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** Write NOGA ID here:
Grant Period:	September 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, April 3, 2018	Place date stamp here
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: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov, (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Austin ISD	227-901		
Vendor ID #	**ESC Region #**		**DUNS #**
	13		076922746

Mailing address		City	State	ZIP Code
1111 W. 6th Street		Austin	TX	78703

Primary Contact

First name	M.I.	Last name	Title
Rose	M	Coleman	Homeless Liaison
Telephone #	**Email address**		**FAX #**
(512) 414-0114	rosie.coleman@austinisd.org		(512) 414-0761

Secondary Contact

First name	M.I.	Last name	Title
Howard		Hooper Jr.	Project Supervisor
Telephone #	**Email address**		**FAX #**
512-414-0760	howard.hooper@austinisd.org		(512) 414-0761

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
Paul		Cruz	Superintendent
Telephone #	**Email address**		**FAX #**
(512) 414-2482	paul.cruz@austinisd.org		(512) 414-1486

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

701-18-109-074

Schedule #1—General Information

County-district number or vendor ID: 227-901	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	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☒	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*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: 227-901	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	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.
☒	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: 227-901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

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

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

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

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2018–2019 Texas Education of Homeless Children and Youth

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 227-901	Amendment # (for amendments only):

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

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

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

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

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

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

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#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount

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

County-district number or vendor ID: 227-901 | 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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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment	
County-district number or vendor ID: 227-901	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

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D 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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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment (cont.)		
County-district number or vendor ID: 227-901		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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Via telephone/fax/email (circle as appropriate)		By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 227-901	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.

Austin ISD is applying for funding through the 2018-2019 Texas Education of Homeless Children and Youth Grant to continue successful operation of the AISD Project HELP Homeless Education Program. The mission of the Project HELP Program is to ensure the identification, enrollment, stability, and school success of children and youth experiencing homelessness. During the 2018-2019 school year, the program will implement strategies and activities to: increase the number of students identified as homeless; increase parent involvement and engagement; increase academic support services to homeless students; increase academic and social service support to homeless unaccompanied youth; and improve communication and engagement with organizations serving homeless families to ensure homeless students and families receive assistance meeting basic needs. Program services for students and families include: enrollment assistance; transportation assistance; support services for unaccompanied youth; referrals to District and community support services; school supplies; assistance with academic fees for field trips; uniforms; instruments and other school related expenses. Program staff provide ongoing training to campus and District personnel to support the needs of homeless students and ensure District compliance with the McKinney-Vento Homeless Assistance Act. The Austin ISD Project HELP Program is comprised of one (1) Homeless Liaison / Program Administrator, and four (4) Project Supervisors who are each responsible for serving as the McKinney-Vento / Project HELP program liaisons for 30 + campuses

The program is designed to support the goals of Austin ISD outlined in the District's *Strategic Plan*. The goals of the District are to ensure that all students will graduate college-career and life ready, to create an effective, agile and responsive organization, and to create vibrant relationships critical for the success of students and schools.

The purposes and goals of the grant are determined through a needs assessment process which includes the review of District-wide demographic data and information. The Project HELP Administrator/ Homeless Liaison and Project Supervisors design the annual needs assessment process. The efficacy of the assessment process is determined by the annual program evaluation process which includes a review of the program's progress toward meeting the needs and goals of the program. The needs assessment process is reviewed annually and revised where needed to improve the quality of the program. Needs are prioritized by comparing student and program data to feedback from students, families, and stakeholders. A review of data is used to identify areas in need of improvement and determine appropriate program goals. Information from interviews and surveys is used to create effective strategies and activities program staff will use to meet the identified needs. The assessment process revealed 5 needs to be addressed during the 2018-2019 school year to ensure best practices to support school success and stability for AISD homeless students.

1) **Austin ISD homeless students need to be identified and served by HELP Homeless Education Program.**
   The number of homeless students identified annually by program staff is low compared to the high percentage of AISD students who are economically disadvantaged. Although the District over- all enrollment decreases every year, there is a clear need to improve identification of homeless students in order to ensure access to McKinney – Vento rights and protections and provide support to students.

2) **Parent and caregivers of homeless students need increased support and parent involvement activities to fully participate in their child's social and academic progress.**
   A review of the standardized test scores for homeless students revealed a large discrepancy between the achievements of homeless students compared to their peers who are in stable living situations. Parent's consistent involvement in student's learning improves academic outcomes.
   Strategies to increase parent involvement to improve student performance were determined based on input from campus staff and parents of homeless students.

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

Schedule #5—Program Executive Summary (cont.)

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.

County-district number or vendor ID: 227-901

3) **Students need increased access to campus and community based academic support services, such as tutoring, and enrichment activities and services.**
   Data reviewed during the assessment process indicated low participation among homeless students in academic support programs. Feedback from parent surveys provided information regarding the barriers students and families face in accessing tutoring and enrichment programs. Program activities were determined in response to parent and student input.

4) **Austin ISD homeless high school students and unaccompanied youth need increased academic support and social services.**
   A review of demographic data regarding unaccompanied homeless youth revealed high mobility rates which poses a formidable barrier to academic achievement. Feedback from unaccompanied youth helped program staff determine the most effective strategies to use to ensure increased stability for students.

5) **District personnel and community agencies need to improve coordination of services to ensure identified students and families receive assistance to meet basic needs**
   75% of students and families identified as homeless by Project HELP staff reside in temporary, doubled-up living situations. Students and parents indicated housing instability and extreme stress resulting from homelessness as the major barrier to student success. Austin area programs that provide housing assistance services to homeless youth and families use the HUD (Department of Housing and Urban Development) definition of homeless as the eligibility criteria for services. The HUD definition of homeless is any un-sheltered living situation. The assessment process indicated a need to work with community agencies to assist doubled-up families in accessing services.

The program is managed to ensure goals and projected outcomes are met. The Project HELP Program operates under the Department of School, Family, and Community Education which provides supervision, oversight, and support for homeless grant activities. As a large, urban District, AISD has the administrative, financial, and legal infrastructures to ensure grant awards are expended in accordance with the regulations of grantors. The program budget is developed by program staff to support the needs of students and the defined goals of the program. The program ensures that statutory requirements are met including: the development of activities and strategies to meet program needs; successful collaborations with District and community programs and service providers; adherence to policies which ensure the responsible and appropriate use of grant funds; outreach efforts, events, and coordination with campus staff to support parent involvement; compliance with policies to ensure homeless students are fully integrated into the regular educational setting and all identified homeless students receive the same free, appropriate public education as other children and youths and access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held; and consistent coordination between the Title 1 dept. and the Project HELP Program to determine the use of set-aside funds and participate in campus and District improvement plans. The program has systems in place to fully meet TEA program requirements, including: procedures to identify and enroll homeless students who enter school at any point during the school year and/ or need assistance enrolling in early childhood and / or Pre-K Programs; the provision of training and professional development opportunities for District staff and community partners; and procedures for ongoing monitoring of student grades and attendance and the implementation of intervention strategies to support academic success.

The Homeless Liaison and Project Supervisors work directly with homeless students, families, District personnel, and community partners to identify, enroll, and provide ongoing support services to homeless students and families. The program is designed to remove barriers to educational stability and success for homeless students through the implementation of effective activities and procedures developed by Project HELP staff. The program is committed to ongoing program improvement in order to provide the highest quality services to homeless students.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 227-901				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	$ 155,033	$	$ 155,033
Schedule #8	Professional and Contracted Services (6200)	6200	2,200	$	2,200
Schedule #9	Supplies and Materials (6300)	6300	5,417	$	5,417
Schedule #10	Other Operating Costs (6400)	6400	9,700	$	9,700
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):			**$172,350**	**$**	**$172,350**

Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$	$	$

Administrative Cost Calculation	
Enter the total grant amount requested:	**$172,350**
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$ 13,788

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: 227-901			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	**Project Supervisor**	4	50	154,033
22	Title			$
23	Title			$
24			Subtotal employee costs:	$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		$1,000
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):**			**$155,033**

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227-901	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:	$2,200
	(Sum of lines a, b, and c) Grand total	$2,200

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: 227-901	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$5,417
	Grand total:	**$5,417**

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 227-901	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:	$9,700
	Grand total:	**$9,700**

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: 227-901		Amendment number (for amendments only):

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

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

	**For TEA Use Only**
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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 227-901	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	44,120	54.42%	Total AISD enrollment as of 2/28/18 is 81,072
Identified homeless students	2,039	3%	
Students identified homeless with a 5A Crisis Code	92	005%	Less than one percent of District total
Students identified homeless with a 5B Crisis Code	0	0%	
Students identified homeless with a 5C Crisis Code	0	0%	
Attendance rate for identified homeless students	NA	89.58%	
Attendance rate for economically disadvantaged students	NA	90.59%	

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
160	152	189	206	215	186	165	178	163	158	259	146	121	156	2454

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227-901	Amendment # (for amendments only):

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

The Project HELP Program conducted a comprehensive and thorough assessment of the needs of students, parents, campuses, and community partners and stakeholders in order to review over-all program functioning and determine best- practices for supporting the stability and academic success of homeless students. The process is designed to gain as much information as possible regarding the areas of: student identification; academic progress/ support/ and outcomes; District, community, and program services; and the specific needs of students and families to increase stability and wellbeing. Needs are determined based on the areas identified as presenting the strongest barriers to student success.

The Needs Assessment consists of the review, by District and program personnel, of:

- The results of satisfaction surveys distributed to 40 parents who have children identified as homeless by Project HELP, 10 unaccompanied, homeless youth, and 20 campus staff members including Principals, Registrars, School Social Workers, Parent Support Specialists, and College and Career Advisors;
- Information derived from surveys and interviews conducted to measure awareness of McKinney-Vento Educational Rights and Project HELP services among parents and students identified as homeless by program staff;
- Information derived from surveys and interviews conducted to gather input from parents and students regarding academic support service needs and basic needs assistance.

The Needs Assessment process also included a review of the following data:

- 5 Year comparison of over-all AISD student enrollment and identified homeless student data trends;
- Attendance, grades, graduation rates, and test results of identified homeless students over a 3 year period;
- Homeless student participation rates in campus and District tutoring and credit recovery programs over a 3 year period; and
- Student and family participation in program events over a 5 year period.

Data regarding the distribution of resources and services to homeless students and families by the Project HELP Program, including:

- Enrollment assistance, District transportation services, Capital Metro bus passes, school supplies, enrollment assistance, food/ clothing/ hygiene/ gas assistance (gift cards and other resources), assistance with school fees, hotel / rent/ utility fee assistance, referrals to emergency shelters and transitional living programs, and assistance accessing medical and dental services.

Needs are prioritized by comparing student and program data to feedback from students, families, and stakeholders. The Homeless Liaison/ Program Administrator and Project HELP Project Supervisors meet to review the results of the needs assessment. A review of data is used to identify areas in need of improvement and determine appropriate program goals. Information from interviews and surveys is used to create effective strategies and activities program staff will use to meet the identified needs. The assessment process revealed the 5 most important needs to be addressed during the 2018-2019 school year to ensure best practices to support school success and stability for AISD homeless students.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 227-901	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 Project	How Implemented Grant Program Would Address
1.	Austin ISD homeless students need to be identified and served by HELP Homeless Education Program.	Program staff will increase ongoing communication with campus staff and provide additional training opportunities to an increased number of District employees and community service providers to ensure identification of homeless students. Project Supervisors will conduct weekly campus visits to offer support to campus staff. Program staff will increase communication with students and parents to improve understanding and awareness of educational rights under McKinney –Vento as well as program services.
2.	Parents and caregivers of homeless students need increased support and parent involvement activities to fully participate in their child's social and academic progress.	Program staff will work with campus staff to improve communication with parents and caregivers of homeless students to increase parent involvement and engagement in educational programming, campus services and academic support. Project HELP staff will increase outreach efforts to parents and students to increase awareness of Project HELP services and coordinate the annual program Parent Empowerment Event.
3.	Students need increased access to campus and community based academic support services, such as tutoring, and enrichment activities and services.	Program staff will: provide tutoring referrals and campus and community based academic support services information to all identified homeless students and families; provide bus passes for students to attend after –school tutoring and community tutoring programs; and work with the staff members of educational enrichment programs such as ACE/ 21st Century and Prime Time to increase participation.
4.	Austin ISD homeless high school students and unaccompanied youth need increased academic support and social services.	Program staff will: conduct quarterly review of homeless high school student and unaccompanied youth grades and attendance; coordinate intervention efforts with campus staff to improve student academic performance; distribute vulnerability index survey to unaccompanied homeless youth and use results to coordinate services with community agencies; and provide unaccompanied youth with assistance obtaining basic needs such as food, health care, transportation and shelter.
5.	District personnel and community agencies need to improve coordination of services to ensure identified students and families receive assistance to meet basic needs.	Program staff will: participate in the ECHO/ LifeWorks Youth Homeless Demonstration Program to increase housing opportunities for homeless students; increase partnerships with organizations in Austin providing emergency food assistance to meet increased needs of homeless families; and Attend meetings with Hindu Charities, CapCityKids, the Neighborhood, and other donors to increase communication and service coordination.

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Schedule #14—Management Plan	
County-district number or vendor ID: 227-901	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	The Homeless Liaison is responsible for developing and implementing the policies and procedures required by the McKinney-Vento Homeless Assistance Act. The position provides direct oversight and management of the Project HELP Homeless Education program and represents the program at District and community meetings and events. The position requires a bachelor degree and experience in program management and providing direct services to at-risk students.
2.	Project Supervisor (4)	Project Supervisors serve as McKinney-Vento liaisons between district central office, school feeder patterns and the community. Direct contact with students, district personnel, families and community partners is a primary responsibility of the position. Project supervisors provide training to District and community partners regarding the identification of homeless students, provisions under the McKinney-Vento law, and Project HELP services. The position requires a bachelor degree and experience providing direct services to at-risk 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.	Increase identification of homeless students by 10%.	1.	Registrar Training (Twice Per School Year)	01/2019	08/2019
		2.	District and Comm. Agency Trainings (Monthly)	9/1/2018	08/31/2019
		3.	Weekly campus visits –Project Supervisors	9/1/2018	08/31/2019
		4.	Mid –Year Review of Student Data.	01/2019	02/2019
		5.	End of Year Report –Review of Student Data.	09/2019	09/2019
2.	Increase parent involvement and engagement.	1.	Parent & student outreach (email and phone)	09/01/2018	08/31/2019
		2.	Coordination w/ campus staff –family events	09/1/2018	08/31/2019
		3.	Link parents w/ campus parent sup. specialists	09/1/2018	08/31/2019
		4.	Annual Parent Empowerment Event.	07/2019	07/2019
		5.	Back to School Bash.	08/2019	08/2019
3.	Improve homeless student scores on standardized tests.	1.	Tutoring referrals to all identified students	09/1/2018	08/31/2019
		2.	Distribute bus passes for tutoring participation	09/1/2018	08/31/2019
		3.	Coordinate w/ campuses to provide test support	09/1/2018	08/31/2019
		4.	Coordinate with tutoring program staff to enroll	09/1/2018	08/31/2019
		5.	Review tutoring participation data (2x per SY)	01/2019	06/2019
4.	Reduce unaccompanied youth mobility rates and improve school and housing stability	1.	Monthly review of H.S. grades and attendance	10/2018	04/2019
		2.	Coordinate intervention efforts for academic help	10/2018	04/2019
		3.	Distribute vulnerability survey to Unacc. Youth	09/1/2018	08/31/2019
		4	Provide UY w/ basic needs assistance	09/1/2018	08/31/2019
		5	FAFSA letters to UY and application assistance	01/2019	05/2019
5.	Increase access to community services and housing programs for doubled-up students	1	Participate in *Youth Homeless Dem.Program*	09/1/2018	08/31/2019
		2	Participate in *'Ending Family Homelessness'*	9/1/2018	01/2019
		3	Provide additional training to Austin shelters.	10/2018	07/2019
		4	Increase emergency food assist. resources	9/1/2018	01/2019
		5	Increase communication with program donors	09/1/2018	08/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginnings 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: 227-901	Amendment # (for amendments only):

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

The District monitors its effectiveness at meeting program goals and objectives by administering assessments after each training performed, staff/inter-office assessment for internal reflection on individual, professional cogency, and the annual needs assessment of unaccompanied youth and identified families. In addition, student and program data is reviewed by staff at monthly program meetings including, but not limited to: the number of students identified as homeless; student attendance rates; student participation in academic support programs; student mobility; services distributed to students and families; parent participation in campus and program events. The data is used to measure progress toward goals and identify weaknesses, as well as strengths, in program strategies and activities. Meeting internal goals for the program has a direct effect on output and services rendered to student, families, District personnel and community partners. By performing constant assessment of the program and its internal members' efficacy, the program has a stay of viability and is relevant to relaying important information related to student homelessness and the law across the district and community.

The program is constantly under review to make certain there is accountability and goals are met. There is constant communication between district staff and the program when meeting program objectives. Through district trainings and professional development opportunities, the program is afforded the chance to mention in detail its internal programmatic findings and provide the opportunity for feedback from district personnel or community partners. At such time, the program evaluates the feedback and makes internal changes when necessary.

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.

An ongoing tenet of the program is to identify barriers to academic success and capture the needs of homeless students and unaccompanied youth through assessment and feedback. The program has administered needs assessments for the last three years. During this time, the program recognizes that there is room for improvement in how needs are prioritized and measured. Also, the effect the program has at responding to those needs is most important. The overarching objective is be thorough in the program's approach to answering the needs of students with the commitment and accuracy they deserve.

For the current school year, the program is focused on providing two surveys – unaccompanied youth and heads of families – that will utilize an index to measure each group's vulnerability on scale. Through this vulnerability index survey, the program is able to assess the needs of both groups more accurately and align community resources appropriately. Additionally, it will afford the program many opportunities to broker community partnerships that will directly provide resources as a result of the findings of the index. As a result, the program will be position to identify more students and provide resources to fit their current circumstance.

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Schedule #15—Project Evaluation	

County-district number or vendor ID: 227-901	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.	AISD Department of Evaluation (DPE) / Conduct basic evaluation to assist Project Supervisor with report data.	1.	percentage of students who met the passing standard on STAAR
		2.	average attendance rate
		3.	grade-level promotion or graduation
2.	Parent / District staff /Student Surveys – Electronic, hardcopy and telephone	1.	Parents Satisfaction/ Needs Assessment
		2.	Promotion Rates
		3.	Resources Obtained
3.	AISD Database (TEAMS)	1.	Attendance
		2.	Grades
		3.	Behavior
4.	EcST Database	1.	Student Feedback
		2.	Drop Out Reports (Early Warning)
		3.	Individual Student Interventions Report
5.	Project HELP (Database)	1.	Student Identification
		2.	Student Services Obtained
		3.	Homeless Type (code)

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.

In addition to extracting data from district student records and assisting program staff with data inquiries, the AISD Department of Evaluation (DPE) will also conduct a basic evaluation to assist the Project Supervisors with program monitoring. The primary purpose of the basic evaluation will be to provide quantitative and qualitative information about PHELP Participants, to assess the relationships between participants and the proposed outcomes; to monitor PHELP program for compliance, progress toward goals, and quality.

Quantitative data relating to student demographics, school attendance, course grades, standardized test scores, and year-to-year grade-level promotion or graduation will be extracted from AISD's database. The basic evaluation will monitor changes in outcomes for homeless students in comparison with non-homeless students at the same school. Summarized information will include either averages or percentages where appropriate, for example, the percentage of homeless students who met the passing standard on STAAR and the average attendance rate for the non-homeless group. This will allow the following types of questions to be answered:

- How did PHELP participants grades compare to grades of non-participating students?
- Did PHELP participants' attendance rates compare to students who are not homeless?
- How did participants score on STAAR compared to students who are not homeless?
- How many adult family members of participating students participated in empowerment activities?

Qualitative data will be collected from surveys conducted with parents, administrators, unaccompanied youth, and school staff. The DPE evaluator will develop a coding scheme to summarize data and/or conduct thematic analysis to group information gained by topic, and identify themes relating to homeless experiences, success, and recommendations for improvement. To determine program effectiveness at the point of service and areas that need improvement, Project HELP will continue to work with school administration, speak to parents, unaccompanied youth and seek community input to address immediate needs. Progress toward the goals and objectives of the program is reviewed by program staff during monthly program meetings. When data indicates lack of progress toward a goal, program staff identify areas of weakness regarding program strategies and activities. Strategies and methods used to achieve goals are revised to improve progress toward program goals.

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Schedule #16—Responses to Statutory Requirements				
County-district number or vendor ID: 227-901			Amendment # (for amendments only):	
Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Provide prof. dev.to new and returning District staff and community partners regarding M-V and student identification.	200	AISD Professional Development Site, 6 community sites. Proj. Supervisors are responsible for activity.	Participation log with names, positions, dates of trainings. Training manual and power point presentation.	1,5
Program staff will work with campus staff to increase parent involvement and engagement.Project HELP staff will plan and coordinate a Parent Empowerment Event.	450	Elementary, Middle, and High School campuses. . Project Supervisors are responsible for activity	Activity logs, meeting agendas, referral logs and verification of written communication information sharing (Project HELP / MV mail-outs, emails to parents).	2,3,5
Conduct monthly review of the attendance and grades H.S stidents. Coordinate intervention efforts with campus based staff.	400	14 Campuses. Project Supervisors responsible for completing the activity.	Attendance and grade reports. Campus visit logs.	3,4
Assess all identified and/ or referred students' service eligibility,Contact students and parents via email and phone.	2,400	All Campuses. Project Supervisors are responsible for completing the activity.	Database report of completed student assessments.	1,4
Provide referrals for tutoring programs to homeless students and increase access.	2,000	Up to 100 campuses, 2 shelters. Project Supervisors are responsible for activity.	List of students who participated in tutoring programs.	3,4
Increase engagement with organizations serving homeless families to improve access to services	120	Community venues, meetings with agencies Project Supervisors are responsible for activity.	Meeting agendas and minutes, copies of emails as appropriate.	1,5
Conduct survey of homeless students' families	50	Up to 9 campuses. Project Supervisors are responsible for activity.	Copy of survey used, summary of survey results.	2,3,4,5
Provide basic needs services or referral for homeless students and families.	2,000	All campuses, PH office. Liaison & Project Supervisors are responsible for activity.	Database report of services provided to students.	4,5
Project HELP staff participation in professional development opportunities	5	Training/ conferences. Project Supervisors are responsible for activity.	Conference and training registration forms and certificates.	1,2,4,5
Annually update campus websites regarding currency of resources information provided as per TEC 33.906	133 campuses	All campuses. Project Supervisors are responsible for completing the activity.	Spreadsheet of campuses with updated websites.	2,4
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	Schedule #16—Responses to Statutory Requirements (cont.)	

County-district number or vendor ID: 227-901 | 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.	ECHO-Ending Community Homelessness Coalition	Provides education, training, and advocacy for homeless services.
2.	LifeWorks	Provides shelter, case management, and support to homeless youth.
3.	Cap City Kids	Provides funding for school supplies, bus passes, assistance with school-related expenses, volunteer support, and the annual Project HELP Parent Empowerment Event.
4.	The Neighborhood	Provides assistance with motel fees and miscellaneous basic needs.
5.	Hindu Charities	Provides school supplies and backpacks for homeless students.
6.	Safe Place	Provides shelter and transitional housing services for homeless families fleeing abusive situations.
7.	Foundation for the Homeless / Communities	Provides shelter and assistance obtaining transitional housing.
8.	Salvation Army	Provides shelter to homeless families.
9.	Education Service Center Region XIII	Provides staff development, network opportunities, and family resources.
10.	Food Service (AISD)	Arranges immediate free lunch for eligible students.
11.	Learning Support Services (AISD)	Counseling and Child Study Team Support.
12.	Student Services (AISD)	Provides enrollment assistance and collaboration with McKinney –Vento services.
13.	Transportation (AISD)	Arranges AISD bus transportation to school of origin.
14.	Special Education Dept. (AISD)	Collaboration and assistance with school choice and services for homeless students.

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| 15. | Family Resource Centers (AISD) | Provides social services to students and families. |

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 227-901	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.

Proposed funds will be used primarily to support the salaries of Project HELP campus liaisons and support staff who work directly with homeless students, families, District personnel, and community partners to identify and provide services to homeless students. Program staff provide ongoing training to campus staff and community agencies to ensure compliance with McKinney-Vento requirements, and increase awareness of the needs of homeless students and families as well as services provided by Project HELP. The Austin ISD Project HELP Program is comprised of one (1) Homeless Liaison / Program Administrator, and four (4) Project Supervisors who are each responsible for serving as the McKinney-Vento / program liaisons for 30 + campuses. The Homeless Liaison and Project Supervisors ensure the identification and immediate enrollment of homeless students, and that:

- Homeless families and homeless children and youths receive referrals to health, dental, mental health, and substance abuse services, housing services and other appropriate services; and
- Parents and guardians of homeless students are informed of educational rights and protections under the McKinney-Vento Homeless Assistance Act.

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.

Program staff will use a number of strategies to encourage meaningful involvement of parents and guardians of homeless children in the education of their children and engagement in in their academic progress. Strategies and activities include:

- Annual Project HELP Parent Empowerment Event;
- Increasing outreach efforts to parents of homeless children to increase awareness and utilization of Project HELP services and knowledge of educational rights under McKinney –Vento;
- Coordinating with campus staff to increase on-going communication with parents of homeless children, regarding campus events, academic support programs, and parent involvement activities;
- Conduct quarterly review of the attendance and grades of homeless students in grades 9-12 and coordinate intervention efforts with parents and campus staff to increase attendance and academic performance;
- Conduct a survey of homeless students' parents to identify their children's unmet academic needs and use feedback to improve program quality and effectiveness.

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.

Program staff ensure that:

- All identified homeless children and unaccompanied youths are enrolled in, and have full and equal opportunity to succeed in District schools;
- All identified homeless students receive the same free, appropriate public education as other children and youths and access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held;
- Homeless families and homeless children have access to and receive educational services for which they are eligible, including services through Head Start Act, early intervention services under Part C of the Individuals with Disabilities Education Act, and other District preschool programs; and
- Homeless students are not separated from the mainstream school environment.

Program staff will work with District personnel to annually review and revise policies or practices that may act as barriers to the identification, enrollment, attendance, and school success of homeless children and unaccompanied youths.

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

County-district number or vendor ID: 227-901	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.

Title I program and TEXSHEP program will effectively collaborate to: (1) maintain and access a network of district and community services/resources to support McKinney-Vento eligibility and assessment of homeless students, (2) enhance planning and evaluative efforts, (3) administer a yearly needs assessment of homeless students and families, and (4) partner to provide a stable funding source for staff salaries.

Title I, Part A, set-aside funds will be managed by a Title I program finance representative, department auditor and supervisory program personnel. Project Supervisors and the Homeless Liaison will utilize Title I parameters for identifying and assuring necessary services. To utilize Title I funds, a written request is mandatory; the pre-approval and signatures of district Title I staff, the direct supervisor is also necessary. Continual budget review will be necessary to ensure compliance and transparency

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	177,412	Set –Aside funds are used to support Project HELP salaries in order to effectively meet the needs of homeless students and establish compliance with McKinney-Vento requirements.
Planned Set-Aside for 2017–2018	186,750	Set –Aside funds are used to support Project HELP salaries in order to effectively meet the needs of homeless students and establish compliance with McKinney-Vento requirements.

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.

Austin ISD determines the Title 1 Set – Aside amount for homeless services based on the amount of grant funding awarded to the District by TEA. Title 1 funds match the annual amount of TEA grant funds awarded for homeless services. Set-Aside funds are used to support Project HELP salaries in order to effectively meet the needs of homeless students and establish compliance with McKinney-Vento requirements. The Title 1 program and Project HELP collaborate by creating and maintaining an efficient network of services within the school district to support eligibility assessment and services to homeless students. The collaboration ensures students receive academic support, social and psychological services, and parent involvement resources. The homeless liaison coordinates with the Title 1 office to ensure campus improvement plans address the needs of homeless students by participating in trainings and meetings with representatives from various campus and District level Title 1 programs. The agenda includes McKinney-Vento requirements, local homeless program services, District policies and procedures, and program evaluation and improvement. The homeless liaison also participates in the development of a needs assessment which addresses the needs of all students enrolled in the school. The Title 1 Campus Improvement Plans include CST meetings between campus staff, local service providers, and parents or caregivers to identify strategies to mitigate obstacles to student academic success.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 227-901	Amendment # (for amendments only):

Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 227-901	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.

All students that enroll in Austin ISD follow a standard process for being identified as McKinney-Vento eligible. The Student Residency Questionnaire (SRQ) is part of the enrollment packet, on paper and online enrollment, for each student enrolling in the district to complete. The program works closely with the Office of Student Services and Management Information Systems (MIS) in Austin ISD to ensure that all students that qualify for McKinney-Vento rights and protections are identified, captured in district databases, and receive services from the Project HELP Program. Additionally, the program trains front line staff (e.g., registrars, clerks, administrators) on updates to the McKinney-Vento law as it pertains to enrolling homeless students.

Homeless students that enroll in school after the summer or holiday break can complete the SRQ, included in the district's enrollment packet, and return all information to the registrar or clerk. The registrar will then send all forms that indicate homelessness to the program office/homeless liaison, in addition to following district protocol of coding the students as "homeless" and allowing the enrollment to proceed. The process of identification is similar for students that become homeless after the school year has started. Parents notify the school of an address change due to a homeless situation prompts the registrar or school personnel to administer the SRQ form. There also can be a noted change in attendance, grades or likeness of a student that may lead to gentle questioning of the family dynamic upon which homelessness is discovered and the SRQ is administered.

The program has a database of all students that have been identified as eligible under the McKinney-Vento law. Each year the program utilizes that database, in addition to support from Austin ISD's MIS department, to identify students who were previously identified. That list of students is compared with currently identified students. The program then reaches out to the families to ascertain their current living situation and where the student is currently enrolled. The program is able to capture homeless students that enrolled under McKinney-Vento in a previous year who may have neglected to be assessed in the current year.

Austin ISD's Office of Early Childhood Education, in partnership with the program, works to establish a process by which parents of early childhood and/or pre-kindergarten students can access and get the children enrolled. At an annual training of registrars and clerks in Austin ISD, this plan is explained in detail and written documents are disseminated. The parents of pre-kindergarten students in a homeless situation complete the enrollment packet and the SRQ form. The SRQ form goes to the program office, Office of Student Services and the Office of Early Childhood Education. The students are then identified as McKinney-Vento eligible and are able to start attending school.

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

County-district number or vendor ID: 227-901	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.

The program takes great effort to provide quality training regarding the McKinney-Vento Homeless Assistance Act, how it is implemented and identification procedures for the district. Administrative, instructional and support staff are on the front-lines as it relates to daily interaction with students and parents. The program makes certain to provide personnel with information that informs their interactions with parents and ensures that the proper forms and procedures are followed when enrolling homeless students.

The program makes a point to provide training and professional development to the following groups in Austin ISD throughout the school year: Office of Student Services, Office of Early Childhood, district administrators, school administrators meeting, Graduation Coaches, support personnel and teachers' groups. At the start of the school year, the program trains over 400 clerks, registrars and support personnel in the district at an annual training session. This training is essential to the program being able to provide new McKinney-Vento materials and information that informs the work that they do.

Trainings and professional development for community collaborators is centered on the McKinney-Vento law and student identification. During trainings that the program provides to collaborators, the focus is on who the students are being identified, how do they qualify under the law, and what are the needs of the students as evidenced by the data. The program is always seeking out opportunities to engage collaborators and make certain to remain in constant contact with established contacts. Over the course of a school year, the program provides over 20 trainings to community collaborators and partners. The program has currently increased that number and made progress at securing partners for the program.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 227-901	Amendment # (for amendments only):

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

The program monitors homeless student's attendance and grades throughout the school year. Project Supervisors monitor and review the grades and attendance of students in Elementary and Middle schools every six weeks. Grades and attendance information for High School students is reviewed on a monthly basis. There are three (3) indicators that the program uses to track homeless students' academic progress: (1) six week grades (assignments and exams), (2) EOC/STAAR subject(s) exam final scores and (3) average daily attendance reports. Given these reports, the program can ascertain where students are academically and begin the process of identifying additional academic supports in the district to which students can be referred. This data is also useful in providing campus administrators, teachers and support staff in assisting those students at the onset with useful interventions and support.

Afterschool tutorial and credit recovery programming to boost standardized test scores (EOC/STAAR) and grades is utilized by the program for students who may be credit and/or grade deficit. Additionally, students are connected with programming outside of school, in the community, that may be beneficial to their academic success. The program has community collaborators that can be accessed to provide an array of services that can aid in students being academically successful.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 227-901	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.

The program has a database that can be accessed, in addition to support from Austin ISD's Management Information Systems (MIS) department, to pull information related to homeless students' academic achievement. Each six weeks the program receives data on student grades and their on-track status. This information coupled with attendance data provides the program snapshot of where students are and how they can be supported. The program then uses the data to reach out to school administrators, registrars and counselors to collaborate on how to best support the students in need.

The program utilizes referrals for homeless students who are lacking in credits or not on track for grade promotion. There are several district programs that can be accessed for students that need additional support. Referrals are key in making certain homeless students and families are aware of the resources and how they fit the student's academic situation. The referrals are documented and the program monitors those students progress into the preceding six weeks.

The college and career readiness centers in Austin ISD and the program works collaboratively to identify the homeless students who are on-track for graduation and post-secondary education. The program assists homeless unaccompanied youth on track for graduation with FAFSA assistance and college readiness support. Tracking these students is of prime importance to the program as it is vital to make certain they are supported and have all information needed to make good decisions after graduation.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 227-901	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	☒	☒	☒

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: 227-901	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	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
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	☐	☐	☐
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	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 227-901	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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County-District Number or Vendor ID: 227-901	Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

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	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227-901		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	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

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	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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

County-District Number or Vendor ID:	227-901	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	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

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	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

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	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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County-District Number or Vendor ID: 227-901		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	☐	☐	☐
P99	Other (specify)	☐	☐	☐

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	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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