

# Texas Education Agency Standard Application System (SAS)

<b>2018–2019 Texas Education for Homeless Children and Youth</b>				
<b>Program authority:</b>	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act			<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	September 1, 2018, to August 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 APR -3 PM 3:16</div>
<b>Application deadline:</b>	5:00 p.m. Central Time, April 3, 2018			
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>			
<b>Contact information:</b>	Cal Lopez; <a href="mailto:HomelessEducation@tea.texas.gov">HomelessEducation@tea.texas.gov</a> , (512) 463-9414			
<b><u>Schedule #1—General Information</u></b>				
<b>Part 1: Applicant Information</b>				
Organization name	County-District #		Amendment #	
San Antonio ISd	015097			
Vendor ID #	ESC Region #		DUNS #	
74-6002167	20		069451631	
Mailing address		City	State	ZIP Code
141 Lavaca Street		San Antonio	TX	78210-139
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Estellia		Garza	Senior Coordinator	
Telephone #	Email address		FAX #	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
John		Strelchun	Director – District Grants	
Telephone #	Email address		FAX #	
210-554-2535	jstrelchun@saisd.net			
<b>Part 2: Certification and Incorporation</b>				

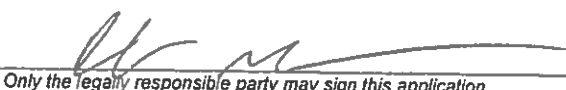
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program 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
Pedro		Martinez	Superintendent
Telephone #		Email address	FAX #

Signature (blue ink preferred)

Date signed



3-29-18

Only the legally responsible party may sign this application.

**701-18-109-076**

**Schedule #1—General Information**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

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

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

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

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

**For TEA Use Only**

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: 015907

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

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

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

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

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015907

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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By TEA staff person:

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

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 015907

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
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
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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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: 015907			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
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	
<b>Grand total:</b>				

<b>For TEA Use Only</b>	
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: 015907

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

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

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

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

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

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

**Part 2: When an Amendment Is Required**

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

**Part 3: Revised Budget**

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

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By TEA staff person:



**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 015907

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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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

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

The San Antonio Independent School District (SAISD) is applying for a 2018-2019 Texas Education of Homeless Children and Youth grant to provide case management services for the District's homeless student population which will help students attain higher academic achievement. SAISD currently has serves 52,000 students of which 3,200 are identified as homeless. Homeless youth are presented with additional barriers to education that traditional students do not face and as a result are more likely to drop out of school, perform poorly in state assessment, in addition to other social-emotional issues they may encounter. Grant funds will provide 2 social workers who will provide case management services such as facilitating individual, family and group counselling for students and their families; providing crisis intervention for students and their families; developing referral resources in the community; preparing and maintaining social services records on all cases; conducting home visits and/or agency visits when necessary to assist students and their families; providing support and information to students to assist students progress in the classroom; and connecting with shelter case manager/social worker to ensure delivery of therapeutic and mental health services. These services will remove obstacles to academic achievement. Additionally, grant funds will purchase student supplies to give students the resources needed to attend class. Finally, grant funds will purchase an online case management software system to better track and better align the services provided to students. SAISD has significant resources and can leverage its programs to ensure these students are benefiting from the services provided. In addition to the grant-funded social workers, SAISD employs 28 social workers who also provide case management services on SAISD campuses. This software will allow social workers to work cohesively and without overlap to ensure students are receiving the appropriate services needed.

**Budget Development**

The grant budget was created to reflect the needs of the District utilizing the Needs Assessment outlined in Schedule #13. SAISD's Family & Student Support Services, Family and Community Engagement, and Federal Programs Department's staff served as a key contributor to providing input throughout the process. The budget has been reviewed and approved by Family & Student Support staff as meeting the current and future needs of the homeless students. Grant funds will provide the resources needed to provide case management services to the District's estimated 3,200 students. Grant funds will hire 2 social workers, local metro bus passes, school uniforms, school supplies, and an online case management software system.

**Demographics**

SAISD has approximately 3,200 students identified as homeless. The District's current demographics are: Economically Disadvantaged (89%); LEP/ELL (36.5%); and Minorities (98.1%). Accordingly, SAISD exceeds economically disadvantaged percentage of 70% or more as identified on the 2018-2019 TEHCY Grant Eligibility List and is eligible for an additional Statutory/ TEA Priority points under this grant.

**Needs Assessment Process**

The needs assessment process followed the Texas Accountability Intervention System process which provided the Family & Student Support Services with the framework to identify resources needed to facilitate improved student achievement for homeless students. Staff identified gaps in services to homeless students and the associated funding needs. Additionally, the project's management team identified on Schedule #14 provided input drawing on their significant expertise. Grant funds will address the needs identified during the process and will allow for implementation with fidelity.

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By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 015907

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.

**Management Plan**

Primary project personnel will be comprised of District leadership and campus-based staff with support from School Redesign Partners. The District's Director of Student Support who will provide direct oversight and leadership and work to remove barriers preventing the Senior Coordinator of Family & Student Support Services from implementing the program with fidelity. Additionally, the grant-funded social workers will be the primary stewards of case management for homeless students in SAISD.

**Program Evaluation**

To ensure the grant strategies are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines a locally-developed web-based data management system, Crystal Reports (a business intelligence application, and the Public Education Information Management System (PEIMS) to collect and track student data. A sizable portion of student data is gathered through the Student Residency Questionnaire and the locally developed Data Collection Form. The data gathered through those two forms are then transferred into one of the aforementioned computer programs.

**Statutory Requirements**

The grant application is comprehensively presented and addresses all statutory requirements including the description of services provided to identified needs, list of project collaborators, the proposed use of grant funds, the involvement of homeless youth families, the integration of homeless youth into the regular school day, the policies and procedures for identifying and enrolling homeless youth, and the process for allocating the Title 1, Part A set-aside amount.

**TEA Requirements**

This application clearly communicates the District's vision serving homeless students and their families; how the District will enroll and identify homeless and unaccompanied youth; the professional development offered to SAISD staff and community partners, the early interventions and progress monitoring of homeless youth; the rationale for selecting the planning and implementation year school redesign process; and the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion.

Students experiencing homelessness face obstacles to school achievement and struggle to stay in school. They are more likely to dropout and fall behind their classmates both academically and socially. This grant will provide SAISD with the resources needed to provide some infrastructure to help address the challenges faced by homeless youth and their families. Two grant-funded social workers will provide wrap around case management services which will help identify homeless youth and connect them and their families to the organizations that have the resources to provide housing, transportation, mental health care, and other tangible and emotional supports that will help students persist in school.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 015907

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	\$149,226	\$0	\$149,226
Schedule #8	Professional and Contracted Services (6200)	6200	\$1,000	\$0	\$1,000
Schedule #9	Supplies and Materials (6300)	6300	\$51,998	\$0	\$51,998
Schedule #10	Other Operating Costs (6400)	6400	\$19,827	\$0	\$19,827
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$222,051	\$0	\$222,051
2.274% <u>indirect costs</u> (see note):			N/A	\$5,049	\$5,049
Grand total of budgeted costs (add all entries in each column):			<b>\$222,051</b>	<b>\$5,049</b>	<b>\$227,100</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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**Administrative Cost Calculation**

Enter the total grant amount requested:	\$227,100
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:	\$18,168

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

<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 015907			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
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			\$
<b>Auxiliary</b>				
12	Counselor			\$
13	Social worker (*2 Grant Funded)	2	0	\$118,590
14	Community liaison/parent coordinator			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
<b>Other Employee Positions</b>				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112	Substitute pay		\$0
26	6119	Professional staff extra-duty pay		\$0
27	6121	Support staff extra-duty pay		\$0
28	6140	Employee benefits		\$30,636
29	61XX	Tuition remission (IHEs only)		\$0
30	Subtotal substitute, extra-duty, benefits costs			
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$149,226</b>

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

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 015907		Amendment # (for amendments only):
<b>NOTE:</b> 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.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$0</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$1,000</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$1,000</b>

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: 015907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$51,998
<b>Grand total:</b>		<b>\$51,998</b>

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

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By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 015907		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$6,877
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$6,877
Remaining 6400—Other operating costs that do not require specific approval:		\$12,950
<b>Grand total:</b>		<b>\$19,827</b>

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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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 015907			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

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

<b>For TEA Use Only</b>	
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Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID: 015907										Amendment # (for amendments only):					
<b>Part 1: Student Demographics of Population To Be Served With Grant Funds.</b> 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	3,200	99.9%													
Identified homeless students	3,200	100%													
Students identified homeless with a 5A Crisis Code	165	5.15%													
Students identified homeless with a 5B Crisis Code	N/A	N/A %													
Students identified homeless with a 5C Crisis Code	N/A	N/A %													
Attendance rate for identified homeless students	N/A	92%													
Attendance rate for economically disadvantaged students	N/A	92%													
<b>Part 2: Students To Be Served With Grant Funds.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
<b>School Type:</b>		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter												
Students															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
393	242	263	280	262	230	192	169	189	174	238	146	101	150	3,200	

For TEA Use Only	
Changes on this page have been confirmed with:  Via telephone/fax/email (circle as appropriate)	On this date:  By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 015907

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.

Program needs were identified through the Comprehensive Needs Assessment (CNA), a year-long process conducted annually by the District. The CNA is the centerpiece of SAISD's educational planning process and the driving force for the District Improvement Plan and the Texas Accountability Intervention System (TAIS), a continuous improvement process driven by the ongoing collection and analysis of data. District and department leadership reviewed the results of the CNA during the development of this grant application to identify areas of need and to guide its development. The CNA process began in Fall 2017 with appointment of a planning team who provided input and oversight. Staff conducted a data-driven CNA using a standardized process aligned to the Texas Accountability Intervention System and the requirements of the Elementary and Secondary Education Act (ESSA). The CNA examined multiple data sets and sources to create demographic and student achievement profiles, identify strengths and weaknesses, prioritize needs, and direct programs and funding. The results also provided benchmarks which can be used throughout the year to monitor the impact of interventions, instruction and resources on student achievement. The CNA process consisted of three steps, described below:

**Step I:** Staff discussed what they wanted services to homeless students to look like in terms of student success and how that vision differs from what currently exists. The purpose and outcomes for the CNA were reviewed and short and long-term timelines were established for the following focus areas: demographics, student achievement, district/school culture and climate, staff quality, recruitment and retention, curriculum, instruction and assessment, family and community involvement, school context and organization, and technology. Each committee received data, information and reports relevant to their focus area. Staff reviewed and analyzed CNA data from the prior school year and compared findings to current data. Needs were identified, and research-based strategies were developed to close the achievement gap among homeless students.

**Step II:** After reviewing needs and proposing strategies, each committee drafted an executive summary for each focus area which included: disaggregated data by grade level, classroom and/or subgroup; and patterns, trends, strengths and needs identified from the data. All summaries and priorities were combined into a master executive summary.

**Step III:** SAISD's CNA process prioritized the TAIS Critical Success Factors.

The CNA developed the following activities to address homeless students are as follows:

- Social Workers will work with students in support of removing social, emotional and community barriers that impede student enrollment, attendance and ultimately school success.
- Students in homeless situations based on the McKinney Vento law and the general population of students at risk will be provided support services from department social workers to include the following services:
  - school supplies
  - transportation through the local metro transit system
  - uniforms
- Programs will be supported with:
  - Contractual assistance supporting program services/equipment
  - Membership to South Alamo Regional Alliance to the Homeless (SARAH) and Texas Homeless Network
- Conduct training and awareness workshops covering children in homeless situations and detailing the identification, enrollment, removal of barriers, dispute resolution, school choice, transportation, accessibility to educational service, and unaccompanied youth.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Program students and families need support from SAISD and the greater San Antonio community.	Grant funds will purchase an online case management software system which will allow staff to create a better alignment of services and referrals provided to students. Social worker will focus on comprehensive wrap around support for high need campuses.
2.	District staffs and community representatives need to be trained to support their immediate identification of students in homeless situations. Training will be provided to districts staffs and community representatives.	Identification is the starting point to work with this population. Prior to conducting any strategies or activities, various methods of identification will be implemented. Once the child is identified, services will be provided with the intent of school enrollment, attendance and school success by removing barriers which impede mental health.
3.	Eligible students must attend school. Students will need school supplies and uniforms to attend.	The provision of such needs will eliminate some of the student's academic barriers and will ensure readiness and preparedness for their daily instruction.
4.	Students are highly mobile. Students will need support with transportation to assist	During the 16-17 academic year, homeless student's mobility was at 34.5%. Transportation is part of the solution. Students will be helped support the timely, safe and proper manner to arrive at their school settings.
5.	Students have a high dropout rate. Students will need support for remaining in school.	All identified services in this application are targeted to ensure the students are enrolled, in school and on track to succeed in school.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 015907

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.	Student Support Services Director	The Director has experience in managing college and career awareness strategies and activities for SAISD counselors, parents, students and community. Additional experience in PK-12 guidance programs, supporting a college-going culture and providing focused counseling services to advance the district vision of graduating all students' college and career ready.
2.	Senior Coordinator	The coordinator has been in this position for the past 19 years and has completed grant applications and administered the funds. All program reviews conducted to date have resulted in excellent outcomes. The SAISD supports 100% of the salary for this role beginning.
3.	McKinney-Vento Social Worker	Ms. Joseph has more than 19 years of experience in the school setting. Ms. Medina Garza has 13 years of experience. Both have worked with children at risk and children who are in homeless situations. Both will be funded 100% through grant funding.
4.	Campus Social Workers	Position requires a master's degree in social work, valid license as a Licensed Master Social Worker. Also, the position requires two years post-graduate experience in a social work setting in a public school and/or community agency.
5.		

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

#	Objective	Milestone	Begin Activity	End Activity
1.	Training and awareness	1. Preparation of training tools	09/01/2018	09/30/2018
		2. Delivery of PD to SAISD staff	09/30/2018	08/31/2019
		3. Assess and count people trained	09/30/2018	08/31/2019
		4. Follow-up training	09/30/2018	05/31/2019
		5. Campus visits	09/030/2018	05/31/2019
2.	Getting students prepared for school	1. Identify students needing supplies	09/01/2018	05/31/2019
		2. Purchase supplies needed	09/01/2018	05/31/2019
		3. Arrange for delivery/ pick-up of supplies	09/01/2018	05/31/2019
		4. Ongoing delivery/ pick-up of supplies needed	09/01/2018	05/31/2019
3.	Arrange transportation for all eligible students	1. Identify students needing transportation	09/01/2018	05/31/2019
		2. Meet with other surrounding school districts to develop transportation plan.	09/01/2018	05/31/2019
		3. Purchase of VIA bus passes/ tickets	09/01/2018	05/31/2019
		4. Process ongoing transportation requests	07/01/2018	05/31/2019
		5. Continuous monitoring of student needs	09/01/2018	05/31/2019
4.	Community collaboration	1. Conduct outreach activities to local family shelters	09/01/2018	05/31/2019
		2. Complete education needs assessment form.	09/01/2018	05/31/2019
		3. Deliver services in needs assessment form to shelters.	09/01/2018	05/31/2019
		4. Participate with local CoC meetings.	10/01/2018	07/30/2019
5.	Case management for students	1. Purchase online case management software	09/01/2018	09/30/2018
		2. Train SAISD staff on its use	10/01/2018	10/30/2018
		3. Begin using online case management software	10/30/2018	08/31/2019
		4. Evaluate services provided recorded through software	05/01/2019	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 beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 015907

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.

SAISD has successfully managed a McKinney-Vento grant for the past 22 years. The multiple years of implementation has led SAISD to implement practices to ensure the project is on-track for successful implementation. For instance, the Senior Coordinator conducts daily monitoring of project staff. Bi-weekly staff meetings are held to give staff the opportunity to discuss obstacles to implementation. It also provides staff the opportunity to review student data and align services to student needs. Any changes needed to the project are addressed with the Director of Student Support Services who provides guidance to address issues.

**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.

SAISD's commitment to meet the needs unique to homeless youth is evidenced through several initiatives aimed at addressing issues traditionally faced by homeless youth and undertaking initiatives to better understand student needs. For instance, SAISD has created a strong network of all transportation departments between districts in Bexar County to ensure students can attend their school of origin. Additionally, SAISD is in the process of changing the job description of all social workers in the District to include the identification of homeless children in the District.

The District was also a recipient of a Foster Youth Drop-out and Recovery Pilot grant from the Texas Workforce Commission which provided 2 social workers to provide credit recover and career readiness to foster youth in SAISD. There is an overlap between students being in foster care and being identified as homeless. The work conducted under the grant project will help provide better services to homeless youth as the social workers develop best practices for serving the foster youth population.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 015907

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.	Data Collection Form (DCF) includes, 1) student information, 2) McKinney-Vento Housing and 3) McKinney-Vento School Services. The DCF is completed for each student upon initial entry identifying program services. All information recorded in the DCF is recorded in the online case management software.	1.	# of students identified as homeless.
		2.	# of services provided
		3.	
2.	Online case management software will track services provided to students.	1.	# of students provided with case management services
		2.	Type of services provided
		3.	# of treatment plans developed for students by social workers.
3.	A Transportation Form will document all school bus transportation. The VIA Transportation Request Form will document all transportation provided per child using VIA Metropolitan Bus System tickets.	1.	# of transportation requests
		2.	# of families provided transportation
		3.	# of students provided transportation

**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.

Currently SAISD uses a combination of a locally-developed web based data management system, Crystal Reports (a business intelligence application, and the Public Education Information Management System (PEIMS) to collect and track student data. A sizable portion of student data is gathered through the Student Residency Questionnaire and the locally developed Data Collection Form. The data gathered through those two forms are then transferred into one of the aforementioned computer programs.

Grant funds will also be used to purchase an online case management software which will allow SAISD staff the ability to track services provided to students in a more comprehensive manner. It will be a centralized location that social workers can use to align the services between grant-funded social workers and locally-funded social workers.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015907

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)
Parent Involvement Activity description (required): a. Program staff will participate with the SAISD parent summit b. Program staff will participate with district campus fairs. c. Provide support through the use of metro bus tickets for parent participation with after school programs, i.e. tutorials, sports activities, PTA/O participation. d. Provide metro bus tickets to help ensure their children attend school.	300 2 staff 2 staff 300 300	Various district locations Campus drop off Bus station drop off Program office  2 staff social workers and the Project Director	Parent sign in sheets Metro bus logs Data recordings	all
Training and awareness workshops will be conducted with district staffs (principals, counselors, social workers, nurses, enrollment personnel, campus parent liaisons) and community representatives.	500	District central location Homeless Liaison/Project Director	Sign in sheets Training Agenda	1
School supplies and/or uniforms will be provided to eligible students	300	Provided from program offices	Data recordings	2, 5
Referrals will be made to community agencies and SAISD Departments for added support of student and family.	500	Social Work staff	Data recordings	4
Referrals will be submitted to program office by the various shelters supporting identification and immediate enrollment.	300	Social Work staff	Public Education Needs Forms	1
Student Residency Questionnaire (SRQ) will be used by 90% of all campuses supporting identification of students.	90	Social Work staff	SRQs received from the various campuses	1
Program staff will participate and continue membership with THN (Texas Homeless Network, SARAH (South Alamo Regional Alliance for the Homeless), Youth Mental Health Council and SAMM Convening and other professional gatherings to access community resources for students and their parents.	4	Social Work staff	Membership payments Staff calendar documentation	all

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

County-district number or vendor ID: 015907

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.	Davidson Respite Care	Provides emergency shelter for children with disabilities
2.	The Children's Shelter	Provides emergency shelter for children
3.	Family Violence Prevention Services	Provides emergency and transitional shelter and counseling
4.	George Gervin	Provides emergency shelter for youth
5.	Haven For Hope	Provides emergency shelter
6.	Roy Maas – Youth Alternatives	Provides emergency shelter for youth
7.	Salvation Army	Provides emergency shelter
8.	SAMMinistries	Provides transitional housing
9.	St Peter, St. Joseph	Provides emergency shelter
10.	Strong Foundation	Provides emergency shelter
11.	Visitation House	Provides transitional housing
12.	Inner City Development	Provides clothing, food, shoes, etc.
13.	Our Lady of the Lake	Provide social work interns
14.	University of Texas – San Antonio	Provide social work interns
15.	Zapatos Inc.	Provide shoes for homeless youth

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

County-district number or vendor ID: 015907

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.

Grant funds will support the hiring of 2 social workers (1 full-time, 1 part-time) to provide case management services and advocacy for homeless youth in SAISD. Their work will include conducting outreach to shelters, making phone calls to parents/ families, addressing walk-in traffic at their office, and addressing referrals from other LEAs and agencies. This work will ensure students are identified, offered services, and are beneficiaries of the McKinney – Vento Act.

Additionally, grant funds will provide local bus passes for students and eligible family members. This will ensure students and families can overcome barriers to enrolling and attending school. Finally, grant funds will purchase an online case management software for up to 10 social workers. The software will be a platform that allows for an alignment of services and tracking of treatments/ interventions provided to students.

**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.

SAISD's Family and Community Engagement (FACE) Department supports parents/ guardians of homeless children and youth through the following involvement initiatives and strategies:

- Designing a track within the districtwide parent workshop series to use as a vehicle to share community and district resources that will be of value to homeless families. Building capacity by providing training on best practices to staff so they can more effectively engage homeless families in the schools (includes PD, section in the administrators' handbook, etc.).
- Collaborating with shelters that support district families every other month and inviting a representative to serve on the FACE parent advisory council so information on resources available is more effectively communicated to families by shelter and district staff.
- Engaging with the community and expanding partnerships with organizations that provide resources that will help homeless parents/guardians better support their children socially, emotionally and academically in a welcoming format and environment.

**Statutory Requirement 2d:** Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students who are identified as homeless or live in a temporary situation are eligible for services under the McKinney – Vento Homeless Education Assistance Act. Accordingly, SAISD provides these students with the following:

- Immediate enrollment
- Removal of barriers to school enrollment
- School selection
- Transportation assistance (school bus or VIA)
- Immediate eligibility for free child nutrition

These services are meant to integrate students into the regular education program that all SAISD students benefit from.

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

County-district number or vendor ID: 015907

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 1 Part A set asides will be used to support a part time social worker. This social worker will manage the transportation requests received from within and from other LEAs in the county. Additionally, they will work to support the identification of children and provide direct services.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$50,834	School supplies and local metro bus tickets
Planned Set-Aside for 2017–2018	\$87,134	School supplies and local metro bus tickets

**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.

SAISD determines the amount for a set-aside based on the total allocation received from TEA and reserved prior to any allowable expenditure or transfers. The District adjusts its previous set-aside amount by reviewing past set-aside expenditures, discussing information provided by and with the homeless liaison on the identified needs of homeless students and trend data such as the number of homeless students identified, academic outcomes, and educationally related needs identified. The homeless liaison will bring forward any requests during these conversations.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):
<b>Statutory Requirement 4:</b> 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)
<b>School Selection:</b> 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
<b>Enrollment:</b> 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
<b>Transportation:</b> 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
<b>Services:</b> Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
<b>Disputes:</b> 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
<b>Free meals:</b> Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
<b>Title I:</b> Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
<b>Training:</b> Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
<b>Coordination:</b> 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
<b>Pre-School:</b> Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
<b>Transition to Higher Education:</b> 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: 015907

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.

SAISD's Office of Access and Enrollment Services (OAES) is designed to support and oversee the District's school choice initiatives, registration, and enrollment procedures, which includes systems such as the transfer processes, lotteries, and wait lists. The department is focused on providing a unified and equitable enrollment process for all campuses in SAISD. The Department recently launched a fully-online method for student enrollment. The OAES works with Family & Student Support Services to identify homeless youth through the following methods:

**A. Students entering and/or returning to their schools from summer or holiday break**

Part of the online enrollment initiative included integrating the Student Residency Questionnaire (SRQ) into the online system. The SRQ is one of the District's primary methods for gathering student residency information and determining if they qualify as homeless. All SRQs that indicate one of the qualifiers for homelessness designation are channeled to McKinney-Vento staff to make a faster determination of homelessness.

**B. Students who become homeless after the school year has started**

Open communication and training provided to campuses makes sure that campus staff know how and whom to refer homeless youth. Additionally, training provided shelters ensures that shelter staff know to contact SAISD in the event of a newly arrived family with school-age children. Additionally, students who indicate they have become homeless after the school year has started are provided with a Reenrollment SRQ to begin the process of receiving homeless services.

**C. Students not currently enrolled or attending school**

SAISD Family & Student Support Services staff conduct follow-up outreach to local homeless shelters to maintain an open line of communication and gather information on school age children currently residing in a homeless shelter. Additionally, SAISD has social workers assigned to feeder patterns of campuses who are familiar with students in those schools. The feeder pattern social workers review leaver data (students who unenroll from a campus) to determine if a student left the campus due a change in residency that now qualifies them as homeless.

**D. Students eligible for early childhood and/or prekindergarten programs**

SAISD Family & Student Support Services staff work closely with the City of San Antonio's Head Start program. Head Start sites are staffed with Family Support Workers who are trained on identifying homeless youth.

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

County-district number or vendor ID: 015907

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.

Professional development is provided by the SAISD Senior Coordinator – Family & Student Support Services, Foster Care during SAISD's staff development days held one week prior to the first day of each new school year. Time is allocated to for workshops on the McKinney – Vento Act and what rights are afforded to students. All SAISD campus staff receive the training. Follow-up training is provided during the school year and is integrated into the District's professional learning calendar.

Additionally, training is provided to service providers and community collaborators such as Communities in Schools- San Antonio who provide site coordinators on SAISD campuses to assess students' needs and provide resources to help them succeed in the classroom and in life. SAISD staff also work with the South Alamo Regional Alliance for the Homeless, the agency responsible for San Antonio's Continuum of Care Program, to train local service providers during their membership committee meetings.

Finally, SAISD staff work with the San Antonio Housing Authority frontline staff to discuss the consequences of evicting families with students enrolled in SAISD campuses. SAISD staff train SAHA staff on resources available for emergency shelter needed for families.

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

County-district number or vendor ID: 015907

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.

This school year (2017-2018), SAISD implemented a new system for student instruction and support, the Multi-Tiered Systems of Support (MTSS). MTSS is a framework that highlights and addresses the critical importance of collective responsibility, teamwork, and data-based decision-making in meeting the needs of our students. We assume the responsibility for the growth and development of the whole child, understanding that academic, behavioral, and social-emotional instruction and supports all play critical roles in the long-term success of our students. This new framework establishes intentionality and efficient organization of all district and campus services to improve outcomes for all students - it includes support components for those who are struggling academically and/or behaviorally, those who are progressing within normal limits, and those who exhibit gifted/talented characteristics in one or more areas. Academic interventions and social/behavioral supports are developed and assigned in layers, or tiers. Tiers are aligned to the varying academic and social-emotional needs of students, identifying and addressing underlying causes to ensure each student grows along their personal learning continuum. Students can receive intervention at one level while also receiving intervention or instruction at another level in a different area. For example, a student may receive Tier 2 intervention for reading, Tier 1 instruction for math, and Tier 3 behavior support.

MTSS is driven by our goal to ensure that all students have equitable access to educational programming and opportunities to maximize their potentials, including those served by special programs such as 504/Dyslexia, Special Education, and McKinney-Vento (homeless youth). Homeless youth face many additional challenges compared to peers, and MTSS is an educational approach that ensures our schools are ready to respond to students with additional support needs, and monitor student growth so that adjustments may be made as needs change. As a comprehensive system that includes consideration of the whole child—academic, social-emotional, and behavior needs, equity is prioritized as we work to establish access and delivery of appropriate supports to facilitate every child's success. Examining all components of instruction is necessary; students whose academic needs are not being met may display behavior issues to mask those needs, and students whose behavior needs are not being met may begin to develop academic concerns. All school staff (teachers, administrators, counselors, social workers, interventionists, parent specialists, etc.), district staff, and community partners work together to implement the MTSS framework for the benefit of all students on a campus. Special and general education work collaboratively so more students can achieve academic progress in general education.

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

County-district number or vendor ID: 015907

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.

SAISD has procedures and practices in place to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Currently SAISD counselors develop individual graduation plans for all students to ensure students have a clear path towards graduation. The graduation plan requires students and counselors meet to review transcripts and identify needs such as credit recovery. If those issues arise the counselor can then make sure students attend credit recovery classes and interventions.

Additionally, the recently established SAISD College and Career Readiness (CCR) Department is responsible for increasing the number of students going on to attend two-year and four-year colleges and universities; doubling the number of students who can participate in college tours; and establishing an office that tracks SAISD graduates through college completion. It does so by utilizing a grant from the Valero Energy Foundation which provides funding for two College Bound Advisors (CBA) at each of SAISD's high schools. The CBAs help students fill out financial aid applications, college application, and review their academic needs to ensure they are meeting the expectations of colleges. The CBAs track student progress through the use of the Naviance software. Naviance is a comprehensive college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

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

**Barrier: Cultural, Linguistic, or Economic Diversity**

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

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

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

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

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

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

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

**Barrier: Drug-Related Activities**

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

**Barrier: Visual Impairments**

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

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

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

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

**Barrier: Lack of Support from Parents**

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

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

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

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

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

**Barrier: Lack of Transportation to Program Activities**

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

**Barrier: Other Barriers**

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

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