

# Texas Education Agency Standard Application System (SAS)

2018–2019 Texas Education for Homeless Children and Youth		
<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	
<b>Application deadline:</b>	5:00 p.m. Central Time, April 3, 2018	<small>Place date stamp here.</small>
<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	

## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #		Amendment #
Seguin ISD	094-901		
Vendor ID #	ESC Region #	DUNS #	
1746002287	13	078486198	
Mailing address		City	State    ZIP Code
1221 E. Kingsbury St.		Seguin	TX    78155
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Teresa		Cuevas	Student Services Specialist
Telephone #	Email address		FAX #
8304018639	<a href="mailto:tcuevas@sequin.k12.tx.us">tcuevas@sequin.k12.tx.us</a>		8303722462
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Kirsten		Legore	Executive Director of Student Services
Telephone #	Email address		FAX #
8304018617	<a href="mailto:klegore@sequin.k12.tx.us">klegore@sequin.k12.tx.us</a>		8303722462

### Part 2: Certification and Incorporation

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

#### Authorized Official:

First name Matthew	M.I. Gutierrez	Last name Gutierrez	Title Superintendent
Telephone # 830-401-8614	Email address <a href="mailto:mgutierrez@sequin.k12.tx.us">mgutierrez@sequin.k12.tx.us</a>		FAX # 830-379-30392
Signature (blue ink preferred)		Date signed	



04-03-18

Only the legally responsible party may sign this application.

701-18-109-078

**Schedule #1—General Information**

County-district number or vendor ID:

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: 094-901

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

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

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

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 <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> 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 <u>Lobbying Certification</u> 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: 094-901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

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

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Via telephone/fax/email (circle as appropriate)

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:

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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By TEA staff person:

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

County-district number or vendor ID:

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>				

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

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

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

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

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

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

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

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

**Part 3: Revised Budget**

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

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



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

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

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

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 094-901

Amendment # (for amendments only):

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

Many of the needs found through the Comprehensive Needs Assessment for homeless students are reflective of the district needs as well. These areas of need tend to impact homeless students at a greater rate than that of their housed counterparts.

The Seguin ISD McKinney-Vento Homeless Education Program will address the following challenges facing homeless students thought the grant cycle: credit accrual/credit recovery options needed to address the large numbers of overage students, lack of parental involvement opportunities and participation, transitioning seniors to higher education, attendance issues, and lessening the academic gap between housed and homeless students. Seguin ISD will seek to serve approximately 275 students and their families through activities that focus on academic success, parental involvement, and social services support. This will include the Back to School Parent Day, Parent Seminars, a monthly McKinney-Vento Homeless Education Newsletter, LEADERS (Learning to Empower and Appreciate Developing Excellence Resulting in Success) Program, Achievers Sessions, Academic and Attendance Monitoring, and school supply, hygiene, and emergency clothing assistance.

As a district, we are analyzing the decreasing attendance rate and identifying ways to improve attendance for all students. The strategies outlined in this grant that will be used to address the attendance rate of homeless students will be in addition to the district efforts that will be implemented for all students. Attendance and credit accrual are connected. Meeting with students and parents regarding credits, grades, and attendance is imperative. Providing non-traditional methods of communication, scheduling, and catering delivery of services to the specific needs of homeless students will help overall academic success. Parental Involvement and Engagement is a top priority for the whole district and the grant will help provide non-traditional methods to communicate with parents and unaccompanied youth who are self-supporting. If we can cultivate parents in homeless situations to be comfortable and actively involved in the school-family partnership; then we will be able to replicate these methods to increase parental involvement for all populations. The LEADERS and Achievers programs seek to prepare homeless middle and high school students for higher education opportunities while also creating relationships with students to help them be successful in their current educational journey.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 094-901

Amendment # (for amendments only):

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

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By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 094-901			Amendment # (for amendments only):		
Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)					
Grant period: September 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 206/295		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$12450	\$0	\$12450
Schedule #10	Other Operating Costs (6400)	6400	\$4500	\$0	\$4500
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$16950	\$0	\$16950
Percentage% indirect costs (see note):			N/A	\$	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$</b>	<b>\$</b>	<b>\$16950</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$16950
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:					\$1356

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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<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID:			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			\$
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		\$
26	6119	Professional staff extra-duty pay		\$
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$

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

<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID:		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>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>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$</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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 094-901		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$12450
<b>Grand total:</b>		<b>\$12450</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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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 094-901		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.	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$400
Subtotal other operating costs requiring specific approval:		\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$4000
<b>Grand total:</b>		<b>\$4500</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:			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>\$</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 #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 094-901

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	5500	69%	We have a large percentage of economically disadvantaged students.
Identified homeless students	275	3.5%	Overall, student enrollment has decreased. Growth is not anticipated for the coming year.
Students identified homeless with a 5A Crisis Code	20	.25%	
Students identified homeless with a 5B Crisis Code	0	0%	
Students identified homeless with a 5C Crisis Code	0	0%	
Attendance rate for identified homeless students	NA	%	
Attendance rate for economically disadvantaged students	NA	%	

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

**School Type:** ☒ Public ☐ Open-Enrollment Charter

Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
40	22	17	18	25	10	25	20	15	15	17	19	10	22	275

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By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 094-901

Amendment # (for amendments only):

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

The stakeholders were provided various types of data to help complete the Comprehensive Needs Assessment and to assist their understanding of the McKinney-Vento program. Stakeholders received the following information for homeless students including data comparisons with housed students: Pass/Retention rates, STARR/EOC Testing Information, and Attendance rates. In addition, a McKinney-Vento Program overview and evaluation was provided which included homeless definition, district numbers of identified students, current demographics in the community such as unemployment rate and foreclosure rate, and services currently provided to homeless students.

Each stakeholder provided a completed Comprehensive Needs Assessment which included questions regarding awareness of homelessness, policies and procedures/compliance issues, identification, enrollment, and access to services, student success, food service, transportation, and collaborative efforts. At the meeting, stakeholders and the Homeless Liaison and Executive Director of Student Services had the opportunity to identify reoccurring areas of need and discussed strategies to address these needs. Stakeholders presented information regarding the percentage of homeless students on their campus at grade level proficiency in reading and math, whether homeless students were academically successful, and what issues are influencing the academic success of students. Stakeholders also provided feedback on their experiences collaborating with the McKinney-Vento Program. Stakeholders finalized their assessment and developed 4 areas of need and recommendations to address those areas of need.

During the Comprehensive Needs Assessment process, all parties were able to prioritize five areas of need. Needs were also prioritized based on whether existing programs/services could be modified to support those needs. The five needs identified were those needs that existing programs are not fully addressing and could benefit from a more concentrated effort through grant-specific activities.

All campuses within the district will be served with parent involvement and engagement activities, school supplies, and clothing assistance. District data and stakeholder discussions have found that the educational gaps between housed and homeless students begins at the 6<sup>th</sup> grade level and continues to the 12<sup>th</sup> grade. Therefore, the majority of activities will be geared towards middle school and high school students who are in the most need for services. In addition, the elementary campuses receive Title I funding whereas middle and high school campuses do not. Thus, more emphasis must be placed on these secondary campuses to ensure students are receiving the services they need to be successful.

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

County-district number or vendor ID: 094-901

Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	Within the homeless high school population, there are a significant number of overage students with a history of retention. Students experiencing homelessness at the high school level face a number of challenges and barriers to education than their housed counterparts in regards to Credit Accrual, Credit Recovery, and school attendance.	By providing students with an on-going Graduation Action Plan and education them on credit accrual options, students will be more successful academically. Meeting with students on a regular basis and offering a variety of credit recovery/accrual options will help alleviate educational barriers and ultimately increase student success and attendance.
2.	High school students experiencing homelessness are less likely to pursue higher education opportunities.	The program will address this issue by preparing high school students for higher education opportunities with building awareness of future college and career readiness options. Students will be educated on the connection between their current academic performance and admission into colleges and trade schools. The program will also provide college and career education seminars/field trips to identified students.
3.	The attendance rates of students in homeless situations is lower than that of the housed population. In order for students to be successful academically, they need to attend school regularly.	The program will track and monitor student attendance of all homeless students. However, we will make a focused effort to track and monitor the attendance of students in grades 6 <sup>th</sup> -12 <sup>th</sup> . The gap between housed and homeless students in regards to attend begins to widen at the 6 <sup>th</sup> grade level.
4.	Parent's participation in their children's academic career is essential for academic success. Parents in homeless situations are in "survival mode" and need help in navigating resources, explaining their homeless situation to their children, and coping skills to deal with the day to day stressors of being homeless as these have a detrimental effect on their students in the classroom.	Parent involvement activities will focus on fostering relationships with school staff, education of campus academic supports, and strategies to deal with the unique stressors of homelessness. Parental involvement activities will be provided to families in a variety of methods to cater to the specific needs of this population. For example, face to face visits, reaching out through community venues, and newsletters will be used to provide information to parents.
5.	In 6 <sup>th</sup> -8 <sup>th</sup> grades, homeless students have a slightly lower promotion rate than that of their housed counterparts.	The program will monitor grades and attendance of all homeless students, but will make a concentrated effort to track and monitor grades of 6 <sup>th</sup> -8 <sup>th</sup> grade students. Homeless students will also receive study skills, test preparation, leadership, and college and career readiness training through the Achievers program.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 094-901

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Homeless Liaison	The District Homeless Liaison is a Bachelor Social Worker and provides comprehensive, preventative, and intervention services to students and families. She has experience in working with homeless families, grant management, coordination of support services, and bilingual.
2.	Student Services	The Executive Director of Student Services oversees several departments including Attendance, Social Services/Counseling/Bullying, 504, and School Safety. She has experience working with supervising the McKinney-Vento Program and managing federal, state and local programs/grants.
3.		
4.		
5.		

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

#	Objective	Milestone	Begin Activity	End Activity
1.	Back to School Parent Event	1. Order Supplies	09/02/2018	09/02/2018
		2. Secure location, time, and date of event.	09/02/2018	09/02/2018
		3. Create advertising for events.	09/01/2018	09/01/2018
		4. Conduct event.	09/14/2018	09/14/2018
		5. Evaluate event.	09/28/2018	10/12/2018
2.	Conduct Parent Seminar	1. Secure location, time and date of parent seminars.	10/02/2018	10/02/2018
		2. Create advertising for seminars.	10/08/2018	10/10/2018
		3. Distribute advertising for program	10/15/2018	10/15/2018
		4. Receive parent surveys.	05/13/2019	05/17/2019
		5. Evaluate Parent Seminars.	05/20/2019	05/30/2019
3.	Achievers and Leaders Sessions	1. Secure location, time, and date.	XX/XX/XXXX	XX/XX/XXXX
		2. Create curriculum and advertising for events.	XX/XX/XXXX	XX/XX/XXXX
		3. Conduct events and receive participant surveys.	XX/XX/XXXX	XX/XX/XXXX
		4. Evaluate sessions.	XX/XX/XXXX	XX/XX/XXXX
		5.	09/01/2018	05/30/2019
4.	Attendance & Credit Accrual Monitoring	1. Identify students.	09/01/2018	05/30/2019
		2. Monitor Attendance, grades, credit accrual.	09/01/2018	05/30/2019
		3. Student/parent contacts via home/school visits.	09/01/2018	05/30/2019
		4. Evaluate attendance, promotion, graduation rates.	05/30/2018	08/01/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Clothing and School Supply Assistance	1. Order Supplies.	09/02/2018	05/30/2019
		2. Identify students in need of assistance.	09/01/2018	05/30/2019
		3. Provide assistance to students.	09/01/2018	05/30/2019
		4. Collect data on numbers of students served.	09/01/2018	05/30/2019
		5. Evaluate assistance.	09/01/2018	08/01/2019

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: 094-901

Amendment # (for amendments only):

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

The project will be evaluated by the District Homeless Liaison and the Executive Director of Student Services on an on-going basis with an initial assessment upon receiving the grant award. Seguin ISD will manage the project to ensure projected outcomes are being met and adjustments made as need during scheduled Project Objective Meetings. During these meetings, the Homeless Liaison and Executive Director of Student Services will review progress of all activities, evaluate effectiveness of activities, and make adjustments if needed. Should project goals, objectives, or activities be modified during the course of the grant, the District Homeless Liaison will communicate this with district staff, parents, students and members of the community through a variety of methods including email or mail correspondence, face-to-face interaction, and McKinney-Vento Homeless Program Newsletters. Community agencies will also be keep abreast of program objectives and activities during monthly scheduled Interagency Meetings, which the District Homeless Liaison attends. Project Objective meetings are scheduled for November 2018, January 2019, May 2019, June 2019 and July 2019.

Program milestones will be monitored to ensure objectives are being met in a timely fashion. Adjustments will be made, as needed. Seguin ISD will monitor the budget on an on-going basis to ensure spending is in line with anticipated expenditures and make changes as well.

**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.

Seguin ISD McKinney-Vento program has experienced much success in serving homeless students. However, continued interventions needs to be made to address the specific needs of homeless students. Many of the needs found through the Comprehensive Needs Assessment for homeless students are reflective of the district needs as well. Although, these areas of need impact homeless students at a greater rate than that of their housed counterparts.

As a district, we are analyzing the decreasing attendance rate and identifying ways to improve attendance for all students. The strategies outlined in this grant that will be used to address the attendance rate of homeless students will be in addition to the district efforts that will be implemented for all students. In regards to sustainability, the district will identify any barriers to attendance for homeless students and take steps to alleviate these barriers. Credit recovery and credit accrual at the secondary level goes hand in hand with attendance. If any students has more time in the classroom, their grades will be better and they will not lose credit simply because they do not have the seat time. In general, the district is analyzing different types of credit accrual programs and flexible scheduling. Flexible scheduling has helped students in homeless situations with attendance issues and work commitments be successful.

Parental Involvement and Engagement is a top priority for the whole district and the grant will help provide non-traditional methods to communicate with parents and unaccompanied youth who are self-supporting. If we can cultivate parents in homeless situations to be comfortable and actively involved in the school-family partnership; then we will be able to replicate these methods to increase parental involvement for all populations.

By implementing these activities for homeless students, we will determine better ways to address the needs of these students and will also shed some light on interventions that will work for all populations of students.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 094-901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Budget Analysis	1.	Ensure all projected activities and correlating funds are expended timely.
		2.	Checklist of completed projects.
		3.	
2.	Promotion Rates: Review grades and testing information of homeless students.	1.	Grades of homeless students.
		2.	Testing information of homeless students.
		3.	Promotion rates of housed and homeless students.
3.	Attendance Rates: Review attendance of homeless students.	1.	Attendance report of homeless students.
		2.	Overall attendance rates of housed and homeless students.
		3.	Percentage of students whose attendance increased after identification.
4.	Services Provided: Review services provided.	1.	Review clothing, school supply assistance provided.
		2.	Percentage of students provided assistance.
		3.	Analyze students provided services, their attendance, and grades.
5.		1.	
		2.	
		3.	

**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.

Seguin ISD has measurable goals for the project based on identification/enrollment, attendance, and student success. During Project Objective Meetings, the Homeless Liaison and the Executive Director of Student Services will collect the mentioned documentary evidence to ensure program activities are being conducted and are on-track for completion. The Homeless Liaison and the Executive Director of Student Services will review attendance, promotion, graduation data for homeless students. Parent Seminar, Achievers and Leaders Sessions will be evaluated by attendance rate and participant surveys. Clothing, hygiene and school supply assistance will be evaluated by how many students received assistance and through documentary evidence. We are projecting to see a 1.5% increase in attendance for all homeless students.

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Schedule #16—Responses to Statutory Requirements				
County-district number or vendor ID: 094-901			Amendment # (for amendments only):	
<b>Statutory Requirement 1:</b> 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)
Back to School Parent Day: Students receive school supplies, backpacks, clothes and school information.	100	District Office Homeless Liaison	Sign-In Sheets, Flyers, Agenda	1,2,3,4,5
Parent Seminar: One per semester to address stressors of homelessness.	20	Elementary Campus Homeless Liaison Campus Counselors	Sign-In Sheets, Flyers, Agenda, Emails, Participant Surveys	4
McKinney-Vento Newsletters: School Information, upcoming events, community resources, and Star Students.	275	District Office Homeless Liaison Campus Counselors	Copies of Newsletter	4
Provide school supply assistance: Students in need will receive a backpack full of school supplies.	180	District Office Homeless Liaison Campus Counselors	Signature of students/guardian receiving school supplies, Purchase Orders, Receipts	1,2,3,4,5
Provide clothing assistance: Students in need will receive \$120 of hygiene and emergency clothing.	70	District Office school campuses local stores	Signature of students/guardians receiving clothing assistance, Purchase Orders, Receipts	1,2,3,4,5,
Achievers Session: (6 <sup>th</sup> -8 <sup>th</sup> graders) 4 half-day session to include leadership and college/career readiness activities.	20/session	Middle school campus Homeless Liaison Middle school staff	Sign-In sheets, flyers, agenda, student evaluations, travel vouchers, if applicable	3,5
Leaders Session: (9 <sup>th</sup> -12 <sup>th</sup> graders) A two day session to include college and career awareness information/tour.	20	High School Campus Homeless Liaison High School staff	Sign-In sheets, flyers, agenda, student evaluations, travel vouchers, if applicable	1, 2, 3
Credit accrual monitoring: (6 <sup>th</sup> -12 <sup>th</sup> graders) Quarterly basis.	118	Secondary Personnel Campus Counselors Homeless Liaison	Cohort Meetings Report Card Grades Graduation Plan	1, 2, 3, 5
Attendance monitoring: 6 <sup>th</sup> -12 <sup>th</sup> graders) Quarterly basis.	118	Secondary Personnel Campus Counselors Homeless Liaison	Attendance Records Contacts logged in school database	1, 2, 3, 5

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

County-district number or vendor ID: 094-901

Amendment # (for amendments only):

**Statutory Requirement 2a:** Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Pack the Bus Program	Provides school supplies to homeless students, when available.
2.	Region XIII Education Service Center	Provides training and technical assistance in identifying and serving eligible homeless students.
3.	Guadalupe County Family Violence Shelter	Provides shelter assistance to eligible homeless students and their families. Allows homeless liaison to meet with families at the shelter.
4.	Food Service of Seguin ISD	Provides nutritious snacks during McKinney Vento grant activities.
5.	Student Services of Seguin ISD	Office provides emergency donated clothing, monitors attendance, makes home visits, McKinney-Vento referrals to eligible students.
6.	Early College High School of Seguin ISD	Provides program information to eligible 7 <sup>th</sup> and 8 <sup>th</sup> grade students in homeless situations.
7.	First United Methodist Church	Provides Help for the Homeless Hygiene bags and emergency assistance, as available.
8.	Communities in Schools	CIS provides clothing vouchers, food and hygiene assistance for homeless students on the high school campus.
9.		
10.		
11.		
12.		
13.		
14.		
15.		

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

County-district number or vendor ID: 094-901

Amendment # (for amendments only):

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

The proposed use of funds will help address the needs identified through the Comprehensive Needs Assessment process and will address the academic needs of students experiencing homelessness. By providing students with on-going graduation plan monitoring, credit accrual/recovery options, attendance support, and focusing on the needs of secondary students will positively impact the academic success of homeless students. Parent involvement and engagement activities will promote academic success, enrollment, and identification of students. Achievers and Leaders sessions will help students begin to experience a level of success at school so they are more likely to attend and participate fully in school. Collaborations with district and community resources will help facilitate identification of homeless students/families and ultimately increase enrollment.

**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.

Research strongly demonstrates the powerful connection between a student's success in school and their parent's involvement in their academic journey. With that in mind, the district will promote and invest in parent involvement opportunities that will empower parents with the knowledge they need to guide their children academically and help parents deal with the stressors of being homeless. Parent involvement will consist of a Back to School Parent Day, Monthly McKinney Vento Homeless Program Parent Newsletters, a Parent Seminar, and face-to-face interactions with parents. Due to the unique needs of parents and students experiencing homelessness, the project will utilize various methods to educate and communicate rights, resources, coping skills, and engage parents in their student's education. The Back to School Parent Day will help welcome families back to school, provide school supplies, clothing items, provide campus parent involvement, campus program, community resources, and McKinney-Vento Homeless program information. A parent seminar will be conducted to assist families in dealing with the stress of homelessness and community resources available. Monthly McKinney-Vento newsletters will be distributed with key information for homeless families. The District Homeless Liaison will also meet with parents on a regular basis in an effort to build relationships with parents, help them access other student/community programs, and place emphasis in ensuring parent involvement activities seek to address the unique needs of families experiencing homelessness.

**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.

The McKinney-Vento Homeless Education program seeks to ensure that students experiencing homelessness have access to and participate fully in the same educational program and services available to all other students. For our younger children experiencing homelessness, the screening process for infants, toddlers, and preschool age children is vital to the increased access and ultimate participation of homeless students in early childhood programs. The Homeless Liaison ensures that all barriers to enrollment or are alleviated so that students are immediately enrolled and educated about their rights so that students can remain in their schools of origin, when feasible. Academic monitoring, educational interventions, referrals to other school and community programs/resources, and case management are provided for homeless students to help them reach the same academic and behavioral standards as their housed peers. Staff development training and adopted policies and procedures ensure that homeless students are never separated from the regular school environment or segregated in any way. The Homeless Liaison along with district administration review and revise policies and procedures on an on-going basis that may act as a barrier to the enrollment, attendance, and overall success of homeless students.

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

County-district number or vendor ID: 094-901

Amendment # (for amendments only):

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

During the Comprehensive Needs Assessment, the district examines the effectiveness of the coordination of services for eligible homeless students. At this time, the Title I set aside monies are used to pay a portion of the District Homeless Liaison's salary. The District Homeless Liaison collaborates with campus staff and community agencies to ensure homeless students on non-Title I campuses receive services to include guidance and counseling, access to other school programs, waivers for fees, and other assistance.

The Homeless meets with students and/or parents on a regular basis to review grades, discipline, attendance, and other needs. The Homeless Liaison also collaborates with school staff to ensure the needs of students are met and implement methods to better serve students. If additional funds are needed throughout the course of the school year, the Homeless Liaison will meet with the Title I Director to determine possible options.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	21,000	Monies are used to pay a portion of the District Homeless Liaison's salary.
Planned Set-Aside for 2017–2018	21,000	Monies are used to pay a portion of the District Homeless Liaison's salary.

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

The District Homeless Liaison ensures collaboration between the local Title I Director and campus homeless contacts by conducting district-wide trainings to key personnel to educate district staff and make them aware of guidelines and procedures to support homeless students. The District Homeless Liaison also provides Title I and Homeless Education brochures with each district program. The District Homeless Liaison and the Executive Director of Student Services participate and ensure the needs of homeless students are addressed in the Title I Campus Improvement process and the District Improvement Plan as well.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 094-901	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 07-04-16
<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 07-04-16
<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 07-04-16
<b>Services:</b> Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes 11-08-17
<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 07-04-16
<b>Free meals:</b> Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes 07-04-2016
<b>Title I:</b> Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes 07-04-16
<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 11-08-17
<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 11-08-17
<b>Pre-School:</b> Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes 11-08-17
<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 11-08-17

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 094-901

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or kindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Student Residency Questionnaire is mandatorily placed in every student's enrollment packet. After the first day of school, it is required for each campus to place a SRQ in every enrollment packet for both students enrolling within the district and out-of-district. The SRQ's used by Seguin ISD are recommended by the Texas Homeless Education Office and include the following information: student name, gender, date of birth, school name, parent/guardian name and address, present housing situation, factors contributing to students' present housing situation, and a place for the District Homeless Liaison to sign verifying the student is eligible for the McKinney-Vento Homeless Education Program and certifying that the student is eligible for the Child Nutrition Program.

After the SRQ's are sent to the Office of Student Services, they are reviewed by the District Homeless Liaison and placed in three categories: do not qualify, appear to qualify, and possibly qualify. The Homeless Liaison makes follow-up phone calls and visits to each family/student to determine eligibility. After reviewing the information obtained during the phone or face-to-face interview, the Homeless Liaison decides if the family/student qualifies as homeless. Once it is determined a family/student is qualified as homeless, the Homeless Liaison explains to the parent/guardian or unaccompanied youth their rights under the McKinney-Vento Act, enrichment programs offered to homeless families, and assists the family/student in accessing needed services.

The referral process is very important in identifying students in homeless situations because the SRQ's are usually completed once a year. Housing situations often change throughout the course of the school year. The District Homeless Liaison works with campus McKinney-Vento Contacts, which are generally the school counselor or social worker to obtain referrals of families that lose housing during the school year. Due to annual training, referrals are also obtained from a variety of school personnel from teachers to bus drivers. Campus staff are more aware of the everyday happenings of students and thus are more likely to know when a family becomes homeless. With the addition of a checkbox for Homeless on the Child Nutrition Program Application, several referrals are made by the food service and cafeteria staff. The District Homeless Liaison has established relationships with District Truancy Officers and Migrant Program staff, which has contributed to homeless referrals for enrolled students and out-of-school youth.

Community outreach is an essential component to the success of the Seguin ISD McKinney-Vento Homeless Education Program. Posters for the program are distributed and put up throughout the community in specific locations where homeless individuals or those at risk of homelessness frequent. The Homeless Liaison is also a member of the Guadalupe County Interagency, which is comprised of various community social service agencies. This assists in the identification of homeless children not currently enrolled or attending school because many are receiving services in the community. During these meetings, the Homeless Liaison provides service providers information about the McKinney-Vento Program and eligibility criteria. The Homeless Liaison also make herself available to conduct presentations to service providers, as requested.

The District Homeless Liaison also collaborates with the Guadalupe County Head Start program to determine if there are students in their program who are homeless who may have sibling attending the district. The District Homeless Liaison also attends Pre-Kindergarten and Head Start Registration Days to screen for homeless families and all advertisement for the Head Start and district Pre-Kindergarten programs include information informing homeless families their children are automatically eligible for enrollment. On-going collaborative partnerships with "key players" in the district and community helps promote an effective referral process for students becoming homeless throughout the school year.

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

County-district number or vendor ID: 094-901

Amendment # (for amendments only):

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

The District Homeless Liaison receives on-going training and technical assistance by Region XIII Education Service Center Homeless Education Program staff. The Homeless Liaison also attends trainings provided by the Texas Homeless Education Office and the Texas Homeless Network to keep abreast of current policies, procedures, and best practices in implementing the Homeless Education Program.

The District Homeless Liaison provides training throughout the year to every campus during a regularly scheduled faculty meeting. All trainings consist of an overview of the definition of "homeless" according to the McKinney-Vento act, policies and procedures, rights of homeless students, enrichment and assistance programs available through the district McKinney-Vento Program, and community resources. The middle and high school campuses receive yearly training on the McKinney-Vento Program. Emphasis is placed on identification, enrollment policies, enrichment activities available, and the definition and special needs of unaccompanied youth. Counselors and social workers receive special training to help address the behavior and emotional needs that often effect the academic success of students experiencing homelessness. Empathy training is also a component of the trainings. Participants view documentaries of homeless families and unaccompanied youth from the state of Texas. In addition, campus staff are encouraged to participate in a "Food Stamp" Challenge among other activities during the National Hunger and Homeless Awareness Week. These activities are used to build awareness of some of the day-to-day struggles our homeless families are experiencing.

Attendance Clerks, Registrars, and Campus Enrollment Personnel are trained bi-annually (summer before school starts and during the second semester) about the McKinney-Vento Act, identification and enrollment procedures and rights of students experiencing homelessness. McKinney-Vento Posters are given out at this time and the District Homeless Liaison follows up with campus visits to ensure posters have been placed in highly visible areas. Training also emphasizes empathy for students/families, confidentiality policies and procedures, rights of homeless students especially in regards to immediate enrollment and remaining in school or origin, nutritional needs, and transportation guidelines. Attendance clerks are also trained on the possible signs of homelessness and are encouraged to refer any students they believe may be in a homeless situation.

School Guidance Counselors and Social Workers are trained three times a year during regularly scheduled Counselor's Meetings. They receive the training that all other staff members receive but also are provided more in-depth information to help address the behavioral and emotional needs that effect homeless students, importance of ensuring homeless students are receiving Special Education, 504, and other services expeditiously upon enrollment, and looking for the signs of homelessness to better identify and ultimately support students academically.

A separate training for Campus and District Administrators is provided to go over compliance issues for the McKinney-Vento Program as well. Food Service and Transportation staff are trained individually by the District Homeless Liaison via email or telephone contacts. Transportation staff is strongly encouraged to attend the McKinney-Vento Transportation Training held by Region XIII as well. The Homeless Liaison attends Community Interagency Meetings to inform the community about the McKinney-Vento Homeless Education Program and is also available to conduct presentations to service providers, as requested.

On a monthly basis, the Homeless Liaison attends Community Interagency Meetings, in which she provides an overview of the McKinney-Vento program, makes posters/brochures available, and discusses upcoming events. Outreach within the district and throughout the community is essential to the overall success of the Seguin ISD McKinney-Vento Homeless Education Program by contributing to the identification, enrollment, and response to the academic, socioemotional, and support service needs of the homeless population of Seguin ISD.

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

County-district number or vendor ID: 094-901

Amendment # (for amendments only):

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

Ongoing academic progress monitoring is a key component to the overall success of all students. The district uses the Response to Intervention process to assist students that need additional academic and behavioral supports to be successful in school. Test data, report and progress report card grades, interventions used at Tier I, II, and III in specific needs, progress monitoring, work samples, and other school records/observations are analyzed in an effort to create a plan of intervention for these students. Students who do not achieve the desired level of progress in response to the targeted interventions are then referred to be evaluated for Special Education services.

The Homeless Liaison along with the Campus Counselors are responsible for the academic monitoring of all homeless students. Each campus has access to the McKinney-Vento list and receives a printed list on a monthly basis of those students who are identified as homeless. Campus counselors, teachers, and administrative staff review student progress and provide campus interventions, as needed. Referrals to instructional support programs such as 504, Special Education, Dyslexia etc. are provided as well. The Homeless Liaison reviews each students' progress report and report card grades for 2nd through 12<sup>th</sup> graders. The Homeless Liaison collaborates with campus teachers, counselors, and administrative staff to monitor grades and attendance of homeless students. The Homeless Liaison also helps bridge the gap between home and school by making home, school, and shelter visits with students and/or their parents to discuss academic needs and helps assist students in receiving needed instructional supports. Parents, guardian, and unaccompanied youth are educated about other school programs such as but not limited to Special Education, 504, Bilingual/ESL, and Gifted and Talented. Parents are encouraged to ask for additional supports for these children and in the case of unaccompanied youth, for themselves if they feel the regular school supports are not meeting the academic needs of their students and/or selves. Enrichment programs outlined in the grant are also used to help build relationships with students, encourage school attendance, and help students/families become invested in their education.

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

County-district number or vendor ID: 094-901

Amendment # (for amendments only):

**TEA Program Requirement 4:** Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The majority of the program activities outlined in the grant are related to reviewing, monitoring, and implementing academic support services for secondary homeless students. The Homeless Liaison along with campus counselors will monitor student grades and progress to ensure that high school students are in line for grade-level promotion and/or graduation. Each student has a Graduation Action Plan that explains their transcript so that students/parents know which classes students still need to complete for promotion or graduation. If students have courses that they have lost credit to due to attendance, then the Homeless Liaison will work with campus staff to ensure that students are offered make-up hours. Parents are also informed of their students' progress or lack of progress, so that they can stay involved in their student's education. Counselors assist will schedule changes or flexible day schedule options when the traditional scheduling does not meet their needs. Should student need additional services such as Special Education or 504, the Homeless Liaison and campus staff will refer students to these services.

Seguin ISD has a partnership with St. Philips College, which created a College and Career Center on the high school campus, which provides testing, scholarship, career, college application, and financial aid information available to all students. The Homeless Liaison ensures students are aware of the services provided through the College and Career Center and also assist students/families with Financial Aid, college applications, and career options. The LEADERS sessions for high school students' main goal is to educate students of the higher education options available, conduct college tours, and to better prepare students for college or trade school opportunities.

At the middle school level, students will be monitored academically and for attendance. The Homeless Liaison will collaborate with Campus Counselors, Teachers, and other support staff to ensure students are on-track for promotion. If students are not on-track for promotion, the Homeless Liaison will work with school staff and parent to see what types of interventions are in place and interventions that can be added to help the student be more successful. The Homeless Liaison will review progress report and report card grades and follow up with appropriate staff and parents throughout the school year. Achievers session are provided to help students with study skills, leadership, teambuilding, and an introduction to college and career options. In addition, the repoire build with students through these enrichment programs will also help them be more successful academically and more invested in their education.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 094-901		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input 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:

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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:

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input 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 checked="" 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:

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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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**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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