision-making are: **Descriptive Statistics** (total counts, percentages, means, medians, averages); **Qualitative Procedures** (surveys and needs assessment forms); and **Statistical Analysis** (comparisons, T-tests, linear trend analysis, etc.).

The outcomes-based approach to evaluating the TEHCY program includes: 1) the identification and prioritization of specific and measurable outcomes for the project; 2) the indicators to be used to measure those outcomes; 3) the data elements to be utilized in the process; and 4) a timeline for collection of data. Once data is collected as outlined in the evaluation table, *it will be thoroughly reviewed, analyzed and consistently utilized to determine program strengths and areas for improvement.*

Data (including students served, academic scores, attendance, STAAR/EOC performance, and discipline referrals) will be collected and analyzed by PISD's McKinney-Vento Homeless Department staff (Homeless Coordinator and Counselor) and shared with the appropriate in and out-of-district stakeholders through the distribution of evaluation reports, the inclusion of agenda items and facilitation of discussions at monthly and/or quarterly meetings. If issues in project delivery occur, the McKinney-Vento staff will make immediate modifications to the program.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

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

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Provide academic, social and emotional support and intervention, including: tutoring, mentoring, social service and medical referrals.	3,600	Pasadena ISD schools Homeless Tutors/Mentors and Counselor	Tutor/Mentor Contact Logs, schedules, and payroll forms, Student Level Reports Homeless Tutors and Counselor	1, 2
Monitor homeless attendance data; Monitor homeless academic data every 6 or 9 weeks; conference with students, as needed; make referrals for additional intervention and/or support.	3,600	Pasadena ISD Facilities & Schools Campus Case Manager Homeless Coordinator and Counselor Homeless Tutors/Mentors	Campus Monitoring Log, Emails to Campus Case Managers Homeless Coordinator and Counselor	1 and 5
Contact and build new partnerships with community service providers, businesses, and transportation departments in nearby districts. Build partnerships and collaborate with in-district departments.	100	Local Community Organizations Homeless Coordinator and Counselor	Agendas, emails, trainings, meetings, vendor sign-in sheets, Transportation Forms, collaboration list and Forms Homeless Coordinator and Counselor	3
Professional development to district personnel on McKinney-Vento Law, including identification and enrollment processes and services. Attend local and regional homeless trainings.	200	Pasadena ISD Facilities Homeless Coordinator and Counselor, Campus Case Managers, Registrars and Attendance Staff	Sign In Sheets, Agenda and materials provided in meeting, Homeless Coordinator and Counselor	5
Provide academic transition services for high school students, including: general postsecondary information, scholarship and financial aid application assistance, and college and/or training program prerequisite details.	1,000	Pasadena ISD schools High School Campus Case Managers, Homeless Counselor, Coordinator, and Senior College Tutor	Agenda, Student log, Event flyers, Contact Log Homeless Counselor	4
Parent Involvement Activity (Conduct Health Fairs, College, Career, and Financial Aid Parent Information Workshops discussing the rights of students, district services that are available, and the McKinney-Vento Handbook.	3,600	Campus Local Community sites/ Homeless Coordinator and Counselor, Campus Case Managers, Community Partner, district Parent Coordinator	Fliers, pictures, targeted rosters to ensure distribution of materials to identified homeless students, emails, Students Rights forms, CCM forms Homeless Coordinator and Counselor	1,3, and 5

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

County-district number or vendor ID: 101-917

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.	South Main Baptist Church – Rooftop Ministries	<i>Breakfast with Santa</i> Holiday Event, food baskets and Furniture assistance (on a need basis),
2.	Pasadena Health Center	Provide primary care services free of charge to Homeless Program students referred by Homeless Program Campus Case Managers.
3.	Baker Ripley	Provide financial assistance to families referred by Homeless Program Staff, connect families with community resources provided through the United Way, and provide legal guidance related to landlord and tenant issues.
4.	Comcast	Provide monetary assistance for the purchase of tennis shoes.
5.	Rack Room Shoes – Shoes that Fit Program – Pearland Store	Provide monetary assistance for the purchase of tennis shoes.
6.	Greater Houston Community Foundation	Grant funding for Homeless Program: College and Career Guidance and Tutorials
7.	Delta Kappa Gamma – Zeta Omega Chapter	Donation of basic needs on a monthly basis (toiletry items, socks and underwear).
8.	The Bridge Over Troubled Waters, Inc.	Emergency Shelter, 24 Hour Information and Referral Hotline, Support Group, Child Advocates and Casework for Residential and Non-Residential families.
9.	Project Houston CDC	Provide Community Food Fairs twice a month.
10.	Houston Food Bank	Provide food at local PISD Campuses.
11.	Pasadena Fire Department	Provide Christmas gifts for Homeless Program students referred by Homeless Program Campus Case Managers.
12.	PISD – In District Collaboration	Student Services – Attendance Clerks and Registrars
13.	PISD – In District Collaboration	Coordinator of Special Projects (Parenting)

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

County-district number or vendor ID: 101-917

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 TEHCY funds will provide extra duty pay for school campus case managers to attend training to help them effectively identify and enroll students. Campus Case Managers also will provide a variety of services for homeless students and their parents, including: attendance tracking and related intervention services; serving as communication liaison between parents/guardians and district staff; conducting comprehensive student needs assessments and developing intervention plans; and making referrals for no-cost counseling or other mental health services. Also, the grant will provide funding for academic tutors to provide assistance to homeless students with homework, test preparation, and other class-related projects and assignments.

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

The academic success of homeless students is dependent on the involvement of their parents in their educational process. Campus case managers provide support to parents and students. Campus case managers are responsible for providing comprehensive information to students and parents regarding the McKinney-Vento law and the services available to students through the district as well as through local service providers. Further, the Campus Case Managers maintain contact with not only the students but also their parents in order to regularly communicate regarding their student's progress and to provide assistance with identifying and accessing needed community services.

PISD will also hold Parental Involvement activities to involve parents in a meaningful way. The McKinney-Vento Homeless Department staff will offer workshops to provide parents of homeless youth with information about college programs and admissions, the financial aid application processes, guidelines, and deadline, scholarship opportunities and application procedures; and career pathways opportunities.

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.

Students experiencing homelessness need the normalcy that a school setting can provide. To assist with ensuring homeless students and unaccompanied youth are integrated into the regular education program, PISD removes barriers by providing transportation to their school of origin and removing any fees associated with technology, testing, or extra-curricular activities. Also, students are free to participate in regular education program activities such as sports, fine arts, and the after-school program.

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

County-district number or vendor ID: 101-917

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.

Pasadena ISD's Title I and TEHCY programs work collaboratively to ensure that all students experiencing homelessness receive comparable services and resources. The Associate Superintendent for Special Programs oversees both Title 1 and McKinney-Vento funding, serves as the district's homeless liaison, and facilitates ongoing communication and collaboration regarding both funding streams and the targeted assistance programs they make possible.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$15,000	Use of funds will include high school Advanced Placement tests, community school, extracurricular fees, initial credit, credit recovery courses, summer school, and virtual classes.
Planned Set-Aside for 2017–2018	\$15,000	Use of funds will include high school Advanced Placement tests, community school, extracurricular fees, initial credit, credit recovery courses, summer school, and virtual classes.

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.

TEHCY and Title I works in tandem to ensure that the district has the resources necessary to identify and meet the needs of at-risk student populations. Both operate with the goals of identifying and implementing effective, research-based best practices that will assist at-risk students, including those identified as homeless, in meeting academic standards. Specifically, Title I funds provide PISD homeless students with school supplies and clothing vouchers, as well as initial credit and credit recovery class tuition and summer school tuition. On PISD high school campuses, utilizing both Title I set-aside funds and TEHCY funds, staff work closely with the district's Homeless Coordinator, parents of homeless students, and other campus and district staff to identify appropriate resources and implement instructional programs that best meet the needs of the homeless student population. In addition, Title 1 Parent Coordinators and Peer Facilitators provide counseling and other social services for the district's elementary, and middle and intermediate campuses, including services for students identified as homeless.

McKinney-Vento funds provide extra duty pay for school campus case managers to attend training and to provide a variety of services for homeless students and their parents, including: attendance tracking and related intervention services; serving as communication liaison between parents/guardians and district staff; conducting comprehensive student needs assessments and developing intervention plans; and making referrals for no-cost counseling or other mental health services. Since the 2015-16 school year, Pasadena's McKinney-Vento Homeless program will also provide funding for academic tutors to provide assistance to homeless students with homework, test preparation, and other class-related projects and assignments.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 101-917	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: 101-917

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.

Entering and/or returning: New and returning Pasadena Independent School District (PISD) students complete a Student Residency Questionnaire (SRQ). The questionnaire is a part of every enrollment packet and is available in English, Spanish and Vietnamese. Each completed SRQ is evaluated by PISD's Homeless Coordinator's office staff, and identification of students living in homeless situations is made based on the thorough evaluation of the SRQ responses.

After the school year has started: Each PISD campus designates a Campus Case Manager who works in coordination with their individual campus administration, teachers, and other campus staff to identify children and youth who become homeless after they have already started attending school in a given year. These case managers, as well as the campus staff with whom they work, receive annual training on homelessness indicators and the district's service referral processes. Campus Case Managers (CCMs), based on their observations and interactions with students on their campuses, as well as the information they receive from teachers and other well-trained campus staff, provide critical intervention services aimed at identifying those students who may have become homeless during a given school year. CCMs make phone calls to parents or family members of students, conduct one-on-one discussions with students displaying possible indicators of homelessness, and continually solicit information and feedback from teachers and other campus staff in an effort to ensure the identification of students dealing with the effects of homelessness. In addition to the efforts of CCMs and other campus staff, self-identification by students is often prompted by the various Texas Homeless Education Office (THEO) resources placed in all PISD schools and with local homeless assistance programs and other community-based organizations.

Not in school: Efforts to locate homeless children in the community who are not currently enrolled or attending school are an outgrowth and integral component of PISD's commitment to the community at large. Within the first quarter of each school year, PISD conducts a Community Partners Forum designed to provide information and foster collaboration between the district and a variety of community organizations in its endeavor to locate homeless children and youth who may not be enrolled or attending school. Over 80 community organizations send representatives to this forum annually, where they receive information about the McKinney-Vento Law, PISD's enrollment and referral procedures, and the services and resources available for homeless students through the district and other organizations. Attendees exchange information about the services they each provide and share ideas for building their individual and the community's capacity for locating and providing service to the region's homeless population. These forums serve as the basis for ongoing growth and development of the district's community partnerships that are aimed at locating, enrolling, and providing services to homeless youth and their families. As an extension of these forums, self-identification by youth and their families is encouraged through the placement of THEO posters and other resources in locations identified as areas where homeless families and/or children frequent. Additionally, as an intentional effort to inform the community and encourage assistance with the identification and locating of homeless children in the community, the district's website provides information about the various services and special programs available for those who may be facing the challenges of homelessness and/or related issues.

Eligible for pre-kindergarten: Applications for the early childhood program are distributed during the spring and summer prior to the start of the fall semester. The application contains a section for parents to mark if the family is living in a temporary housing, which qualifies them for the homeless program. Parents completing this section are asked to submit a SRQ to the campus. The campus then submits the SRQs to the Homeless Department. At the beginning of each school year, the Homeless Coordinator meets with the Early Childhood Coordinator to confirm the qualification of pre-kindergarten homeless students with the Early Childhood Coordinator and campus staff.

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

County-district number or vendor ID: 101-917

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 for administrative, instructional and support staff: Each year, district staff (principals, assistant principals, peer facilitators, and student services personnel) receive training regarding the identification and enrollment of students experiencing homelessness. Training sessions are conducted by the district's Homeless Coordinator and include: a PowerPoint presentation explaining the McKinney-Vento law; information about the district's homeless statistics; an overview of student behaviors and other indicators that students may be experiencing homelessness or be at risk for becoming homeless; a review of the district's homeless student identification, referral, and enrollment processes; and a comprehensive overview of district and community resources available to assist the homeless population. Each training session includes time for questions and answers to ensure that any topics not covered in the formal presentation are addressed. In addition to the face-to-face training sessions provided, an e-course was developed in 2012-2013 and is available throughout each school year for new staff and/or for any trained staff in need of a refresher. All district staff mentioned above also attend the annual Community Partners Forum and all district student services attendance and registration staff attend supplemental training on the processes for identifying and referring students and families experiencing homelessness.

Training for service providers and/or community collaborators: Local homeless service providers are included in the annual Community Partners Forum. Within the first quarter of each school year, PISD conducts a Community Partners Forum designed to provide information and foster collaboration between the district and a variety of community organizations in its endeavor to locate homeless children and youth who may not be enrolled or attending school. Over 80 community organizations send representatives to this forum annually, where they receive information about the McKinney-Vento Law, PISD's enrollment and referral procedures, and the services and resources available for homeless students through the district and other organizations. Attendees exchange information about the services they each provide and share ideas for building their individual and the community's capacity for locating and providing service to the region's homeless population. These forums serve as the basis for ongoing growth and development of the district's community partnerships that are aimed at locating, enrolling, and providing services to homeless youth and their families.

Community partners involved in the forum also attend a service providers and community resources training session conducted by the district's Homeless Coordinator. Training sessions include: a PowerPoint presentation explaining the McKinney-Vento law; information about the district's homeless statistics; an overview of behaviors and other indicators that individuals they encounter may be experiencing homelessness or be at risk for becoming homeless; a review of the district's homeless student identification, referral, and enrollment processes; and a comprehensive overview of district and community resources available to assist the homeless population.

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

County-district number or vendor ID: 101-917

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.

Early intervention and ongoing progress monitoring can only occur when the proper personnel is hired and trained. In the past, McKinney-Vento funding has made it possible for the district to support the designation of a Campus Case Manager (CCM) for each of its schools. The addition of this position has increased Pasadena ISD's capacity to identify and enroll homeless students. Since 2011-12, homeless student enrollment in the district has increased by more than 50% (from 1,418 to over 2500), largely due to the efforts of the CCMs and other staff whose duties include the review and processing of Student Residency Questionnaires, tracking and monitoring of homeless students' attendance and academic records, and ongoing communication with both homeless students and their parents. The CCM position continues to serve as a critical part of identifying and providing services and resources since Hurricane Harvey hit the area in August 2017. The district has experienced an increase in the number of homeless students this year due to the devastation left behind by the hurricane. As of February, 2018, Pasadena ISD has now identified 12,715 students who are homeless.

The Homeless Department will monitor progress of homeless students by reviewing the following data on Student Level Reports every grading cycle in order to implement early intervention strategies and ensure academic success:

- Attendance and truancy data (The data is sent to CCM and campus attendance officer.)
- Advanced Placement and dual credit course work (The Homeless Department will provide tuition vouchers from the Title I set aside funds and offer tutoring sessions.)
- Discipline (Tutors attend behavioral and curriculum trainings to learn techniques to use during their sessions and for addressing negative behavior.)

After the CCMs receive and analyze the data, they will share the points of concern with the tutors through Data Talks in an effort to provide a "roadmap" for the tutors to use as they help the students achieve. The information from the Student Level Reports helps the tutor know what areas they need to focus during their sessions. The CCMs also collaborate and coordinate services for students if additional issues are identified. The Homeless Department works with the other special programs including Special Education, Bilingual/ESL Education, Career and Technical and Gifted and Talented to ensure students receive the services needed to address their issues.

Annually, the Homeless Department staff will review the following data for gaps that may exist and work with stakeholders to determine the best strategies to implement to close the gaps:

- 4-year cohort graduation rate;
- Graduation rate of all homeless students (*e.g. current cohort, continuers and early graduates*);
- Promotion rates; and
- Effectiveness of discipline interventions.

Throughout the year, one tutor focuses on college and career readiness programming and services for the senior homeless students. The tutor works with the students on topics including career explorations, college scholarships, and the college application process.

With regular review of the data for homeless students, the Homeless Department can intervene early and monitor the progress of each student.

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

County-district number or vendor ID: 101-917

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.

Systems are in place to ensure that homeless students' academic needs are addressed. Once students are identified, the Homeless Department staff will partner with the district's Compliance department to analyze the data of homeless students and then distribute to the Campus Case Managers (CCMs). Through data talks with the tutors, the CCMs guide the tutors to focus on students with the highest needs in specific areas. These tutors also participate in the district-wide training to ensure they are equipped to effectively tutor and mentor their assigned students and continue to give positive encouragement when they meet.

The McKinney-Vento Homeless Department staff will also address the academic needs of students in the following areas using the process described below:

- **Transcript review for appropriate full or partial credit:** When students arrive from a different state, the Homeless Department will review their transcripts and make interventions as needed to get them "on track" for promotion or graduation.
- **Credit recovery:** To assist students with earning their credit and staying on schedule to graduate or move to the next grade, the Homeless Department will provide tuition vouchers from the Title I set aside funds. The funds will cover the cost of students attending online credit recovery classes, summer school, and/or Community School where students who have dropped out of school return to earn their diploma.
- **Attendance and truancy interventions:** The Homeless Department will use the Student Level Reports to monitor attendance and address truancy issues quickly. Issues will be shared with the Campus Case Manager and the campus attendance staff to address any truancy issues.
- **Discipline interventions:** Tutors are trained on behavioral strategies to use when they work with their students. The strategies will enable the tutor to use their sessions in an impactful way for the student instead of focusing on correcting negative behavior the entire time.
- **Assessment interventions and scores:** Every grading and progress report cycle, the CCMs will review the student performance of homeless students to determine where the students need extra assistance. The tutors will receive this information from the CCMs and focus on the identified areas of concern.
- **Graduation plan:** The Campus Case Managers at each high school will work with the campus Lead counselor to ensure they are "on track" to graduate. In collaboration with the Homeless Counselor, the CCMs and Lead counselor focus on motivating and encouraging students to use dual credit or credit recovery to earn credits needed for graduation.
- **Post-secondary transition plan:** The CCMs at each high school will work with the campus College NOW Coordinator to ensure they have plan in place after graduation. The College NOW Coordinators are knowledgeable school counselors who can provide guidance regarding the college application process and the resources available to students. The Homeless Counselor will also collaborate with the CCM and the College NOW Coordinator.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101-917

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" 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: 101-917

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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 101-917

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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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: 101-917

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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input 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: 101-917

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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