

Texas Education Agency Standard Application System (SAS)

2018–2019 Texas Education for Homeless Children and Youth

Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	September 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, April 3, 2018	<small>Place date stamp here</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information							
Organization name	County-District #						Amendment #
Elgin ISD	011902						
Vendor ID #	ESC Region #						DUNS #
74-6000823	13						0105523620000
Mailing address				City	State	ZIP Code	
1002 North Avenue C				Elgin	TX	78621	
Primary Contact							
First name	M.I.	Last name		Title			
Ana		Garcia		Homeless Liaison			
Telephone #	Email address			FAX #			
512-281-3434 ext. 1900	ana.garcia@elginisd.net			512-285-9866			
Secondary Contact							
First name	M.I.	Last name		Title			
Peter		Perez		Deputy Superintendent			
Telephone #	Email address			FAX #			
512-281-3434 ext. 1278	peperez@elginisd.net			512-285-9866			
Part 2: Certification and Incorporation							

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

Authorized Official:

First name	M.I.	Last name	Title
Peter		Perez	Deputy Superintendent
Telephone #		Email address	FAX #
512-281-3434 ext. 1278		peperez@elginisd.net	512-285-9866

Date signed

04/03/2018


Only the legally responsible party may sign this application.

701-18-109-079

Schedule #1—General Information

County-district number or vendor ID: 011902

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: 011902

Amendment # (for amendments only):

Part 1: Required Attachments

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		
Part 2: Acceptance and Compliance		

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

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

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

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: 011902

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.

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:

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

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 011902

Amendment # (for amendments only):

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

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

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

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

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

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

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 #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 011902			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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 #4—Request for Amendment

County-district number or vendor ID: 011902

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:		\$	\$	\$	\$

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 #4—Request for Amendment (cont.)

County-district number or vendor ID: 011902

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.			

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 #5—Program Executive Summary

County-district number or vendor ID: 011902

Amendment # (for amendments only):

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

The purpose for applying for the 2018-2019 Texas Education for Homeless Children and Youth (TEHCY) grant is to enhance the existing services the Elgin Independent School District provides to homeless children, families, and unaccompanied youth. Funds will be used to implement strategies to increase attendance and increase student and family engagement among homeless students. Part of the funds will also be used to expand awareness and training of McKinney Vento laws and rights to EISD staff and the Elgin community.

The expected outcomes will be improved attendance for homeless students and an increased awareness in the community about student homelessness and its impacts on the family, school, and community.

Needs assessments at the school district, community and county levels indicate multiple risk factors in a large percent of our children. Recent data on academic performance indicates that only 51% of all students met standards on state accountability measures. The picture is even bleaker with economically disadvantaged students and English Language Learners where less than half were able to meet state standards. Considering that 75% of the 4,321 students in Elgin ISD are classified as economically disadvantaged, it can be predicted that without expanded and innovative learning opportunities, more than 1,600 students who already experience added challenges associated with lower income and language barriers will also fail academically. In addition, the City of Elgin has experienced a 24.3% increase in family poverty over the past 2 years with 23% of families being headed by single parents.

The grant program seeks to target specifically, homeless students, unaccompanied youth and their families at the highest risk students by prioritizing students based on the factors of: academic performance, attendance, social/emotional needs and health and wellness.

The main objectives of the grant are to address the following with our homeless population:

- Attendance
- Academic achievement
- Parental and student involvement
- McKinney Vento awareness among EISD stakeholders

Assessing the current needs of homeless students and allocating proposed funds between programs to address those needs helped to develop the proposed budget.

Attendance

Because lack of clothing and adequate school supplies is often a barrier to school attendance, funds will be allocated to purchase needed school supplies and backpacks for students. Many homeless students also miss school due to lack of adequate hygiene at home and lack of appropriate clothing due low family finances. Hygiene items and clothing will be purchased to address those barriers. This also seeks to address the social-emotional needs of students so they want to be in attendance at school. Homeless Liaison will work with parents, unaccompanied youth, and school staff to address specific attendance barriers with students individually.

Academic Achievement

Supports will be provided to address attendance. Improved attendance has shown to improve school performance. In addition, funds will be allocated to assist high school students with credit recovery. Being behind in credits due to attendance creates an unnecessary barrier for homeless high school students. The option for credit recovery will be used as an incentive for those students who have fallen behind. Students will work individually with credit recovery staff to recover needed credit hours to graduate. Homeless Liaison will work with students and school staff to address the need for accruing necessary credit to graduate with their cohort. Homeless Liaison will also work with high school seniors to access needed supports for passing state assessments needed for graduation.

Parental and Student Involvement

Enriching and academically appropriate school sponsored field trips will be grant funded to engage students and parents

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 #5—Program Executive Summary (cont.)

County-district number or vendor ID: 011902

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.

with the school. Lack of funds to pay for field trips is barrier for many of our homeless families, grant funds will be used to field trips including transportation. Homeless Liaison will work with existing organizations to help sponsor family nights to engage parents. Printed materials in English and Spanish will be made to inform students and parents of their rights under McKinney Vento.

Homelessness Awareness

Increased identification of students in homeless situations is critical in targeting the highest risk population to address their academic and social emotional needs. Homeless Liaison will conduct training to all school district staff regarding homelessness and the effects on children, families, and the community. Training and consultation will also be administered to outside agencies and community stakeholders to increase homelessness awareness. Printed materials will be made to supplement training. Homeless Liaison will work to increase social media presence of the EISD homeless program to reach more students and families and further develop the homeless program to make it more accessible to families and to help reduce the stigma of homelessness.

Homeless Liaison will attend conference and training to continually learn about best practices to best serve our homeless student population.

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 #6—Program Budget Summary

County-district number or vendor ID: 011902	Amendment # (for amendments only):
Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)	
Grant period: September 1, 2018, to August 31, 2019	Fund code/shared services arrangement code: 206/295

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$2000	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$1000	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$6525	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$10000	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$19525	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$1700	\$
Grand total of budgeted costs (add all entries in each column):			\$19525	\$1700	\$21225

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
------	---	----	----	----

Administrative Cost Calculation

Enter the total grant amount requested:	\$21225
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result.	\$1700
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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 #7—Payroll Costs (6100)			
County-district number or vendor ID: 011902		Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
			Grant Amount Budgeted
Academic/Instructional			
1	Teacher		\$
2	Educational aide		\$
3	Tutor		\$
Program Management and Administration			
4	Project director		\$
5	Project coordinator		\$
6	Teacher facilitator		\$
7	Teacher supervisor		\$
8	Secretary/administrative assistant		\$
9	Data entry clerk		\$
10	Grant accountant/bookkeeper		\$
11	Evaluator/evaluation specialist		\$
Auxiliary			
12	Counselor		\$
13	Social worker		\$
14	Community liaison/parent coordinator		\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15	ESC specialist/consultant		\$
16	ESC coordinator/manager/supervisor		\$
17	ESC support staff		\$
18	ESC other		\$
19	ESC other		\$
20	ESC other		\$
Other Employee Positions			
21	Title		\$
22	Title		\$
23	Title		\$
24	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
25	6112 Substitute pay		\$
26	6119 Professional staff extra-duty pay		\$
27	6121 Support staff extra-duty pay		\$2000
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.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 011902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Homeless Education Co Op, Focus groups and meeting with Region 13 partners.	\$1000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$1000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$1000

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

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 #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 011902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$6525
Grand total:		6525

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

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 #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 011902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$5000
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$5000
Grand total:		\$10000

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.

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 #11—Capital Outlay (6600)

County-District Number or Vendor ID: 011902		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 011902

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	186	~4.3%	
Identified homeless students	186	~4.3%	
Students identified homeless with a 5A Crisis Code	6	~.015%	
Students identified homeless with a 5B Crisis Code	0	0%	
Students identified homeless with a 5C Crisis Code	0	0%	
Attendance rate for identified homeless students	NA	89.41%	
Attendance rate for economically disadvantaged students	NA	89.41%	

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
11	19	17	19	20	10	17	14	09	09	10	05	07	19	186

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 #13—Needs Assessment

County-district number or vendor ID: 0011902

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.

Elgin Independent School District (EISD) is a rural school district located in Bastrop County, in central Texas, approximately 20 miles east of Austin. EISD is the local educational authority for Pre-K through 12th grade students in Elgin, serving 4,321 students each day on 6 campuses. Of these students, **74.91%** are classified as economically disadvantaged, meaning they are enrolled in the free or reduced priced lunch program. Unfortunately, the City of Elgin has experienced a **24.3%** increase in family poverty rates since 2012, making Elgin the city with the highest family poverty rate in Bastrop County. In addition, **23%** of Elgin children live in single parent households and a staggering **3.2%** of high school students are pregnant or parents. Academically, the most recent accountability data shows that only **51%** of the Elgin ISD youth met or exceeded progress on STAAR Tests for all subjects/all grades as compared to 57% for the state, 6.0 full percentage points *LOWER* than the State of Texas average. Further, only **50%** of students identified as Economically Disadvantaged and only **49%** of ELL students met this standard. Students requiring Accelerated Instruction in Elgin ISD was **35%** as compared to 25% statewide. Attendance is a critical component of academic success. In addition, the district has seen an increase in the number of youth reporting risk factors associated with mental health concerns (e.g., increase in disciplinary referrals, depression, alcohol use, suicidal ideation, etc.). Elgin has a high percentage of confirmed reports of child abuse/neglect as compared with state and regional averages. Increasing numbers of economically disadvantaged students, increasing percentages of families living in poverty, increasing health problems, and a growing number of students left unsupervised has created an alarming increase in risk factors within our student population. Despite the close proximity to the State Capital, Elgin remains a proud, but poor community with few opportunities for children and families outside the public schools. In Elgin ISD a **Comprehensive Needs Assessment** (CNA) drives our campus and district goals and spending. This process is on-going with Needs Assessment being an agenda item for most district, campus, and community meetings. EISD Superintendent, Dr. Jodi Duron, regularly hosts "Community Coffee and Conversation with the Superintendent" where public education issues are shared and discussed with the community, ideas are conceived, and input from all stakeholders is solicited. Attendance is major concern with our homeless student population. Attending school is a vital factor in student achievement. As part of the Shared Services Agreement with Region 13, Elgin ISD has reported attendance rates for homeless and non-homeless students for the past 3 years. Although attendance rates for homeless youth have gradually increased from 93.98% (2016-17 End of Year) to 94.12% (2017-18 Mid-Year), homeless rates still fall behind compared to non-homeless attendance rates.

The desired outcome with grant implementation is for homeless attendance rates to meet or surpass non-homeless rates.

This can be measured with future attendance rates as compared to previous school years.

The EISD Comprehensive Needs Assessment also highlighted the importance of parental involvement. An important priority for EISD and specifically for families experiencing homelessness is to increase participation in family engagement activities such family and community nights.

A critical need identified by the Homeless Liaison and Elgin leadership is to increase awareness and understanding among staff and the community on what qualifies a student to be identified as homeless and what rights and services are available to them. Face to face training and online information will be provided to staff and community members. Sign in sheets and surveys will provide data for program evaluation and continuous improvement.

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 #13—Needs Assessment (cont.)

County-district number or vendor ID: 011902

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.	Improved attendance among homeless students and addressing social emotional needs of homeless students.	Grant will be used to purchase clothing, school supplies, and hygiene items which are often barriers for attending school.
2.	Increased identification of students who may qualify as homeless under McKinney-Vento definition.	Increased staff, community, and parent training. Grant will be used for printing of informational material.
3.	Increased parent/student engagement.	Grant will pay for printing costs for informational material, snacks for student/parent meetings. Grant will also pay for student enrichment field trips including transportation.
4.	Improved graduation rates.	Grant will pay for payroll costs associated with a district paraprofessional to work one on one with students needing assistance with obtaining credit and passing state assessments.
5.	Professional Development.	Grant will be used to pay for conferences, training, and Region 13 partner district meetings for the EISD Homeless Liaison.

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 #14—Management Plan

County-district number or vendor ID: 011902

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	4-year degree, certified. 15 years experiences working with homeless families and youth.
2.		
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.	Improve Attendance	1. Purchase start up school supplies, hygiene items, and clothing for 2018-19 school year.	08/01/2018	08/31/2018
		2. Evaluate needs and barriers of identified homeless students and provide supplies.	08/01/2018	07/31/2019
		3. Connect homeless students and families with available community resources.	08/01/2018	07/31/2019
2.	Improve Academic Performance	1. Purchase start up school supplies, hygiene items, and clothing for 2018-19 school year.	08/01/2018	08/31/2018
		2. Evaluate needs and barriers of identified homeless students and provide supplies.	08/01/2018	07/31/2019
		3. Provide one on one tutoring and mentoring to priority homeless students.	09/01/2018	07/31/2019
3.	Increase Parental and Student Involvement	1. Schedule parent meetings and activities and provide calendar and individual invites to families.	08/01/2018	07/31/2019
		2. Develop and provide printed materials for distribution and website.	08/01/2018	07/31/2019
		3. Provide enrichment through field trips and community based instruction to homeless students.	08/01/2018	07/31/2019
4.	Increase Graduation Rate	1. Provide one on one tutoring and mentoring to priority homeless students.	09/01/2018	07/31/2019
5.	Professional Development	1. Provide conferences, trainings and attendance at ESC 13 meetings for Homeless Liaison and related staff.	08/01/2018	07/31/2019
		2. Provide training and events to staff and community	10/01/2018	07/31/2019

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

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 #14—Management Plan (cont.)

County-district number or vendor ID: 011902

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.

Elgin ISD undergoes a continual needs assessment process to inform our district and campus improvement plans. We use data (surveys, formative and summative assessments, parent feedback, and teacher/student input) to make adjustments to the improvement plans through our site based decision team meetings. From these decisions we determine what products or services we need to purchase to improve student performance. Our needs vary greatly and are individualized by campus to include professional development needs, curricular materials for intervention and enrichment purposes, socio-emotional learning materials, or whatever else is needed for the benefit of our school programs. Aside from the campus and district processes for needs assessment we hold district meetings to support campus level personnel in making informed decisions for student programming. District personnel help inform the master scheduling process, train and support campus instructional specialists and interventionists, and train and support campus administrators so they can better support their teachers and students. These meetings are ongoing and are tailored around the needs of the campuses we serve. For example, if data on district assessments is low in 3rd grade mathematics, we meet with district 3rd grade teachers, specialists, and administrators to support (through professional development) the skill that students are deficient in. This may include lesson planning with teachers, model teaching in their classrooms, or sharing hands-on activities and formative assessments that will help support the deficient skill. Overall, there is a high level of discourse and dialogue related to progress and performance of our teachers and learners to yield positive student academic outcomes.

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.

Elgin ISD is currently in the third year of the Elementary and Secondary School Counseling Wraparound Project funded by the U.S. Department of Education. In May, 2018 these projects will begin a no cost extension and will transition to local funds in order to sustain project objectives and services to students. In addition, Elgin has completed the planning phase of a Farm to School (F2S) Project in partnership with USDA and will begin the implementation phase during the 2018-19 school year.

Elgin ISD has established subject area and grade level collaboratives where teacher leaders along with curriculum specialists and district level staff meet monthly to conduct data digs, review student outcomes and develop and adjust instructional strategies to meet student needs. These leaders then take the information and resources back to their campuses to be reviewed in the campus professional learning communities (PLC) and be implemented in the classrooms. In addition, Elgin has strategic teams working at the district level with representation from campuses. These include an Early Literacy Task Force that works with and advises the STAR project to improve literacy efforts for students and families. All campuses implement PBIS with active teams that oversee implementation including the Olweus Bullying Prevention and Second Step Programs at the elementary and Restorative Discipline at the secondary levels. Elgin High School currently partners with Austin Community College to operate an Early College High School. In 2016, the first graduates from Elgin High School will achieve Associates Degrees upon graduation. In order to assure alignment with day school programs and to maximize resources, the homeless program will work diligently to integrate these programs into existing learning opportunities. This will result in opportunities at no cost to the homeless program such as counseling services, F2S field trips, extended library hours, parent literacy events, and community college services for families. All current community partners have been engaged and have pledged support to the EISD homeless program.

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 #15—Project Evaluation

County-district number or vendor ID: 011902

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.	PEIMS Attendance Reports	1.	Overall student attendance will increase.
		2.	Documentation of meeting with EISD truancy officer.
		3.	Student/Parent reported barriers of attendance addressed one on one.
2.	Pre/Post Survey	1.	Survey will be sent to 100% of families regarding parental involvement.
		2.	At least 50% of surveys will be completed and returned.
		3.	Surveys will be sent to 100% of families at mid-year.
3.	Formative Assessment (Completed each 6-weeks)	1.	Sign in sheets will be filled out at each staff training.
		2.	% of participants reporting beneficial information related to their job.
		3.	Quiz or survey will be administered to show increased knowledge.
4.	Key Informant Interviews (Once a term)	1.	Leadership believe that the program is effective.
		2.	Teachers believe that program is effective and responsive to needs.
		3.	Families believe that program is effective and responsive to needs.
5.	Focus Groups	1.	% of randomly selected students reporting positive connections.
		2.	% of randomly selected staff report program is effective.
		3.	% of randomly selected parents report program is supportive.

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.

Data collection: Homeless Liaison will work with systems engineer to generate weekly reports to pull out student indicators for homeless students. Indicators will include attendance, grades, and discipline. Liaison will meet monthly with district data and testing coordinator to generate academic progress reports, assessments and testing data. Liaison will meet with truancy officer weekly to review and revise truancy measures and attendance prevention strategies. Progress will also be monitored as needed (daily) by the student software TxEIS. Homeless Liaison will meet with high school and middle school counselors once per 6-week term to discuss student progress and outcomes. Liaison will keep and retain Student Residency Questionnaires and intake forms with referrals and services provided.

Process for reviewing data: Data will be reviewed by Homeless Liaison in collaboration with EISD Deputy Superintendent of Administrative and Student Services as well as the campus administration team.

Problem correction: With continual monitoring of grant program, if a component is ineffective in its intended goal, Homeless Liaison will work with students, parents, community, and staff to reevaluate the program and collaborate on adjusting the program.

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 #16—Responses to Statutory Requirements

County-district number or vendor ID: 011902

Amendment # (for amendments only):

Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Field Trips	100	Various/Homeless Liaison	Sign In Sheets/Permission Slips/Homeless Liaison	1, 3
Parent Nights	250	Campuses/Homeless Liaison	Sign In Sheets/Homeless Liaison	1, 2, 3, 4
Purchase of School Supplies	200	Campuses/Homeless Liaison	Copy of Receipts/Homeless Liaison	1, 3, 4
Purchase of Clothing	200	Campuses/Homeless Liaison	Copy of Receipts/Homeless Liaison	1, 3, 4
Purchase of Hygiene Items	80	Campuses/Homeless Liaison	Copy of Receipts	1, 3, 4
Credit Recovery	20	Elgin High School/Credit Recovery Aide	Student Attendance Records/Homeless Liaison	1, 3, 4
Staff Training	650	Campuses/Homeless Liaison	Sign in Sheets/Homeless Liaison	2, 5
Community Training	250	Various Locations/Homeless Liaison	Sign in Sheets/Homeless Liaison	2, 5

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 #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 011902

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
1.	Community Health Centers of South Central Texas, Inc	Provides primary medical, dental, and mental health services. Assists families in applying for health insurance.
2.	Elgin 1 st United Methodist Church	Provides weekend food packs for unaccompanied youth.
3.	Advocacy Outreach	Provides housing assistance, rapid rehousing programs, day shelter with shower and kitchen, homeless prevention programs, free clothing and household items.
4.	Family Crisis Center	Provides emergency shelter for victims of domestic violence and sexual abuse. Counseling services, prevention classes, clothing vouchers and resources.
5.	I.T.S.-H.U.H. Ministry	Provides emergency family shelter, soup kitchen provides two meals per day Monday thru Saturday for all people, adult drug and alcohol rehab program, transportation and resources.
6.	Wesley Nurse First United Methodist Church	Provides exercise activities, health classes, faith and mental health. Home visits to identify health needs, screenings and medical supplies. Provides assistance with motel vouchers.
7.	St. Vincent De Paul	Provides financial assistance with utilities, motel vouchers, and gas. Provides food to those needing assistance.
8.	Cen-Tex Family Service, Inc.	Provides Head Start services to low income families.
9.	Texas Workforce Commission	Provides online GED classes, childcare assistance, vocational rehabilitation services, skills development and employee training
10.	Community Action of Central Texas	Provides adult ESL and GED classes, utility assistance and community resources.
11.	Boys and Girls Club	Provides enriching after school programs to at risk students.
12.		
13.		
14.		
15.		
16.		

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 #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 011902

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.

There are many factors that prevent homeless and unaccompanied youth from being successful in the school environment. Lack of stable and adequate housing often means students are moving schools often, funds will be used to address that by assisting with credit recovery for those who are lacking partial credit. Consistent attendance in school is also a major problem among homeless youth. Funds will be used to purchase new and appropriate clothing for students. This will address a common need due to students not attending school because of embarrassment of not having clean, well-fitting clothing, that adhere to school dress codes. Funds will also be used to purchase hygiene items that will help alleviate student ailments regarding personal cleanliness. Backpacks and school supplies will also be purchased so that homeless students feel prepared for their school day at the same level as their non-homeless peers.

Identification and enrollment of homeless students will be address by implementing training for staff and the community. Outreach efforts to expand the knowledge of McKinney Vento definitions and rights is expected to increase awareness to greater identify those who qualify as homeless under McKinney Vento. Staff trainings will further assist in enrollment of students in homeless situation.

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.

Homeless Liaison will continue to work in collaboration with students, parents, staff, and community stakeholders to engage families in school and community resources. Efforts will be increased to identify barriers parents face when participating in their child's academic career.

Homeless Liaison will work with Parent Liaison, school social worker, Special Education Director, principals, and counselors on best practices to engage parents in school activities and student progress and address and remove barriers.

Homeless Liaison will refer parents to District Parent Liaison when barrier is transportation or the need for translation services in Spanish. Homeless Liaison will refer parents to find additional resources when translation services are needed in a language other than Spanish.

Homeless Liaison will work with families to accommodate when barrier is time, scheduling parent events in the evening or Saturday, for example.

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.

Elgin ISD works to ensure that all homeless students have the same access to Free and Appropriate Public Education as their non-homeless peers. EISD employs a full time Homeless Liaison to assist families in enrolling in school who lack proof of residency and immunizations.

EISD works to enroll homeless students in to the full day Prekindergarten program and refer to the Head start program for those younger than 4.

Title I set aside funds are used to purchase supplies for extracurricular activities so that lack of supplies is not a barrier for homeless students to fully participate in extracurricular activities.

Homeless students are offered comparable transportation services to non-homeless students so that they may participate in afterschool ACE programs and tutoring.

Parents are informed of LEP, Special Education, and Gifted and Talented programs their child may qualify for. Parents are informed through phone/email/flyers communication of upcoming events and meetings associated with their child's education including, PTA and Parent Involvement meetings.

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 #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 011902

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.

Current data regarding homeless students and unaccompanied youth is considered during the district comprehensive needs assessment process. Campus leadership and teachers who serve homeless students provide input regarding gaps and needs to address during the upcoming school year. Homeless Liaison and EISD's Deputy Superintendent of Student and Administrative Services will meet in the summer to evaluate needs of homeless students and unaccompanied youth and plan the use of Title I, Part A set aside funds as well as other available resources for the upcoming school year.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	12,822.00	School supplies, clothing, hygiene items, eye glasses, and eye exams.
Planned Set-Aside for 2017–2018	29,999.00	School supplies, clothing, hygiene items, transportation, eye glasses, and eye exams.

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.

Elgin ISD's Deputy Superintendent of Administrative and Student Services along with the Homeless Liaison meet in order to determine needs of homeless students. The liaison assists staff in understanding the support for homeless students by incorporating it in the annual training of staff. Elgin ISD addresses the needs of homeless students in its Campus and District improvement plans by identifying strategies to help homeless students become successful. Strategies include: identifying, monitoring, and supporting homeless students by the homeless liaison and providing funding to support homeless students with transportation, clothing, vision, medical, and school supply needs.

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 #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 011902	Amendment # (for amendments only):
Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied to youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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 #17—Responses to TEA Program Requirements

County-district number or vendor ID: 011902

Amendment # (for amendments only):

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

The process utilized to identify and/or enroll homeless students and unaccompanied youth for:

- (a) Entering and returning to their schools from summer or holiday break
- All students who are new or returning to the district fill out a Student Residency Questionnaire (SRQ) to help determine if they qualify as homeless under McKinney-Vento.
 - SRQ will be available in English and Spanish online and in paper form.
 - The Student Residency Questionnaire will be available to parents on the EISD on the website.
 - Hardcopies of SRQ will be available at each campus as well.
 - During new back to school registration windows, computer labs will be open for parents to complete forms at their students campus. Assistance will be available in English and Spanish to assist parents with any questions.
 - Homeless Liaison and campus registrars will review Student Residency Questionnaires and retain for 5 years.
 - Homeless Liaison will follow-up with parents/students who indicate they may qualify for McKinney Vento services.
 - Homeless Liaison will conduct intake in person or via phone to those identified on needs students may have.
 - Registrars at each campus will code homeless children and youth appropriately in PEIMS.
 - Homeless children and youth will be enrolled in school immediately, even if lacking documents normally required for enrollment. And continue to attend classes while the school gathers needed documents.
 - Homeless children and youth will continue attending the school of origin, or enroll in the local attendance area school if attending the school of origin is not in the best interest of the student or is contrary to the request of the parent, guardian, or unaccompanied youth.
 - Liaison will collaborate with community agencies to identify homeless children and youth to ensure barriers are removed for enrollment and identification
 - Liaison will provide district staff training for awareness and identification of homeless children and youth
- (b) Become homeless after the year has started
- Homeless Liaison will train all district staff on the signs of possible homelessness.
 - Homeless Liaison will follow-up with referrals for McKinney Vento services made by district staff.
 - Homeless Liaison will follow-up with referrals for McKinney Vento services made by community agencies and organizations, as well as the public.
 - Homeless Liaison or related staff will conduct an intake form with parent, guardian or unaccompanied youth in person or via phone to determine needs.
 - Homeless Liaison will post McKinney-Vento posters and brochures at each campus, Nutrition Services building, and in prominent places in the community to ensure that the public is aware of McKinney Vento definition and services/rights to those who qualify.
 - Homeless Liaison will attend collaborative community meeting to further inform about student homelessness and process for enrolling and accessing services.
- (c) Not currently enrolled or attending school
- Homeless Liaison will ensure McKinney-Vento posters and information with contact information is displayed at a variety of business, churches, etc where families who are homeless may frequent.
 - Homeless Liaison will coordinate with Headstart and social service agencies to identify homeless students.
 - Homeless Liaison will attend community events to identify homeless children and youth.
- (d) Eligible for early childhood and/or prekindergarten programs
- Returning families will be notified via flyer, email and phone communication regarding the EISD Pre K program and Headstart program.
 - Elgin ISD will put notice in local newspaper to inform the community of Pre K registration dates.
 - Liaison will collaborate with Head Start and Child find local early childhood to coordinate efforts to ensure homeless children and youth are assigned priority for services.

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

County-district number or vendor ID: 011902

Amendment # (for amendments only):

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

Training and professional development in place to assist with the identification, enrollment, and increase capacity to respond to the specific needs of homeless children and unaccompanied youth for:

(a) Administrative, instructional, and support staff

- Conduct McKinney-Vento training to all professional, paraprofessional, and auxiliary staff of Elgin ISD.
- Train staff about cultural sensitivity to students and families experiencing homelessness.
- Ensure all staff is aware of McKinney-Vento Act's requirements and local policies used to implement them.
- Ensure staff is aware of McKinney-Vento Homeless Assistance Act resources and training available to them online.
- Collaborate with Director of Human Resources to ensure new district employees complete an McKinney-Vento Homeless Assistance Act awareness training.
- Provide access to resources on district website including a link to the Texas Homeless Education Office and the National Center for Homeless Education for additional training and information regarding the McKinney-Vento Homeless Assistance Act.

(b) Service providers and community collaborators

- Build collaborations with organizations that assist the homeless population.
- Develop collaborations and network with agencies that serve unaccompanied youth and domestic violence survivors, such as shelters, law enforcement, juvenile/family court, advocates and attorneys, and other service providers.
- Work with collaborations to refer students and families to social services, housing programs, mental health counseling, and other programs.
- Refer survivors of domestic violence to advocates who can help them obtain protective orders.
- Liaison will work to provide McKinney-Vento Homeless Assistance Act awareness and sensitivity training to organizations that request it.
- Refer agencies and social organizations to the Texas Homeless Education Office (THEO) website for comprehensive training materials.
- Post and distribute McKinney-Vento Homeless Assistance Act posters and flyers throughout the community.
- Liaison will attend local interagency meetings to discuss needs of homeless children and unaccompanied youth.
- Liaison will create and implement a referral system, so outside agencies can refer youth and families who may qualify for McKinney-Vento services through EISD.

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

County-district number or vendor ID: 011902

Amendment # (for amendments only):

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

The following early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth:

- Homeless Liaison will conduct an intake assessment on new and returning students identified as homeless.
- Homeless Liaison and parent or youth will work collaboratively to identify needs and barriers.
- Homeless Liaison will document parent and school identified needs such special education or LEP placements.
- Homeless Liaison will work with parent, teachers, counselors, and Special Education staff to ensure students needs are being met.
- Homeless Liaison will monitor grades of homeless students every 6 weeks and employ interventions as needed.
- Homeless Liaison will monitor attendance of homeless students weekly and work with truancy officer to develop a plan to target and improve school attendance.
- Liaison will contact parents of academic progress as needed.
- Homeless Liaison will be available to assist in school meetings such as parent-teacher conferences and ARD, 504 meetings at parents request.
- Homeless Liaison will be available to assist in school meetings such as parent-teacher conferences and ARD, 504 meetings for unaccompanied youth who lack appropriate surrogate.
- Academic strategies will be incorporated into parental involvement activities, including family nights.
- Tutoring and extra academic support will be offered to parents to engage in the academic progress of their student.
- Homeless Liaison will conduct McKinney-Vento Homeless Assistance Act training annually to all district staff.
- Districts and campus leadership will ensure homeless children and youth needs and services are address in the campus and district plans.
- Campus and district plans are created to address needs of homeless students. Campus and district teams can adjust as needed; plans available to parents and the community online on the district website or in paper form at the EISD administrative offices.
- Liaison will collaborate with campus registrars and PEIMS Director to ensure accurate coding of homeless children and unaccompanied youth.
- Liaison will work with campus administration on an as needed basis when an individual student needs extra supports for academic achievement.
- Homeless Liaison will work collaboratively with subject teachers to address student's individual needs.
- District and campus administration will Include the needs of homeless children and youth in the school district when address campus needs.
- Homeless Liaison will access and review credits needed for graduation for high school seniors.
- Homeless Liaison will meet with College and Career Readiness staff to review college readiness of graduating seniors.

Process for reviewing data: Homeless Liaison will meet in regular intervals with Deputy Superintendent of Administrative and Student Services, campus counselors, College and Career Readiness staff, attendance clerks, Special Education staff, and campus administration to review and assess homeless student progress and data.

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

County-district number or vendor ID: 011902

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 procedures to review, monitor, and implement academic support services to ensure secondary homeless students are on track to grade-level promotion, graduation, and college and career readiness:

- Homeless Liaison will conduct an intake assessment on new and returning students identified as homeless.
- Homeless Liaison and parent or youth will work collaboratively to identify needs and barriers.
- Homeless Liaison will document parent and school identified needs such special education or LEP placements.
- Homeless Liaison will work with parent, teachers, counselors, and Special Education staff to ensure students needs are being met.
- Homeless Liaison will monitor grades of homeless students every 6 weeks and employ interventions as needed.
- Homeless Liaison will monitor attendance of homeless students weekly and work with truancy officer to develop a plan to target and improve school attendance.
- Liaison will contact parents of academic progress as needed.
- Homeless Liaison will be available to assist in school meetings such as parent-teacher conferences and ARD, 504 meetings at parents request.
- Homeless Liaison will be available to assist in school meetings such as parent-teacher conferences and ARD, 504 meetings for unaccompanied youth who lack appropriate surrogate.
- Academic strategies will be incorporated into parental involvement activities, including family nights.
- Tutoring and extra academic support will be offered to parents to engage in the academic progress of their student.
- Homeless Liaison will conduct McKinney-Vento Homeless Assistance Act training annually to all district staff.
- Districts and campus leadership will ensure homeless children and youth needs and services are address in the campus and district plans.
- Campus and district plans are created to address needs of homeless students. Campus and district teams can adjust as needed; plans available to parents and the community online on the district website or in paper form at the EISD administrative offices.
- Liaison will collaborate with campus registrars and PEIMS Director to ensure accurate coding of homeless children and unaccompanied youth.
- Liaison will work with campus administration on an as needed basis when an individual student needs extra supports for academic achievement.
- Homeless Liaison will work collaboratively with subject teachers to address student's individual needs.
- District and campus administration will Include the needs of homeless children and youth in the school district when address campus needs.
- Homeless Liaison will access and review credits needed for graduation for high school seniors.
- Homeless Liaison will meet with College and Career Readiness staff to review college readiness of graduating seniors.

Process for reviewing data: Homeless Liaison will meet in regular intervals with Deputy Superintendent of Administrative and Student Services, campus counselors, College and Career Readiness staff, attendance clerks, Special Education staff, and campus administration to review and assess homeless student progress and data.

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 #18—Equitable Access and Participation

County-District Number or Vendor ID: 011902

Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input 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 type="checkbox"/>	<input checked="" 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"/>

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 #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 011902

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 checked="" 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 checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 011902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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 #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 011902

Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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 #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 011902

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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 #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 011902

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input 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 checked="" 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 checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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 #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 011902

Amendment number (for amendments only):

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

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

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: