

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

2018–2019 Texas Education for Homeless Children and Youth				
Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	September 1, 2018, to August 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER 2018 APR -3 PM 4: 07 </div>
Application deadline:	5:00 p.m. Central Time, April 3, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>			
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414			
<u>Schedule #1—General Information</u>				
Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Fruitvale ISD	234909			
Vendor ID #	ESC Region #	DUNS #		
	7	048065544		
Mailing address	City	State	ZIP Code	
PO Box 77	Fruitvale	TX	75127	
Primary Contact				
First name	M.I.	Last name	Title	
Rebecca		Bain	Superintendent	
Telephone #	Email address		FAX #	
903-896-1191	bainr@fruitvaleisd.com		903-896-1011	
Secondary Contact				
First name	M.I.	Last name	Title	
Susan		McCann	Business Manager	
Telephone #	Email address		FAX #	
903-896-1191	mccanns@fruitvaleisd.com		903-896-1011	
Part 2: Certification and Incorporation				

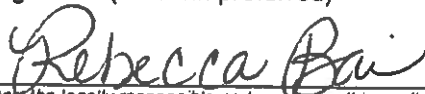
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program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

Authorized Official:

First name	M.I.	Last name	Title
Rebecca		Bain	Superintendent
Telephone #		Email address	FAX #
903-896-1191		bainr@fruitvaleisd.com	903-896-1011

Signature (blue ink preferred)

Date signed



04-02-2018

Only the legally responsible party may sign this application.

701-18-109-073

Schedule #1—General Information

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 234909

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
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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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.

<input checked="" type="checkbox"/> 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: 234909

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 sub grant 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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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 234909

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.	234909 Fruitvale ISD	Rebecca Bain <i>Rebecca Bain</i>	903-896-1191 bainr@fruitvaleisd.com	\$5775
Member Districts				
2.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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

County-district number or vendor ID: 234909			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: 234909

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 4: Amendment Justification

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

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 234909

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.

Executive Summary: Fruitvale ISD realizes barriers do exist for homeless children that enter in to public education and through grant funding, will work to remove any barriers and continue to improve our **identification, enrollment and support services** of homeless students. We plan to use the Texas Education for Homeless Children and Youth grant funds to provide essentials for school such as backpacks, supplies, hygiene items, free counseling services and more to students who are considered homeless or economically disadvantaged in our district. In addition, we will offer students who are considered homeless or economically disadvantaged to pay fees associated with school, such as testing (TSI, ACT, and SAT), college application fees and field trip fees. Moreover, **support services** will be provided to our homeless such as counseling services, assistance with attendance rates, academic success support, and crisis prevention strategies.

Budget Development: The requested amount of \$5,775 for the homeless children and youth grant is reasonable, cost-effective, and adequate to support the program. The proposed program will be utilized to supplement not supplant any federal, state, and local funds. All expenses on the budget adequately support the activities in the grant proposal. Moreover, the district considered expenses that are reasonable and necessary to fulfill the proposed program. Lastly, the district examined other programs and resources that will maximize the cost-effectiveness of the program. For example:

1. Partnering with local community partners
2. Close relationship with the ESC 7 who will provide support for this grant at no cost
3. As previous recipients of the TEXSHEP grant, our secretaries and counselors have received extensive training in the identification and recruitment of homeless children and youth

Demographics as related to defined goals and purpose: Fruitvale ISD has an enrollment of 460 students, in which 73% are identified as economically disadvantaged and homeless. We have 77 students currently identified as homeless. Through grant funding, these homeless students are provided the equitable access to all available supports and resources and meet the same challenging state academic standards established for all students. It is with deepest concern, the majority of our homeless students strive to be first generation college students and need funding to assist with college applications and testing fees such as the TSI, ACT, and SAT.

Needs Assessment Process: According to data, we have 77 students identified as homeless and 73% identified as economically disadvantaged and homeless. By surveying the homeless students from the last 4 years, we have identified needs based on student, teacher, parent and community partner results. Fruitvale ISD is a small district and the advantage of small districts is that much of the red tape process of updating and changing grant goals and feedback is that small, informal meetings can be held at any time. FISD staff, including the grant manager/homeless liaison, business manager, community partners, counselors and secretaries can meet informally or as needed to make adjustments in updates or changes in the grant.

Management Plan: Teachers, as well as, students will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, activities, and how effective the activities related to the grant are. The district will review student achievement results and attendance data as well as, test results, report cards, graded class work, and TAPR reports to determine an increase in student academics and identification/recruitment of homeless children and youth. Data collected will allow the district to determine whether the grant activities are positively impacting the homeless students. FISD has experienced staff to manage this grant, including the project director with 11 years successful experience, business manager with 29 years experience, and a superintendent who has 9 years experience in grant management.

Evaluation Methods: The district will collect data that includes both program-level data as well as, student-level academic data. The data will include performance measures and indicators of program accomplishment that are related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 234909

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.

refinements, or failures. Fruitvale ISD will use the following methods to measure and evaluate the program, including qualitative data: student surveys, professional development feedback
quantitative data: number of students identified homeless; attendance rates for homeless; promotion rates for homeless; four year cohort graduation rates for homeless; evaluation of students' learning as demonstrated through report cards, class work, benchmarks, state assessment.

Fruitvale ISD assures that the application completely and accurately answers all statutory requirements. We also assure that the application completely and accurately answers all TEA requirements.

In conclusion, FISD is committed to the goals of this grant program and will continue to search out for future funding to ensure this program continues after grant funding terminates.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 234909				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	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$5775	\$	\$5775
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$5775
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$5775
Percentage limit on administrative costs established for the program (8%):					× .08
Multiply and round down to the nearest whole dollar. Enter the result.					\$462
This is the maximum amount allowable for administrative costs, including indirect costs:					

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: 234909			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	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0

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

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 234909		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

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 234909		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$5775
Grand total:		\$5775

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

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 234909		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$
Grand total:		\$0

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: 234909			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

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

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

County-district number or vendor ID: 234909

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	300	65%	With an increase in enrollment, we are expecting an increase in economically disadvantaged.
Identified homeless students	77	17%	With our increase in enrollment, we are expecting an increase in homeless children and youth
Students identified homeless with a 5A Crisis Code	DNA	%	
Students identified homeless with a 5B Crisis Code	DNA	%	
Students identified homeless with a 5C Crisis Code	DNA	%	
Attendance rate for identified homeless students	NA	%	
Attendance rate for economically disadvantaged students	NA	%	

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

School Type: ☒ Public ☐ Open-Enrollment Charter

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
13	10	6	9	2	3	6	8	4	3	4	5	7	8	88

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 234909

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.

Fruitvale ISD based the needs assessment on the following **focus areas**, as recommended by NCHE (National Center for Homeless Education).

^awareness ^policies and procedures ^disputes ^identification
 ^access to services ^transportation ^school success ^collaboration within the LEA and Title I
 ^enrollment ^community collaboration ^resources, capacity

Data collection sources included:

^TAPR (Texas Academic Performance Report) ^Survey of current McKinney Vento students and parents/guardians
 ^Community Fact Finder, 2016 ^Current procedures for Identification and enrollment
 ^Expenditures related to McKinney Vento students (MKV)
 ^survey of counselors, secretaries needs as related to MKV
 ^Homeless data, THEO Office (Texas Homeless Education Office)

COMMUNITY NEEDS ASSESSMENT (2016 American Fact Finder)

Need	Community	State
Unemployment Rate	7.5%	6.4%
Median earnings for workers	\$26,964	\$54,727
In Labor Force	46.6%	64.2%
Below Poverty Rate	31.3%	16.7%

students identified as McKinney Vento: 77

% students identified in poverty: 65%

% students identified as economically disadvantaged and McKinney Vento: 16%

Identification of Needs—According to the above data, Fruitvale ISD has a higher than average poverty rate, economically disadvantaged rate, as well as homeless rate. It is imperative we serve our students identified homeless and remove ANY barriers that prevent their success in school. Moreover, in the spring of 2017, our town was completely destroyed due to a tornado, so although our economy isn't suffering because of Hurricane Harvey, we are suffering due to the tornado, which left many families homeless.

What local needs this grant will address—After reviewing our needs assessment and grant goals with our teams—DIT, CIT—funding the district will not only provide better identification, enrollment and services to students, but also establish linkages/partnerships with their parents and community partners to further prepare students to experience success in school which will in turn, lead to success in the economy. This will increase the number of self-sustaining individuals and lead to a decrease in the overwhelmingly large percentage (61.7%) of our at-risk students. This in turn, will lead to an increase in the labor market, increase in median earnings and those in labor force, both of which are well below state average.

Expected Results—Through grant funding, the district will provide students with the support service opportunities and removal of barriers related to student success; thus, easing students' stress and needs related to school so they experience success and in turn, pursue opportunities upon graduation to be self-sustaining and breaking the cycle of poverty and homelessness our community experiences.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 234909

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.	According to surveys of McKinney Vento students and teachers, the majority of our homeless students don't come to school with all the materials and supplies needed to learn each day. Students need school supplies to be successful in their classes.	This grant would provide the funds necessary to purchases needed school supplies and materials for the appropriate grade levels of students in PK-12. All identified students will receive the supplies needed for class throughout the school year through grant funding.
2.	Students need the appropriate hygiene and clothing items to feel clean and comfortable at school. When families are struggling to eat these supplies are the ones that don't get purchased, and by supplying those things for students, they feel more comfortable at school. According to surveys of McKinney Vento students, hygiene items are not available to them.	This grant would provide hygiene items in order for students to feel comfortable at school. This remove any barriers they feel based on Maslow's hierarchy of needs. Their basic needs will have been met through grant funding.
3.	Students that are homeless live with families who cannot afford an extra mouth to feed, including weekends. When students are hungry, learning is hindered. Students need assistance with receiving groceries on the weekends.	Through grant funding, students and their parents/guardians will be contacted frequently to determine their food needs on the weekend. Groceries will be provided so student needs are met on the weekends and they are not going 48 hours without adequate food.
4.	According to surveys of McKinney Vento students, many would like to pursue college and industry certificates. Due to fees associated with college and certificates, such as TSI and application fees, they are unable to afford college and industry opportunities. These students need assistance with these fees .	With the assistance of grant funding, once waivers are exhausted, students identified under McKinney Vento will receive assistance in any fees associated with applying to college and pursuing industry certification/certification fees. Students under MKV will not be required to pay for associated fees through his grant.
5.	Students need access to higher education—including facilities and resources such as libraries and dual-credit courses. Through grant funding, support services will be better provided in order students get access to higher education.	Students under this grant will be better identified as McKinney Vento and receive the counseling and support services needed in order to obtain access to higher education while enrolled in Fruitvale ISD. We know through research, that exposure to higher education while in secondary institutions lead to a more successful college experience.

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Schedule #14—Management Plan

County-district number or vendor ID: 234909

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Homeless liaison/grant manager	Previous experience in managing state and federal grants; 10 or more years experience in education; 5 or more years experience as a district level administrator; 3 or more years as a campus administrator; experience in managing a budget; Doctoral Degree in EdAd.
2.	Business Manager	Certification in Finance with TASBO; over 20 years experience; previous experience in managing numerous TEA grants and meeting requirements/deadlines given by TEA
3.	Principals/Supt.	Master's in Educational Leadership; 10 years plus of teaching experience; TTESS certified; extensive professional development in technology; Superintendent has 16 years of grant management
4.	Counselors	Master's in Educational Leadership; 10 years plus of teaching experience; 5 years plus in assisting homeless students with needs
5.	Campus Secretaries	Experience in identifying students who are homeless; live in the community and connected to those in community, leading to better identification of homeless students

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

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve the identification and enrollment process for homeless students	1. Train campus secretaries in ident./enroll process	09/01/2018	09/15/2018
		2. Train counselors in ident./enroll process	09/01/2018	09/15/2018
		3. On-site enrollment assistance for MKV parents	09/01/2018	09/15/2018
		4. Attend ESC7 homeless meetings	09/01/2018	08/31/2019
		5.	09/01/2018	08/31/2019
2.	Increase collaboration with other local and state agencies that serve homeless	1. Quarterly meeting with Comm.Action Agency	09/01/2018	08/31/2019
		2. Communication with THEO office	09/01/2018	08/31/2019
		3. Collaboration with local service center	09/01/2018	08/31/2019
		4. Meetings w/ Rural Development Office	09/01/2018	08/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Improve involvement of MKV parents/guardians in school	1. Bobcat Supply night	09/01/2018	09/10/2018
		2. Contact parents/guardians each nine weeks	09/01/2018	08/31/2019
		3. On-site enrollment assistance for MKV parents	09/01/2018	08/31/2019
		4. Needs assessment form sent home each 9 weeks	09/01/2018	08/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Improved procedures for basic and academic support services	1. School supplies provided to all MKV students	09/01/2018	09/10/2018
		2. Academic associated fees provided	09/01/2018	08/31/2019
		3. Post-secondary transition plans	09/01/2018	08/31/2019
		4. Assistance w/ food on weekends	09/01/2018	08/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Provide early interventions/ongoing progress monitoring of academic needs for MKV students	1. Before/after school tutoring provided free	09/01/2018	08/31/2019
		2. Monitor & increase attendance	09/01/2018	08/31/2019
		3. Monitor discipline; provide interventions	09/01/2018	08/31/2019
		4. Dual credit access/support provided	09/01/2018	08/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 234909

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.

Procedures ensure feedback/continuous improvement in the proposed program through monitoring—To solicit feedback and continuously monitor the attainment of goals and objectives, the district will ask all stakeholders to participate in surveys and answer questionnaires on a regular basis. In addition, the district will establish a procedures and schedule for internal monitoring that includes: conducting student and family surveys/questionnaires to determine the quality of the homeless grant; monitoring of data entry and securing procedures in order to ensure the program remains in compliance; reviewing weekly TxEIS reports to ensure students are regularly attending school; reviewing benchmark scores as well as frequent classroom walkthroughs to ensure student achievement is increasing; and reviewing expenditures to ensure the program is staying within budget and all activities are being implemented.

Current Involvement/commitment to the program is sufficient and ensures successful implementation goals, objectives, and activities—To ensure that all program participants remain committed to the success of the program, the district has ensured that they have received buy-in from all stakeholders, including district and campus administrators, teachers, school board members, and parents. Throughout the term of the grant, the district will continue to meet regularly with all key stakeholders to solicit feedback and modify the goals and objectives of the grant.

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.

The program is coordinated with similar efforts using existing resources to maximize effectiveness of grant funds—The district currently has been serving our homeless and unaccompanied youth through the TEXSHEP grant. We also receive Title I funds and can continue serving our homeless when this grant expires through the use of Federal and State funds. Moreover, to ensure that the program continues after the grant period, the district will actively look for funding sources that help support and sustain this program over an extended period of time. The district's ***plan for sustainability*** will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 234909

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.	Quantitative data: Evaluation of students' learning	1.	Report cards, benchmarks classwork demonstrate progress
		2.	Increase in SAT/ACT scores
		3.	Increase in STAAR scores
2.	Quantitative data: evaluation of student identification and enrollment	1.	Check PEIMS coding
		2.	Increase in number of students identified and enrolled
		3.	
3.	Qualitative data: student surveys; teacher surveys; parent surveys	1.	Positive feedback received from students
		2.	Positive feedback received from teachers
		3.	Positive feedback received from parents
4.	Qualitative data; evaluation of support services	1.	Positive feedback from local and state agencies
		2.	Positive feedback from counselors
		3.	
5.	Quantitative data; evaluation of academic support services	1.	Attendance, truancy interventions improved
		2.	Increase in Post-secondary transition plans
		3.	Increase in dual credit enrollment and course completion

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.

Methods of evaluation—The district will collect data that includes both program-level data as well as, student level academic data. This data will include required performance measures and indicators of program accomplishment that are related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: number of students identified homeless; attendance rates for homeless students; promotion rates for homeless students; four year cohort graduation rates for homeless students; STAAR scores for homeless students.

Evaluation design—Teachers, as well as students, counselors and parents will be asked to participate in surveys that will provide feedback on the homeless program and how effective it is. The district will review student achievement results and attendance data, as well as, test results, report cards, graded class work, and TAPR reports to determine an increase in student academics. The homeless liaison, counselors and campus secretaries will work closely to determine when adjustments are needed to student and academic support services.

Formative evaluation—Data collected will allow the district the ability to determine whether the homeless grant is positively impacting the students. As needed, areas of concern will be discussed and modifications will be made regularly to the proposed plan. Moreover, all required performance measures as required by the TEA will be conducted and used as ways to evaluate formatively.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 234909

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)
Meet the teacher and have a meal. We offer families a warm meal while they drop off their backpacks and supplies to start the school year.	200	Cafeteria—homeless liaison, counselors	Sign in sheets; advertising on social media	Needs 1/2
Ident. of Homeless Students The secretaries on each campus are trained in ident. of homeless students during enrollment. Students are given a residency questionnaire upon enrollment to determine homelessness.	85	Cafeteria—homeless liaison, secretaries, counselors	Residency questionnaires	All needs are related
Bobcat Supply night—Students receive backpacks, supplies, hygiene items	80	Cafeteria—homeless liaison, counselors, student volunteers, teacher volunteers	Sign in sheets; expenditures showing supplies purchased	Needs 1/2
Contact made with parents/guardians of homeless--immunizations, counseling, and more are offered to students	80	Homeless liaison	Phone logs	Need 2
Providing students with the ability to pay organizational fees, testing fees for colleges and application fees for colleges	20	Counselors; homeless liaison	Expenditures showing testing fees paid	Needs 4/5
Providing students with groceries for after-school hours	10	Homeless liaison	Expenditures showing groceries purchased; sign in sheet showing groceries received	Need 3

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

County-district number or vendor ID: 234909

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.		
2.		
3.	Housing Authority	Assistance with Section 8 housing
4.	Rural development office	Housing assistance
5.	Goodwill	Assistance with clothing
6.	LIHEAP/2-1-1	Federal help with heating, cooling bills
7.	TANF office	Assistance with food
8.	Andrews Center STAR referral	Child related social services
9.	Community Action Agency	Assistance with bills, heating, cooling
10.	Christian Soldiers Food Pantry	Assistance with food
11.	Manna, Inc.	Assistance with numerous needs
12.	Van Zandt County Courthouse	Birth certificates
13.		
14.		
15.		

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

County-district number or vendor ID: 234909

Amendment # (for amendments only):

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

The homeless liaison will receive training in the identification and enrollment and educational success of homeless children and unaccompanied youth. The liaison will then train the campus secretaries and counselors in the process. The liaison will also be present during registration to assist with questions. In addition, the school nurse is trained each year in homeless identification as well as our Head Start coordinator.

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

The district will outreach to parents or guardians of homeless and the youth through all means possible, including face-to-face, phone, texting, mailings, and social media. Fruitvale ISD is committed to making frequent contact with the parents and guardians of the homeless in order to establish trust and provide any assistance needed.

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.

Fruitvale ISD is committed to ensuring no barriers are present that prevent the homeless from participating fully in the regular education program. The counselors and homeless liaison will work closely to make sure full integration is possible.

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

County-district number or vendor ID: 234909

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 has been a recipient of TEXSHEP grant funds that have met the needs of the homeless students. Therefore, we have set aside a small amount. The district assures that this amount will increase so that homeless needs continue to be met once grant funds are ended. If grant funds are not awarded the 2018/2019 school year, other grants will be pursued and we will set aside \$5,000 to meet homeless needs. However, it is with deepest concern that in doing so, will place a burden on another vital program to our district if we are to cut funds.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	100	Did not use due to TEXSHEP funds
Planned Set-Aside for 2017–2018	100	Did not use due to TEXSHEP funds

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

The district has been a recipient of TEXSHEP grant funds that have met the needs of the homeless students. Therefore, we have set aside a small amount. The district assures that this amount will increase so that homeless needs continue to be met once grant funds are ended.

Our Title I funds and homeless students are addressed in our district and campus plans. Our campus plans are transparent and visible to see on our website at www.fruitvaleisd.com. Through our comprehensive needs assessment, data indicate the high need to provide our homeless academic support as well as basic support, such as school supplies, food, and educationally related fees. Once grant funds are ended, amounts to assist our homeless students will increase, using Title I and local funds.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 234909	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)).	y
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.	y
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.	y
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	y
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?	y
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	y
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	y
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	y
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	y
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	y
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	y

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 234909

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.

Process and procedures for identifying and/or enrolling homeless students and unaccompanied youth who are entering and/or returning to school from summer or holiday break, become homeless after the school year has started, are not currently enrolled or attending school, and/or eligible for early childhood and/or prekindergarten will be largely based on **community and staff awareness**. Fruitvale ISD will continue to use the strategies as suggested by THEO (Texas Homeless Education Office). **Identification strategies** will include:

^Provide training and awareness activities on the definition and signs of homelessness for school and district staff, including administrators, bus drivers, counselors, nurses, registrars, secretaries and teachers.

^Student Residency Questionnaire in student enrollment packets

^Provide outreach materials and posters where there is a frequent influx of families and youth in high risk situations, including: low cost motels; campgrounds; Laundromats; libraries; social service agencies; and youth centers.

^Ask the community for help. Contact local agencies to seek their collaboration in identifying and serving homeless children and youth, including: churches; food banks; Community Resource Coordination Groups (CRCGs); housing and public health departments and programs; homeless coalitions; shelters; and soup kitchens.

^Ask students for help. Youth can share information by word of mouth, using web based social networking, and posting outreach materials where their peers will see them.

^Head start program will continue to reach out to homeless population. The Continuum of Care will continue.

Once students are identified as homeless, they will be **enrolled immediately** and services will begin instantly.

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

County-district number or vendor ID: 234909

Amendment # (for amendments only):

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

Training and Professional Development in place to assist with the identification, enrollment, and increased capacity to respond to specific educational needs of homeless children and unaccompanied youth for administrative, instructional and support staff:

Currently administrative staff at Fruitvale ISD have extensive training in the identification and enrollment procedures of homeless children and unaccompanied youth. During inservice in August, teachers and staff will receive training that will consist of the following agenda:

- I. A Few Facts about Family Homelessness
- II. What is the McKinney-Vento Homeless Assistance Act?
- III. Guarantees of the McKinney-Vento Act
- IV. Who is Considered Homeless?
- V. Possible Ways to Identify Students Experiencing Homelessness
- VI. What Do We Provide as a School System?
- VII. What You Can Do
- VIII. Reporting
- IX. McKinney-Vento Homeless Assistance Act Training Quiz

*Resources will include those that are provided from the National Center for Homeless Education.

*Campus secretaries will receive a review on the enrollment process, which is provided through the Homeless Liaison Tool Kit.

*The Homeless Liaison serves as the Title I coordinator so the collaboration and efforts between Title I and McKinney Vento will exist seamlessly.

Training and Professional Development in place to assist with the identification, enrollment, and increased capacity to respond to specific educational needs of homeless children and unaccompanied youth for service providers and/or community collaborators:

Fruitvale ISD realizes the importance of working with service providers. Our beliefs are based on the following tenets and research. No agency or organization can be truly effective if everyone works in isolation, but those asked to collaborate must feel they have a lot to gain by working together and that their efforts will be effective. True collaboration involves more than just meeting and talking; it must include adequate training, support, and authority and produce effective programs and services.

Members grow more committed when they know their voices will be heard and their opinions valued. Without member buy-in, collaborative work will come to a standstill (Adelman & Taylor, 1998).

Communication is an ongoing challenge that must be addressed across every level of the participating agencies. Everyone must hear the same message and understand what it means to the group as a whole, not just their own agency. They must have regular contact (Hightower, Nathanson, and Wimberly, 1997) including specific discussions about a child's life both within and outside of the school (Adkins, et al., 1999) all the while practicing patience and perseverance (Awsumb, 1999). Many problems occur because of semantics, so if something is said that doesn't sound right, members must take the initiative to ask for clarification.

Our training/collaboration will consist of: needs assessment, identifying areas where state policies conflict or create barriers to local policies, establishing a clear mission and vision, setting common goals, frequent communication, clear expectations of community collaborators and service providers,

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

County-district number or vendor ID: 234909

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.

Fruitvale ISD will have a system in place to provide early interventions and progress monitoring to address the academic needs of homeless children and youth. All of our interventions are based on research (National Center for Homeless Education) and are founded on attendance. Our first and foremost goal will be to take care of our students at the basic level so they are in attendance each and every day. The following interventions will help improve: **4 year cohort graduation rates; graduation rate of all homeless students; college and career readiness programs and support services; attendance and truancy interventions; promotion; collaboration and coordination of services for homeless students who have been identified and are receiving other special program services; discipline interventions; and dual credit course work.**

Our interventions will consist of several layers, including: student level interventions and district interventions.

Student level interventions:

- pairing at-risk students with mentors who encourage them to attend school every day, and provide accountability through attendance monitoring and follow up when students miss school (Balfanz & Byrnes, 2012, p 35)
- following up promptly with parents whose children miss school to understand what caused the absence and how that barrier might be overcome (ICPH, 2015, p 7)
- student mentor to assist with dual credit courses

District level interventions:

- offering before and after school activities that increase students' desire to attend school (ICPH, 2015, p 7)
- incentivizing school attendance by rewarding students who have excellent attendance records (Balfanz & Byrnes, 2012, p 34),
- providing access to dental and health services for students who may not have access to these services outside of school (Chang & Jordan, 2015, p 2)
- revising policies that may inadvertently decrease student attendance by establishing severe penalties for tardiness (Utah, 2012, p 14) and/or suspending students from school as a result of excessive absences (Chang & Jordan, 2015, p 1)
- providing social, emotional learning skills 2-3 times each week as part of Response to Intervention
- providing our homeless students an adult mentor to track grades, attendance, behavior, extracurricular, etc.
- increasing student engagement by promoting extracurricular and UIL activities
- making home visits
- calling home when students are absent or experiencing difficulties
- counselor referrals
- adult mentor to assist with dual credit courses
- Fruitvale ISD is a small district so working with other special programs, such as ESL, special education, CTE, and GT, happens through informal conversations. The "red tape" that exists in larger district is absent making collaboration informal and frequent.

These interventions will happen with coordination between the homeless liaison, counselors, campus secretaries, and teachers. The district utilizes TXEIS to track grades, courses, and attendance, which is an on-time, on-demand, and online service to track students. **Reports** from TXEIS will be run **weekly** in order to provide effective progress monitoring.

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

County-district number or vendor ID: 234909

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.

To ensure that students experiencing homelessness receive the best support in their college and career development, they must be identified early. In order to provide comprehensive college and career support for students experiencing homelessness and on track for graduation, Fruitvale ISD will utilize the school counselor and homeless liaison. Our counselor and liaison realize the importance of focusing first on relationship building. Research indicates that students from low-income backgrounds value strong relationships with school counselors (Williams et al., 2015). The findings of Williams et al. (2015) highlight the significance of school counselors demonstrating that they care, challenging biases against students from lower income backgrounds, and being highly visible in order to connect with students. This may be particularly important for school counselors to consider when working with students experiencing homelessness on their college and career preparation because students often have to share sensitive information such as grades, housing status, family income, or mental health or disability needs to get the best college counseling and advisement. In order to help students feel that they can be effective in their postsecondary endeavors, our counselor together with the homeless liaison, can partner with students to select challenging courses where they can be successful, develop four year high school academic plans that integrate college planning, and engage in collaborative partnerships with other supportive systems, such as community-based organizations. The counselor and homeless liaison will tailor the information to specific individual needs, show parents and students how to use available resources and follow up with them to check for understanding. They work to help the homeless student set goals for college and career, helping to set the vision that college and career goals are obtainable and a possibility. The counselor and liaison will also work with parents and guardians to help them understand college and industry/trade schools are attainable for their child, as well as increase their knowledge on the college process and financial aid available.

Fruitvale ISD has established a culture of preparing students to be college and career-ready. We have been a TSTEM (Texas Science, Technology, Engineering, and Mathematics) Academy for 9 years and have also paid for 30 hours of dual credit for students. Since postsecondary education can be an important pathway for youths experiencing homelessness to get out of their current life situations (Gupton, 2009), our school counselor and liaison currently provide additional personalized guidance and advisement throughout our homeless students' college and career planning process. From freshman year on, they guide students experiencing homelessness through the college planning and preparation process and teach them about potential college majors and a variety of career paths that fit their personalities and interests. They also regularly review the transcripts of students experiencing homelessness when they move in or out of school districts to ensure they have the coursework necessary to graduate and meet application requirements for college. For students experiencing homelessness who may struggle paying for the fees that are required to apply to college, the counselor and homeless liaison help them to navigate this process and obtain waivers for fees associated with college entrance exams, SAT/ACT tests, and/or college application fees. They also work with the students to determine which colleges offer housing over breaks and help the student to find employment during college.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 234909		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: 234909

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: 234909

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: 234909

Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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

County-District Number or Vendor ID: 234909

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: 234909

Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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