

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	
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>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">APR -3 PM 2:30</div>
Contact Information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Edgewood ISD	Bexar-015905		
Vendor ID #	ESC Region #	DUNS #	
1746003122	20	010541092	
Mailing address		City	State ZIP Code
5358 W Commerce St.		San Antonio	TX 78237
Primary Contact			
First name	M.I.	Last name	Title
Reynae		Herrera	School Age Parent/Homeless Specialist
Telephone #	Email address		FAX #
210-444-7750	Reynae.herrera@eisd.net		210-444-7946
Secondary Contact			
First name	M.I.	Last name	Title
Angelica		Lozano	Director of Student Support Services
Telephone #	Email address		FAX #
210-444-4982	Angelica.lozano@eisd.net		210-444-7927

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 Phillip	M.I. Chavez	Title Interim Superintendent
Telephone # 210-444-7596	Email address Phillip.chavez@eisd.net	FAX # 210-444-8147

Signature (blue ink preferred)

Date signed

April 2, 2018

Only the legally responsible party may sign this application.

701-18-109-067

Schedule #1—General Information

County-district number or vendor ID: 015905

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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On this date:

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015905

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: 015905

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: 015905

Amendment # (for amendments only):

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

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

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

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

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

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

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 015905			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015905

Amendment # (for amendments only):

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

The Edgewood ISD of San Antonio's McKinney-Vento program has served an estimated 570 students since the beginning of the 16-17 academic year, with a projection to serve 585 students at the close of the 17-18 academic year. With present funding, the program offers the following assistance:

- a) Uniforms,
- b) Blankets,
- c) Jackets, shoes, socks and other clothing items as needed, and
- d) Summer enrichment books from Scholastic.

The aforementioned services are offered to students and families experiencing homelessness throughout the district as evidenced by need and availability. The McKinney-Vento liaison will ensure those eligible students are identified, enrolled immediately, have access to educational programs, receive information regarding resources and transportation services. The McKinney-Vento program, in concert with other funding sources like Title I, provides wrap-around services to these students and families in order to remove barriers to attend school, help maintain educational stability, remain in school and graduate with the necessary skills to pursue post-secondary opportunities, career programs and/or obtain employment. The McKinney-Vento liaison coordinates services with the campus counselor and social worker to ensure that student rights and services are met and be a point of contact for student and families experiencing homelessness.

Upon identification, students are enrolled immediately despite lacking any necessary documents (birth certificate, immunization record, proof of residence, or academic records) and placed into appropriate and rigorous grade level classes that they are either currently enrolled in or have expressed interest in. If a class is not offered upon transfer, counselors will review the student's transcript and place her/him into the appropriate class so that the class's credits are not lost, award partial credit, or offer credit by examination. For students who's academic performance excel in previously completed courses, counselors will encourage students to pursue more challenging and engaging succeeding courses complimentary to their interests and high performance. This not only ensures integration of homeless children and unaccompanied youth into regular education programs, it also includes special, advanced and/or rigorous educational program placement.

The campus social worker will meet with the student and family to complete a needs assessment in order to determine appropriate services and resources necessary to remove barriers. The social worker will provide ongoing case management to monitor needs, grades and attendance as well as coordinate services to ensure school stability and academic success. Counselors with high school juniors and seniors will discuss post-secondary opportunities and coordinate opportunities with student support service to ensure access to college visits, college applications, and necessary paperwork to enroll in college or a job training program.

As according to the McKinney-Vento Homeless Act, students who lose their housing during the school year or prior to school starting are able to remain in their school of origin. Transportation services are provided to students to remain in their school of origin. McKinney-Vento liaison will coordinate services with other school districts. At EISD, families who do, along with those who do not, remain within the district receive bus passes for transportation to and from their students' school of origin while awaiting for school bus transportation. This

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service is unique to EISD and began as a response to the dire need of transportation for families experiencing homelessness within the district.

At EISD, the McKinney-Vento liaison will continue to maintain working relationships with other school districts, shelters, and community agencies to coordinate referrals, identification, resources and services. Partners with EISD's McKinney-Vento program provide the following to homeless children and youth:

- Parenting education,
- Mental health services,
- Foster care advocacy and decision-making authority,
- Transportation assistance and organization for students so that they may be remain in their school of origin,
- Regional collaboration, legislative updates and suport for best practices in homeless education,
- Supportive housing services, and
- Annual toy drive and Christmas dinner.

The Edgewood ISD of San Antonio's McKinney-Vento program will continue to ensure that McKinney-Vento eligible students have access to immediate enrollment and eligible educational services. With this grant funding, the program intends to be able to better provide case management, proper and timely identification, enrollment and intervention support services to McKinney-Vento program eligible students and families with the addition of a program case manager. The program will set forth these plans to improve the academic and overall success of students experiencing homelessness.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015905

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.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 015905			Amendment # (for amendments only):		
Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)					
Grant period: September 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 206/295		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$25,330	\$	\$25,330
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$11,000	\$	\$11,000
Schedule #10	Other Operating Costs (6400)	6400	\$3,000	\$	\$3,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$3,420	\$3,420
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$42,750
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$42,740
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:					\$3,420

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: 015905			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
Other Employee Positions				
21	McKinney-Vento Case Manager	50%	1	\$21,530
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$3,800
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$3,800
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$25,330

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 015905		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$0.00

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

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 015905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$11,000
Grand total:		\$11,000

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

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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 015905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$3,000
Grand total:		\$3,000

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

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 015905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0.00

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

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

County-district number or vendor ID: 015905

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	570	100%	According to 16-17 ITCCs data, 100% of McKinney-Vento program students were economically disadvantaged.
Identified homeless students	570	100%	According to 16-17 ITCCs data, 100% of McKinney-Vento program students were identified as homeless.
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	0	0%	
Attendance rate for identified homeless students	NA	92.68%	According to 16-17 ITCCs data, this statistic was but 4% less than traditional students district-wide.
Attendance rate for economically disadvantaged students	NA	88.4%	According to 16-17 ITCCs data, this statistic was but 4% less than traditional students district-wide.

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
44	50	50	51	42	52	44	35	40	35	53	30	18	26	570

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015905

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.

Edgewood ISD's McKinney-Vento program has served an estimated 570 students since the beginning of the 16-17 academic year, with a projection to serve 585 students at the close of the 17-18 academic year. During this academic year, the McKinney-Vento students attendance rate was 4% lower than non-homeless students in the district and their academic performance is lower than non-homeless students. Due to their circumstances and unstable living situations, children and youth experiencing homelessness throughout the district have staggering attendance and academic achievement collectively. For example, there is a greater than 10% discrepancy in their pass rates in their math, reading, and science end of course examination.

According to 16-17 TEKS data, children and youth experiencing homelessness in 3rd grade performed 14% lower in math than their peers and 7% lower than their peers in reading. Similarly, these students performed 25% lower than their peers in 4th grade math, 7% lower in reading and 6% lower in writing. Unfortunately, this trend is observed throughout middle and high school for children and youth experiencing homelessness at EISD.

The McKinney-Vento program staff, most notably the program case manager, will assess academic and attendance data to identify potential barriers and coordinate appropriate interventions as well as seek available resources in order to remove any barriers that might be impeding a student from attending school or participating in tutoring sessions.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015905

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.	Lack of integration of services to meet the needs of students served by the McKinney-Vento program at EISD.	McKinney-Vento case manager will assess student's needs based on identified concerns and coordinate necessary services with district staff and community agencies to ensure that McKinney-Vento eligible students are enrolled, have access to educational programs, and receive information and resources.
2.	Academic underperformance of students enrolled in the McKinney-Vento program at EISD.	McKinney-Vento case manager will monitor student's grades, coordinate with campus staff and assist student with accessing necessary resources or programs to improve grades.
3.	Inadequacy of program staff to ensure overall academic and behavioral success of students served in the McKinney-Vento program.	Once McKinney-Vento eligible students are identified, McKinney-Vento case manager will coordinate necessary services with district staff and community agencies to ensure that McKinney-Vento eligible students are enrolled, have access to educational programs, and receive information and resources.
4.	Lower attendance rates of students enrolled in the McKinney-Vento program at EISD.	McKinney-Vento case manager will monitor student's attendance, coordinate with campus and district staff and assist student with accessing necessary resources or services to improve attendance and remove barriers to attending school.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 015905

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.	School Age Parent/Homeless Specialist	A Master's degree in Social Work from a Council on Social Work Education (CSWE) accredited program. Valid Texas license as a master social worker (LMSW) granted by the Texas State Board of Social Worker Examiners. Prefer four or more years experience in social work with knowledge of McKinney-Vento Homeless Act (ESSA, Title VII, Subtitle B) and Title I procedures.
2.	Director of Student Support Services	A Master's degree from an accredited college or university in Psychology, Social Work, Behavior Science, Human Services. Certification in Educational Leadership or other appropriate licensure. Training and/or experience in administration and/or management of exceptional student education and/or student service programs.
3.	Truancy Officer	High School Diploma or GED; Valid Texas Driver's License. Two or more years experience working in compliance, law enforcement, or with children or adults in a leadership role. Knowledge of state compulsory attendance laws, ability to operate personal computer to develop databases and do word processing, ability to travel district-wide to conduct home visit and visit sites where truant students have been reported to the district.
4.	Social Worker	A Master's degree in Social Work from a Council on Social Work Education (CSWE) accredited program. Valid Texas license as a master social worker (LMSW) granted by the Texas State Board of Social Worker Examiners. Prefer two or more years experience in social work.
5.	McKinney-Vento Case Manager	A Master's degree in Social Work from a Council on Social Work Education (CSWE) accredited program. Valid Texas license as a master social worker (LMSW) granted by the Texas State Board of Social Worker Examiners. Knowledge of McKinney-Vento Homeless Act (ESSA, Title VII, Subtitle B) and Title I procedures. Bilingual preferred.

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.	By August 31, 2019, 100% of EISD's homeless children and unaccompanied youth will be identified, enrolled and monitored for educational success.	1. Through coordination with the program's collaborators, children and youth experiencing homelessness will be identified.	09/01/2018	08/31/2019
		2. The McKinney-Vento case manager will track attendance for program students.	09/01/2018	08/31/2019
		3. The McKinney-Vento case manager will track academic performance benchmarks for program students.	09/01/2018	08/31/2019
		4. McKinney-Vento program staff will monitor the use of partner and public agency services by children, youth and families experiencing homelessness.	09/01/2018	08/31/2019
		5. The McKinney-Vento case manager will monitor the behavioral status of program students for early intervention.	09/01/2018	08/31/2019
2.	By August 31, 2019, 100% of EISD's homeless children and unaccompanied youth will be enrolled in to the McKinney Vento program.	1. Current policies and procedures will be reviewed for barrier-free outreach, identification and enrollment.	09/01/2018	08/31/2019
		2. Students experiencing homelessness will be enrolled and reconnected rather than isolated and/or stigmatized.	09/01/2018	08/31/2019
		3. Families of children and youth experiencing homelessness will be engaged at least monthly.	09/01/2018	08/31/2019

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015905

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.

At present, the EISD McKinney-Vento program's process and procedures provide ongoing monitoring and evaluation for the attainment of goals and objectives by tracking Key Performance Indicators (KPIs) and ensuring that data continuously inform set goals and objectives for improvement and quality management. Utilizing project management software, the program's administrator is able to promptly communicate progress or the lack thereof on all set goals and objectives for the program in summative and end of the year input and status meetings as well as formal impact reporting.

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.

Since its inception, EISD's McKinney-Vento program has functioned to provide immediate care, advocacy and intervention services for children and youth experiencing homelessness. With the support of these grant funds, enrolled students will be provided case management and prompt intervention support services to ensure their overall academic and behavioral progress and stability.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 015905		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.	ITCCs Monitoring and Evaluation	1.	The McKinney-Vento Case Manager will review the academic transcript weekly to meet academic progress monitoring KPI.
		2.	The student's assigned counselor will review the student's behavioral/discipline chart weekly to meet holistic progress monitoring KPI.
		3.	The student's assigned counselor will review the student's academic standing on ITCCs weekly to meet academic progress monitoring KPI.
2.	Attendance Rate	1.	The McKinney-Vento Case Manager will ensure the review the student's attendance daily to meet attendance progress monitoring KPI for prompt and timely intervention.
		2.	The campus social worker will review the student's attendance daily to meet attendance progress monitoring KPI for prompt and timely intervention.
		3.	The McKinney-Vento program administrator will review the student's attendance to meet attendance progress monitoring KPI for prompt and timely intervention upon receipt of verbal or written impact reports from the truancy officer and/or campus social worker.
3.	Professional Development/Staff Training	1.	The McKinney-Vento program administrator will ensure access to proper and leading-edge professional development and training opportunities for all program.
		2.	The McKinney-Vento program administrator will ensure feasibility of proper and leading-edge professional development and training opportunities for all program.
		3.	The McKinney-Vento program administrator will ensure proper frequency of suited and leading-edge professional development and training opportunities for all program.
4.	Identification, Enrollment and Service Provision to Students	1.	The McKinney-Vento program staff will ensure proper sensitivity and outreach of children and youth experiencing homelessness.
		2.	The McKinney-Vento program staff will ensure expeditious identification via the Student Residency Questionnaire district-wide.
		3.	The McKinney-Vento program staff will provide assessment and service provision to children and youth experiencing homelessness without burdensome qualification.
5.	Parental Engagement	1.	The McKinney-Vento program administrator will ensure parental access to information necessary for program enrollment and retention.
		2.	The McKinney-Vento program administrator will ensure parental access to stabilization resources and services provided by the district and/or its partners.
		3.	The McKinney-Vento program administrator will facilitate parental engagement via electronic or in-person to enhance the outreach, intervention and service provision to the family of the child or youth experiencing homelessness.
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015905

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 uniforms to children and youth experiencing homelessness.	305	534 Cordelia St, Rm 102 McKinney-Vento Program Specialist	McKinney-Vento program budget, case management. Program Staff, to include McKinney-Vento Case Manager and Administrator	Crisis intervention, curbing discrepancy in academic and attendance patterns.
Provide blankets to children and youth experiencing homelessness.	275	534 Cordelia St, Rm 102 McKinney-Vento Program Specialist	McKinney-Vento program budget, case management. Program Staff, to include McKinney-Vento Case Manager and Administrator	Crisis intervention, curbing discrepancy in academic and attendance patterns.
Provide jackets, shoes, and other clothing items as needed to children and youth experiencing homelessness.	513	534 Cordelia St, Rm 102 McKinney-Vento Program Specialist	McKinney-Vento program budget, case management. Program Staff, to include McKinney-Vento Case Manager and Administrator	Crisis intervention, curbing discrepancy in academic and attendance patterns.
Provide summer enrichment books to children and youth experiencing homelessness.	570	534 Cordelia St, Rm 102 McKinney-Vento Program Specialist	McKinney-Vento program budget, case management. Program Staff, to include McKinney-Vento Case Manager and Administrator	Crisis intervention, curbing discrepancy in academic and attendance patterns.

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Schedule #16—Responses to Statutory Requirements (cont.)		
County-district number or vendor ID: 015905		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 Alamo Regional Alliance for the Homeless (SARAH)	Provides advocacy for students experiencing homelessness, collaboration on planning efforts to prevent and end youth homelessness in San Antonio/Bexar County.
2.	Young Men's Christian Association (YMCA)	Provides Annual Toy Drive collection and dinner for families in the district.
3.	Education Service Center Region 20 (ESC-Region 20)	Provide updates on programs and resources available for students and families experiencing homelessness; collaborate with EISD to support the needs of homeless students on an ongoing basis; host conferences and professional development workshops to meet the various needs of students experiencing homelessness.
4.	Haven 4 Hope (H4H)	Assist with the coordination of transportation services for homeless students so that they may continue to attend their school of origin; maintain a working relationship with shelters in order to coordinate services, referrals, identification and enrollment for McKinney-Vento eligible students who may reside in a shelter; regional collaboration and support to identify issues faced by McKinney-Vento eligible students and or best practices in education for homeless students.
5.	Children's Shelter	Provide emergency shelter for children ages 0-16 (voluntary, SAPD, or CPS placed); parenting education: in-home, group-based (nurse-family partnership, iParent SA, compadre y compadre, hopes); mental health clinic: hope center offers outpatient mental health counseling for children/youth/families who have experienced trauma.
6.	Child Protective Services (CPS)	Provide advocacy and policy guidance on foster care viewpoints and statutory requirements.
7.	Northeast ISD	Organization of transportation services; homeless family transition assistance services between districts; regional collaboration on legislative and policy updates and best practices.
8.	Northside ISD	Organization of transportation services; homeless family transition assistance services between districts; regional collaboration on legislative and policy updates and best practices.
9.	East Central ISD	Organization of transportation services; homeless family transition assistance services between districts; regional collaboration on legislative and policy updates and best practices.
10.	Judson ISD	Organization of transportation services; homeless family transition assistance services between districts; regional collaboration on legislative and policy updates and best practices.

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11.	Schertz-Cibolo-Universal City ISD	Organization of transportation services; homeless family transition assistance services between districts; regional collaboration on legislative and policy updates and best practices.
12.	Southside ISD	Organization of transportation services; homeless family transition assistance services between districts; regional collaboration on legislative and policy updates and best practices.
13.	Southwest ISD	Organization of transportation services; homeless family transition assistance services between districts; regional collaboration on legislative and policy updates and best practices.
14.	San Antonio ISD	Organization of transportation services; homeless family transition assistance services between districts; regional collaboration on legislative and policy updates and best practices.
15.	Families Helping Families	Assist grandparents and relatives raising their grandchildren, nieces, nephews, and other relative children with the resources such as educational, health, legislative, legal and personal development to support them.

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

County-district number or vendor ID: 015905		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.		
<p>The proposed use of funds will ensure the proper and timely identification, enrollment and education success of homeless children and unaccompanied youth within the Edgewood district's attendance zone with the integration of all McKinney-Vento staff, to include a program case manager. With the McKinney-Vento Case Manager, coordination and data-informed goal setting will enrich communication so as to encourage cross-functional interaction and accountability for the increased effectiveness and efficiency of service provision to children and youth experiencing homelessness throughout EISD.</p>		
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.		
<p>The McKinney-Vento program will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children by providing opportunities for continuous feedback via digital and physical means. Most recently, EISD launched the Family Leadership Institute (FLI) that focuses on providing families with the knowledge, tools and inspiration to help their children succeed in school and in life. With this curriculum at a district-wide level of implementation, the students and families served by the McKinney-Vento program will be provided many meaningful ways to actively engage in the overall success of the whole-student at EISD.</p>		

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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.

Upon identification, students are enrolled immediately despite lacking any necessary documents (birth certificate, immunization record, proof of residence, or academic records) and placed into appropriate and rigorous grade level classes that they are either currently enrolled in or have expressed interest in. If a class is not offered upon transfer, counselors will review the student's transcript and place her/him into the appropriate class so that the class's credits are not lost, award partial credit, or offer credit by examination. For students who's academic performance excel in previously completed courses, counselors will encourage students to pursue more challenging and engaging succeeding courses complimentary to their interests and high performance. This not only ensures integration of homeless children and unaccompanied youth into regular education programs, it also includes special, advanced and/or rigorous educational program placement.

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

County-district number or vendor ID: 015905

Amendment # (for amendments only):

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

The district uses a needs assessment to determine the actual cost of services using Title I funds to meet the needs of homeless students in the district and fulfill the requirements of McKinney-Vento, and then reserve that amount provided in the current year Title I, Part A set-aside. We also take into account any anticipated changes in the population of homeless students as a result of rises in unemployment, changes in the local economy, or recent natural disasters such as hurricanes and floods. Our district liaison keeps records of eligible students, identify their educational needs, and decide how and where homeless students may be best served. Any changes in the collected data that requires additional services are considered prior to determining final set aside amounts.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$10,000	Student support services, to include transportation, backpacks, hygiene products and other allowable purchases.
Planned Set-Aside for 2017–2018	\$10,000	Student support services, to include transportation, backpacks, hygiene products and other allowable purchases.

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.

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The district provides training to leadership, staff and families regarding homeless policies and procedures. Information on how to access services as well as current policies are located on our district website. A comprehensive needs assessment is completed to determine set-aside amounts and to develop specific goals in the District Improvement Plan for supporting homeless students. The District Improvement Plan is strategically aligned with campus improvement plans to create and monitor the goals, performance objectives, strategy and funding for supporting homeless students.

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

County-district number or vendor ID: 015905		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	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015905

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.

EISD's McKinney-Vento program has a process for identifying and/or enrolling homeless students and unaccompanied youth that includes:

- (A) Rigorous cultural competency and sensitivity training and awareness activities to campus staff on the definition and signs of homelessness for children and youth to include bus drivers, counselors, administrators, nurses, truancy officers, secretaries, social workers, teachers and other personnel;
- (B) Timely and proper utilization of a Student Residency Questionnaire (SRQ) as part of the standard enrollment packet for students at all campuses throughout the district,
- (C) Accessible and bilingual outreach materials and handouts in high-traffic areas at school campuses and other places throughout the district to include shops, motels, laundromats, police department, juvenile holding areas and centers, social service agencies and youth centers;
- (D) Ongoing assessment of attendance and academic performance KPI tracking by the program administrator.

Together, these processes are utilized by the McKinney-Vento program administrator to ensure the proper and timely identification, enrollment and stabilization of children and youth experiencing homelessness throughout the district.

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

County-district number or vendor ID: 015905

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.

McKinney-Vento liaison provides training to campus counselors, social workers, nurses, registrars, data clerks, and transportation department at the beginning of the year during the district professional development. Campus counselors and social workers provide training to campus staff during their beginning of the year professional development. Staff receive information regarding the McKinney-Vento Act, legislative updates, district McKinney-Vento program description, policy, procedures, student rights, enrollment, identification process and dispute resolution process. McKinney-Vento liaison attends community and regional meetings in order to provide information and collaborate regarding McKinney-Vento program and service coordination.

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

County-district number or vendor ID: 015905

Amendment # (for amendments only):

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

The district has begun to use the RaaWee K12 system to monitor more efficiently and effectively student attendance.

The system allows the district to:

1. Monitor student attendance and parent notes.
2. Allows for documentation of home visits, phone calls and staff notes.
3. Keeps individualized student digital folders.
4. Generate campus reports, warning letters, and individualized student documentation.

In order to improved attendance has completed several attendance awareness activities to includes:

1. Parents/students attendance agreement
2. Campus attendance walks
3. Attendance posters and videos

The district has developed a protocol chart to monitor and address student absenteeism and provide more resources to include:

1. Attendance percentage reports ssent to campuses daily.
2. Campus monitoring of student attendance daily
3. Phone calls to follow up with parents for students who are absent.
4. Home visists to follow up with parents for students with chronic absences or who are not able to be reached by phone.
5. Coordinate services with district liaison.
6. Campus social worker referral to address concerns and identify possible barriers to attending school.
7. Student conferences.
8. Develop an individualized student plans to improve attendance.
9. Campus student attendance incentives.
10. Increased partnership with the Juvenile Justice Department to include 3 municipal court truancy officers.
11. Attendance intervention hearings, information forums, mediation forums with municipal courts and attencance review meetings.

The McKinney-Vento case manager will work directly with McKinney-Vento eligible students and campus staff to assess student's needs, identified concerns and coordinate necessary services with district resources and community agencies. The McKinney-Vento case manager will utilize above systems and district protocols monitor attendance and grades. McKinney-Vento case manager assist student and family's with accessing necessary resources, services and connect to educational programs in order to improve attendance and identify and remove barriers to attending school and improve grades.

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

County-district number or vendor ID: 015905

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.

With this grant, the McKinney-Vento case manager will work directly with McKinney-Vento eligible students and campus counselors to monitor and assess student's identified academic needs and concerns in order coordinate necessary services with district resources and community agencies. The McKinney-Vento case manager will monitor grades and coordinate with campus counselor to connect to educational programs to assist students to remain on grade level, be promoted to next grade and graduate. Counselors will discuss post-secondary opportunities and coordinate opportunities with student support service to ensure access to college visits, college applications, and necessary paperwork to enroll in college or a job training program. Ongoing monitoring of student progress on the aforementioned benchmarks will function to inform program success and evaluation.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015905		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015905		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 015905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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

County-District Number or Vendor ID: 015905

Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015905		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015905		Amendment number (for amendments only):		
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015905		Amendment number (for amendments only):		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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