

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

<b>2018-2019 Texas Education for Homeless Children and Youth</b>				
<b>Program authority:</b>	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act			<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	September 1, 2018, to August 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>RECEIVED</b>            TEXAS EDUCATION AGENCY            2018 APR -3 PM 2:55            DOCUMENT CONTROL CENTER            GRANTS ADMINISTRATION         </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, April 3, 2018			
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
<b>Contact information:</b>	Cal Lopez; <a href="mailto:HomelessEducation@tea.texas.gov">HomelessEducation@tea.texas.gov</a> , (512) 463-9414			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
<b>Organization name</b>	<b>County-District #</b>			<b>Amendment #</b>
Bastrop ISD	011901			
<b>Vendor ID #</b>	<b>ESC Region #</b>			<b>DUNS #</b>
74-6000230	XIII			021558937
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>
906 Farm Street		Bastrop	TX	78640-
<b>Primary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Norma		Mercado	Homeless & Foster Care Liaison	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
512-772-7133	<a href="mailto:nmercado@bisdtx.org">nmercado@bisdtx.org</a>		512-332-0401	
<b>Secondary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Les		Hudson	Director of Student Services	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
512-7727114	<a href="mailto:lhudson@bisdtx.org">lhudson@bisdtx.org</a>		512-332-0401	
<b>Part 2: Certification and Incorporation</b>				

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

**Authorized Official:**

First name Barry	M.I. Last name Edwards	Title Interim Superintendent
Telephone # 512-772-7125	Email address <a href="mailto:bedwards@bisdtx.org">bedwards@bisdtx.org</a>	FAX # 512-321-7469
Signature (blue ink preferred)		Date signed

 04/03/2018  
Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 011901

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"/>	<input checked="" type="checkbox"/>
3	Certification of Shared Services	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	<input type="checkbox"/>	<input type="checkbox"/>
5	Program Executive Summary	N/A	<input checked="" type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<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: 011901

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

**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: 011901

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:

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: 11901

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 number of homeless children and unaccompanied youth continues to increase in Bastrop Independent School District. Because homelessness is a devastating circumstance for anyone. The myriad of challenges faced by homeless children and unaccompanied youth puts these students at risk of dropping out or failure. The grant funds will facilitate the removal of barriers faced by homeless children and youth and positively impact their academic success.

The grant funds will benefit homeless children and unaccompanied youth by:

1. Removing transportation barriers for the participation in extracurricular activities and special programs. Because participation in this activity is critical to keeping youth engaged in school, opening doors to higher education, and instilling leadership and teamwork skills that carry on into adulthood schools and ensure that schools are complying with Federal law, and are affording valuable opportunities to students especially in need of the stability and sense of belonging that full school participation provides.
2. Providing substance abuse counseling services for students 9-12<sup>th</sup> grade at their home campus: Homeless and unaccompanied youth consistently report family dysfunction as a primary reason they no longer live at home. Family dysfunction may include issues related to blended families, substance abuse, pregnancy, sexual activity, and/or sexual orientation. In addition, parental neglect and abuse (emotional, physical, sexual, and/or substance), incarceration, illness, deportation, or death. Partnering with Bluebonnet Trails will facilitate substance abuse counseling services at school and address emotional crises/mental health issues due to experiences of trauma that can interfere with school engagement.
3. Improving the early identification of homeless children and unaccompanied youth for removal of barriers to enrolling, attending, and succeeding in school, including: lack of safe and stable housing; lack of support from a caring adult; lack of basic needs, including food and medical care; lack of consistent access to bathing and laundry facilities; emotional crisis/mental health issues; lack of access to school records or other paperwork; lack of school supplies and clothing; irregular school attendance; difficult accumulating school credit due to school mobility and lack of reliable transportation.

**Budget:** Liaison and Chief Financial Officer developed the use of grant funds based on feedback and input from campus and district stakeholders, community agencies and parents, guardians and youth who helped to identify needs and services that will address homeless children and unaccompanied youth barriers for academic success. Based on feedback the budget allocated is as follows: \$12,000 will be allocated for transportation for Educational fieldtrips and extracurricular activities; \$5,000 for professional and contracted services including substance abuse counseling; \$2,286 for supplies and materials; and \$1,764 for administrative costs.

**Demographics:** Student Demographics 2017 - 2018 Fall PEIMS 02/28/2018: Total student enrollment 11,012

Ethnicity	Count	Percent	Homeless status	Count	Percent
Hispanic-Latino	7,265	66.16%	Homeless total	228	2.07%
American Indian	24	0.22%	Shelter	9	0.08%
Asian	44	0.04%	Doubled Up	191	1.73%
Black-African American	446	4.05%	Unsheltered	9	0.08%
Native Hawaiian	3	0.03%	Hotel/Motel	19	0.17%
White	2,908	26.41%			
Two or more	302	2.74%			

**Other student information:**

At-Risk 6,614, 60.06%

Economically Disadvantage 7,565, 68.70%

Migrant 79, 0.72%

Foster Care 79, 0.72%

**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: 11901

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.

**Needs assessment design process and program evaluation methods:**

Campus and district plans are created and monitored throughout the year. Campus and district teams can adjust as needed to these plans and are available on an online platform.

Campuses have set student performance targets and these have been measured against using district assessments.

The district has data protocols that teacher teams use to plan and ensure they are meeting target goals.

District data results are shared with various leadership groups including district executive leadership, principals, assistant principals, instructional coaches and district departments. Based on results; campuses and the district make action plans to address ongoing identified areas if needed.

The school district has a 5-year strategic plan that was created with community and school stakeholders input. A quarterly update of this plan is provided to the school board and live streamed to community stakeholders.

**Meeting statutory requirements:**

Bastrop ISD will coordinate with local and state agencies that serve homeless children and unaccompanied youth; facilitate the identification and educational success of homeless children and unaccompanied youth; promote meaningful involvement of parents or guardians of homeless children and youth in the educational of their children; and homeless children and youth will be integrated into the regular education program.

Identify the types, intensity, and coordination of services in coordination with Title I, Part A reservations. Identify the current policies and procedures that the Local Education Agency will implement to ensure that activities will not isolate or stigmatize homeless children and unaccompanied youth.

**Meeting TEA requirements:**

Bastrop ISD has established process and procedures to identify and/or enroll homeless children and unaccompanied youth who: Are entering and/or rerunning to their school from summer or holiday break, become homeless after the school year has started, are not currently enrolled or attending school and are eligible for early childhood and /or prekindergarten programs.

Bastrop ISD will provide training and professional development to assist with the identification, enrollment, and increase capacity to respond to the specific educational need of homeless children and unaccompanied youth. Including administrative, instructional, and support staff; service providers and community collaborators.

Bastrop ISD has established early interventions and ongoing program monitoring which will be implemented to address the academic needs of homeless children and unaccompanied youth including but not limited to: 4-year cohort graduation rate, graduation rates of all homeless students, college and career readiness programs and support services, promotion, discipline intervention, advance placement and dual credit work, and collaborate and coordination of services for homeless children and unaccompanied youth who have been identify and are receiving other special program services.

Bastrop ISD has establish procedures in place 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

**Conclusion:**

The grant goals support and relate to district goals in that it will develop and maintain a system of instruction that differentiates for every student's needs; will increase the effectiveness of communication throughout the BISD community; will recruit, equip, and retain staff to increase instructional continuity and quality and will strengthen and develop partnerships with students, parents, businesses, and community members to empower learner success and productivity.

**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: 011901

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	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$6,000	\$0	\$6,000
Schedule #9	Supplies and Materials (6300)	6300	\$2,286	\$0	\$2,286
Schedule #10	Other Operating Costs (6400)	6400	\$12,000	\$0	\$12,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$20,286	\$0	\$20,286
Percentage% indirect costs (see note):			N/A	\$1,764	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$20,286</b>	<b>\$1,764</b>	<b>\$22,050</b>

  

Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0

  

Administrative Cost Calculation	
Enter the total grant amount requested:	\$22,050
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$1,764

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: 011901

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			
2	Educational aide			\$0
3	Tutor			\$0
<b>Program Management and Administration</b>				
4	Project director			
5	Project coordinator			\$0
6	Teacher facilitator			\$0
7	Teacher supervisor			\$0
8	Secretary/administrative assistant			\$0
9	Data entry clerk			\$0
10	Grant accountant/bookkeeper			\$0
11	Evaluator/evaluation specialist			\$0
<b>Auxiliary</b>				
12	Counselor			\$0
13	Social worker			\$0
14	Community liaison/parent coordinator			\$0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15	ESC specialist/consultant			\$0
16	ESC coordinator/manager/supervisor			\$0
17	ESC support staff			\$0
18	ESC other			\$0
19	ESC other			\$0
20	ESC other			\$0
<b>Other Employee Positions</b>				
21	Title			
22	Title			\$0
23	Title			\$0
24				\$0
Subtotal employee costs:				\$0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112 Substitute pay			\$0
26	6119 Professional staff extra-duty pay			\$0
27	6121 Support staff extra-duty pay			\$0
28	6140 Employee benefits			\$0
29	61XX Tuition remission (IHEs only)			\$0
30				\$0
Subtotal substitute, extra-duty, benefits costs				\$0
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$0</b>

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 #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 011901		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	\$0
	Specify purpose:	
1. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$6,000
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Bluebonnet Trails	
2	Region 13	\$5,000
3		\$1,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
2. Subtotal of professional and contracted services:		\$6,000
3. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$6,000

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: 011901

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$2,286
Grand total:		\$2,286

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:

<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 011901		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$12,000
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0
<b>Grand total:</b>		<b>\$12,000</b>

In-state travel for employees does not require specific approval.

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

### 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: 011901		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$0
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$0
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$0
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$0
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

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

**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: 011901

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	7565	68.70%	
Identified homeless students	366	3.08%	
Students identified homeless with a 5A Crisis Code	5	.022%	
Students identified homeless with a 5B Crisis Code	0	0%	
Students identified homeless with a 5C Crisis Code	1	.011%	
Attendance rate for identified homeless students	NA	89.56%	
Attendance rate for economically disadvantaged students	NA	94.98%	

**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
21	27	31	29	37	23	25	23	24	18	26	24	23	35	366

**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: 011901

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.

Bastrop Independent School District assures that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including prekindergarten programs as provided to other children and youth. **Increase homeless children and unaccompanied youth enrollment and identification:** New and returning students will be identified for services upon completion of the Student Residency Questionnaire. Questionnaire is available on the school district website and in paper format at each campus and available in English and Spanish. Liaison, counselors and campus registrars will collaborate to properly identify and code homeless children and unaccompanied youth. Additionally, Liaison will partner with local community agencies and shelters to develop a referral process to better serve homeless children and unaccompanied youth and remove possible enrollment barriers.

**Remove enrollment barriers:** Bastrop ISD will continue to revise and review policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth. Children and unaccompanied homeless youth will be enrolled upon presentation regardless if they are missing proof of residence, immunizations, birth certificate, guardianships, school records, transportation and any other documentation. Homeless Liaison in conjunction with school counselor and/or social worker will work with families and unaccompanied youth to assist in accessing community resources and services to obtain needed documentation within 30 days of enrollment. All homeless children and youth will be promptly enrolled to receive free meals and appropriate placement in programs such as: Special Education, Career and Technical, Gift and Talented, and Bilingual/ESL Education, extracurricular activities, including summer school programs, career and technical education, advanced placement, online training and charter school programs.

**Improve program monitoring of academics and attendance:** Liaison, district truancy officers, campus counselor and administrators will collaborate to implement early academic and attendance interventions, to ensure promotion and graduation for homeless children and unaccompanied youth. Liaison will collaborate with district and campus stakeholders to review academic progress of all homeless children and unaccompanied youth every 9 weeks for Elementary and 6 weeks for Secondary students. For students not meeting academic progress, Liaison will coordinate a follow-up meeting with campus stakeholders, parent/guardian and/or unaccompanied youth to review progress and identify possible barriers, develop a plan to provide resources such as: counseling, mentoring, tutoring, credit recovery, school supplies, and transportation services. Liaison will collaborate with campus and district stakeholders to review attendance reports weekly and develop a plan to address truancy issues including: conferences, home visits, counseling, transportation, mentoring and referral to social service agencies to provide support and community resources. Reports will be generated in collaboration with PEIMS supervisor and Data and testing coordinator.

**Provide substance abuse counselling services:** Liaison, campus counselors, administrators and social workers will collaborate to identify high school homeless children and unaccompanied youth who are in need of substance abuse counseling. Substance abuse counseling services will be provided at each high school in partnership with Bluebonnet Trails.

**Remove transportation barriers:** Transportation will be provided to all homeless children and unaccompanied youth to the school of origin, when requested by parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the students. Transportation will also be provided for academic and extracurricular activities, after school programs and summer school if it has been identified as a barrier for participation by parent, guardian or youth.

**Increase McKinney-Vento awareness:** McKinney-Vento Information Posters will be displayed at all districts schools offices and throughout the community to increase awareness and services. Homeless Liaison will provide training to all district staff during professional development events and create an electronic training video to access online.

## 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: 011901

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.	Substance abuse counselling for homeless children and unaccompanied youth enrolled in grades 9-12 <sup>th</sup>	BISD will partner with Bluebonnet Trails to provide substance abuse group counseling services at each high school. Homeless Liaison will work closely with school stakeholders to identify students for counseling services and remove barriers to participation including afterschool transportation.
2.	Increase students' academic progress by 5%	Liaison, district and campus stakeholders will collaborate to implement early academic interventions, to ensure promotion and graduation for homeless children and unaccompanied youth. Liaison will review academic progress of all homeless children and unaccompanied youth every 6 weeks for Elementary and 9 weeks for Secondary students. Coordinate follow-up meetings to review progress and identify possible barriers, develop a plan to provide resources such as: counseling, tutoring, credit recovery, school supplies, and transportation services.
3.	Increase student attendance by 5%	Liaison, district and campus stakeholders will collaborate to implement early truancy interventions, to ensure promotion and graduation for homeless children and unaccompanied youth. Liaison will review attendance reports weekly and develop a plan to address truancy issues including: conferences, home visits, counseling, transportation, mentoring and referral to social service agencies to provide support and community resources.
4.	Increase access to basic needs and school supplies to 100% of homeless students	Liaison will collaborate with district and campus stakeholders to help identify homeless children and unaccompanied youth have access to basic needs and supplies. Liaison will purchase basic items needed and school supplies and will actively collaborate with community stakeholders to seek donations.
5.	Increase awareness of McKinney-Vento Act across the school district and community	Liaison will collaborate with district and campus stakeholders to provide McKinney-Vento trainings at all professional development events, campus staff trainings and develop an online training video to access on the district website. Liaison will collaborate with community stakeholders to ensure awareness of services and distribute posters throughout the community.

**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: 011901

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 & Foster Care Liaison	Caseworker 15 years working with parents and at risk children and youth. Currently enrolled in the Master's Program of Social Work at Texas State University. Bilingual, knowable about community needs and resources. Develops trustworthy relationship with parents and students, collaborates with campus and district staff.
2.	Migrant Recruiter/ Parent Engagement Liaison	10 years' experience working in the education field. Ph.D. in International Law, University of Bordeaux France. Bilingual (DELE and LOTE), Teacher certification (in progress), collaborates with campus and district staff, multilingual.
3.	Student Services Supervisor	Director of Student Services 27 Years in Education, 20 Years Teaching, 7 Years Administration (2 High School Asst. Principal and 5 at the District level) Master's Degree in Education Administration, Texas Teacher Certification and Principal Certification.

**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.	Substance Abuse Counseling	1. Meet with campus staff for space availability	9/01/2018	06/01/2019
		2. Meet with Bluebonnet Trails to develop service plan	9/01/2018	06/01/2019
		3. Collaborate with campus staff to identify students	9/01/2018	06/01/2019
		4. Review guidelines with participants	9/04/2018	05/01/2019
		5. Substance abuse groups begin-monitor and survey	9/24/2018	06/01/2019
2.	Academic progress	1. Develop plan with district and campus stakeholders	9/01/2018	08/01/2019
		2. Monitor academic progress	9/24/2018	06/01/2019
		3. Schedule review meetings to address needs	10/01/2018	06/01/2018
		4. Tutoring programs	10/15/2018	06/01/2019
		5. Collect and review data	9/01/2018	07/01/2019
3.	Attendance progress	1. Develop plan with district and campus stakeholders	9/01/2018	08/17/2018
		2. Monitor attendance progress	9/14/2018	06/01/2019
		3. Schedule review meetings to address needs	9/01/2018	06/01/2019
		4. Develop truancy prevention programs	10/01/2018	06/01/2019
		5. Collect and review data	9/01/2018	06/01/2019
4.	Basic needs and supplies	1. Identify basic needs and supplies needed	9/01/2018	08/20/2019
		2. Meet with students and families to address needs	9/01/2018	07/15/2019
		3. Purchase items	9/01/2018	08/15/2019
		4. Seek donations	9/01/2018	08/15/2019
		5. Recognize sponsors and mail thank you cards	04/01/2018	06/15/2019
5.	McKinney-Vento training	1. Create McKinney-Vento training presentation	09/01/2018	08/31/2019
		2. Provide McKinney-Vento training to district staff	09/01/2018	08/31/2019
		3. Create online McKinney-Vento presentation	09/24/2018	08/31/2019
		4. Distribute and update McKinney-Vento posters	09/01/2018	08/01/2019
		5. McKinney-Vento training to community stakeholders	10/01/2018	08/01/2019

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

**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: 011901

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.

Campus and district plans are created and monitored throughout the year. Campus and district teams can adjust as needed to these plans and are available on an online platform.

Campuses have set student performance targets and these have been measured against using district assessments. The district has data protocols that teacher teams use to plan and ensure they are meeting target goals.

District data results are shared with various leadership groups including district executive leadership, principals, assistant principals, instructional coaches and district departments. Based on results; campuses and the district make action plans to address ongoing identified areas if needed.

The school district has a 5-year strategic plan that was created with community and school stakeholders input. A quarterly update of this plan is provided to the school board and live streamed to community stakeholders.

**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.

Bastrop Independent School district has some existing efforts that are similar to the planned project. Additional grant funds will facilitate the sustainability and commitment to the education for all homeless children and unaccompanied youth by:

1. Transportation barriers-Currently transportation services are provided to school of origin if it is the best interest of the child or homeless youth as requested by parent, guardian or youth. Additional funds will help provide transportation services to extracurricular activities and special programs.
2. Counseling services-Currently Liaison, campus counselors and social workers link homeless children and youth to community service agencies for access to medical, dental and mental health services; unfortunate due to lack of transportation homeless children and youth do not access the services. The additional funds would help facilitate substance abuse counseling services on campus and purchase bus vouchers.
3. Basic needs and supplies-Currently campus staff and Liaison actively collaborate and seek community donations to provide basic needs and supplies for students. Additional funds will allow purchase of additional basic needs and supplies.

Homeless children and youth face many barriers to enrolling, attending, and succeeding in school including: lack of safe and stable housing; lack of support from a caring adult; lack of basic needs, including food and medical care, resulting in hunger, fatigue, and poor health; lack of content access to bathing and laundry facilities; emotional crisis/mental health issues due to experiences of trauma that can interfere with school engagement; lack of access to records or paperwork; lack of school supplies and clothing; and lack of stable transportation. By addressing some of the barriers and identifying services needed the district demonstrates a commitment to the education for all homeless children and unaccompanied youth.

**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: 011901

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.	Student feedback and progress in Substance abuse counseling. Sign-in sheets	1.	Students will be engaged in substance abuse counseling
		2.	Students will demonstrate progress in academics and attendance
		3.	Students will stop substance abuse
2.	PEIMS Academic progress reports and assessments data	1.	Students' academic progress increased by at least 5%
		2.	Academic barriers removed-identified during intake
		3.	Document planning meeting with campus stakeholders and student/parent
3.	PEIMS attendance reports	1.	Students attendance will improve by at least 5%
		2.	Truancy prevention meetings documented
		3.	Attendance barriers removed-identified during intake
4.	Basic needs and supplies tracking of items purchased, delivered and donations.	1.	Review all Student Residency Questionnaires
		2.	Identify needs during intake
		3.	Collaborate with campus and district stakeholders to identify needs
5.	McKinney-Vento training sign-in sheets and online survey	1.	Create and deliver McKinney-Vento Presentation
		2.	Document staff development trainings
		3.	Develop an online training and track participants completion

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collection: Liaison will meet with PEIMS director weekly to generate attendance progress reports. Liaison will meet monthly with district data and testing coordinator to generate academic progress reports, assessments and testing data. Liaison will meet monthly with truancy officers to review and revise truancy measures and attendance prevention strategies. Progress is monitored via the online student data system Skyward and OnData Suit. Liaison and campus counselors will review Apply Texas once per semester. Bluebonnet Trails will provide monthly updates, student progress monitoring, sign-in sheets and student survey. Liaison will keep and retain Student Residency Questionnaires and intake forms with referrals and services provided. Liaison will maintain copy of purchased receipts and donations and will collaborate monthly with campus and district stakeholders to identify needs. Liaison will collect McKinney-Vento training sign-in sheets and will collaborate with Human Services Director to generate an electronic report of online training completion quarterly.

Process for reviewing data: Data will be reviewed by Liaison in collaboration with district and campus leadership, District data and testing coordinator, Student Support Supervisor, Federal Programs director, RTI team, campus vertical team, team meetings, Bluebonnet Trails supervisor and student feedback.

Problem correction: When a problem is encountered, Liaison will make adjustments by collaborating with student support team, Special Education director, Federal programs director, campus and district leadership teams, human Services director, Parent and Family Engagement Liaison, counselors, social workers, communication with parents, guardians and youths, Bluebonnet Trails, community stakeholders, school board presentations and transportation director.

**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: 11901

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)
Substance abuse counseling	35	Location: BISD High School campuses Position Responsible: Liaison, student services supervisor, campus admin., counselors and Bluebonnet Trails	Documentary Evidence: Sign-in sheets, permission slips, participants progress monitoring, PEIMS academic and attendance reports Position Responsible: Liaison, Bluebonnet Trails supervisor and PEIMS coordinator	Homeless and unaccompanied youth 9-12 <sup>th</sup> grade
Increase academic performance	366	Location: All BISD campuses Position Responsible: Liaison, student services supervisor, Campus and district stakeholders	Documentary Evidence: PEIMS academic progress reports, conferences, communication with parent/guardian or youth Position Responsible: Liaison, PEIMS coordinator, testing and data coordinator, counselors	
Increase school attendance	366	Location: All BISD campuses Position Responsible: Liaison, truancy officers, student services supervisor, campus and district stakeholders	Documentary Evidence: PEIMS and truancy attendance reports, home visits, communication with parents/guardian or youth Position Responsible: Liaison, PEIMS supervisor, Truancy officer, counselor	
Basic needs and school supplies	366	Location: All BISD campuses Position Responsible: Liaison, counselors	Documentary Evidence: Receipts, needs intake, donations receipts Position Responsible: Liaison, chief financial officer	
McKinney-Vento training district wide and community outreach	1200	Location: All BISD Position Responsible: Liaison, district and campus leadership teams, Human Services director	Documentary Evidence: Sign-in sheets, training completion logs, website link Position Responsible: Liaison, district and campus leadership	
Transportation for extracurricular activities	266	Location: All BISD campuses Position Responsible: Liaison, transportation director, campus leadership, counselor	Documentary Evidence: Intake needs, referrals, academic and attendance reports Position Responsible: Liaison, counselor, campus leadership	

**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: 011901

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.	Advocacy Outreach	Provide housing assistance, rapid rehousing programs, day shelter with shower and kitchen, homeless prevention program, free clothing and household goods
2.	Bastrop County Cares	Facilitates county-wide partnerships to working together to develop comprehensive needs and services. Helps fund food backpack program
3.	Bastrop County Emergency Food Pantry	Provides emergency food, fresh foods, educational workshops, food delivery and food backpack for homeless children
4.	Bluebonnet Trails Community Services	Provide substance abuse counseling use and addiction services and provide education for students, families and educators. In addition, connect families to resources to other Bastrop County services.
5.	CARTS Transportation System	Provides transportation vouchers to homeless, disabled and children
6.	Cen-Tex Family Services Inc:Bastrop Child Development	Provides Head Start services to children 0-4 years of age
7.	Community Action of Central Texas	Provides adult ESL and GED classes, utility assistance and community resources.
8.	Community Health Centers of South Central Texas Inc.	Provide primary medical, dental and behavior services. In additional, will assist families and youth apply for health insurance.
9.	Family Crisis Center	Provides emergency shelter for victims of domestic violence and sexual abuse. Counseling services, prevention educational classes, violence intervention programs, clothing vouchers and resources.
10.	I.T.S.-H.U.H. Ministry	Provides emergency family shelter, soup kitchen provides two meals per day Monday thru Sat. for all people, adult drug and alcohol rehab program, transportation and resources.
11.	LoneStar Circle of Care	Provide primary medical, dental and behavior services. In additional, will assist families and youth apply for health insurance.
12.	Salvation Army	Provides hotel vouchers, utility emergency assistance, clothing, school supplies and food vouchers.
13.	Texas A&M AgriLife Extension	Provides health, nutrition and cooking classes to parents and students
14.	Texas Workforce Commission	Provides online GED classes, childcare assistance, vocational rehabilitation services, skills development and employee training
15.	Wesley Nurse First United Methodist Church	Provides excise activities, health classes, faith and mental health. Home visits to identify health needs, screenings and medical supplies.

**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: 011901

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.

Because homeless children and unaccompanied youth face many barriers to enrolling, attending, and succeeding in school, including lack of safe and stable housing, lack of support from a caring adult; lack of basic needs, including food and medical care, resulting in hunger, fatigue, and poor health; lack of consistent access to bathing and laundry facilities; emotional crisis/mental health issues due to experience of trauma that can interfere with school engagement; lack of access to school records; lack of school supplies and clothing, irregular school attendance; difficult accumulating school credits due to mobility; and lack of reliable transportation.

The funds will facilitate the identification, enrollment and educational success of homeless children and unaccompanied youth by: Ensuring district staff completes the McKinney-Vento training, distribute community posters, brochures and outreach. Provide on campus substance abuse counseling services; provide transportation for the participation in extracurricular activities and special programs. Purchase basic needs, school supplies and bus vouchers.

**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.

Liaison will collaborate with Parent/Family Engagement Liaison, Community Edgemont Coordinator and Special Education Director to promote meaningful involvement opportunities and identify the types, intensity, and coordination of services to be provided in coordination with Title I, Part A reservations and set-asides to eligible homeless children and youth.

Liaison and Parent/Family Engagement Liaison will ensure barriers are removed for the meaningful involvement of parents or guardians of homeless children and youth in the education of their children such as transportation, childcare, literacy, and language barriers. In addition, liaison will ensure needs and barriers are addressed and reviewed annually in the district and campus performance plans

Ongoing communication with homeless parents/guardians and youths about engagement opportunities including but not limited to: Title I meetings, PTA meetings, campus and district committees/events, ARD meetings, 504 meetings, and parent-teacher conferences. Communication methods will include home visits, flyers, letters, campus/district website, texts and phone calls.

**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.

Bastrop Independent School District assures that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including prekindergarten programs as provided to other children and youth; experience school stability despite residential mobility; and receive the educational and other supports they need to enable them to meet the same challenging academic achievement standards to which all students are held. Additionally homeless students and unaccompanied youth have the right to enroll in school immediately, even if lacking document normally required for enrollment, enroll in school and attend classes while the school gathers needed documents; continue attending school of origin, or enroll in a 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, receive transportation to and from school of origin, if requested by parent/guardian, or by unaccompanied youth, receive educational services comparable to those provided to other students, according to each student's need.

Liaison will work closely with campus and district leaders to 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, enrollment and transportation and other documentation.

**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: 011901

Amendment # (for amendments only):

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

The homeless liaison works with the director of state/federal programs during the annual needs assessment process to determine needs of this population in view of other community resources. This information is used during the budgeting process. More detail of annual needs assessment process is provided below. We look at funds spent on certain items and what needs are not being met through other resources, for example transportation was one that came from our last needs assessment cycle. The homeless liaison and federal programs director also meet on an ongoing basis throughout the school year to reassess needs and funds. This past year, BISD was part of the Region 13 homeless grant.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	8700	Staff to support homeless students and their families. This staff person connects them with community resources, often times establishes temporary housing, and gets them to medical/mental resources.
Planned Set-Aside for 2017–2018	39988	Staff to support homeless students and their families. This staff person connects them with community resources, often times establishes temporary housing, and gets them to medical/mental resources. Transportation costs to get students to school of origin.

**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.

Bastrop ISD uses data from previous years to determine need and considers other community resources and agencies when making this determination during the annual needs assessment process. BISD has committed to having a district homeless liaison that is here to help coordinate these services for students. Last year we also recognized that transportation was a need during this needs assessment process, so we more intentionally budgeted for this need. Our homeless liaison has continual contact with our students and families, so she is consistently hearing of needs. BISD does include specific homeless strategies in its district improvement plan. Our homeless liaison is part of the annual needs assessment process and helps develop appropriate strategies for the district improvement plan. This year our interim superintendent and members of the C&I team met with each campus to review mid-year student achievement data. At this time, campuses shared with this team current campus needs, which at times homeless population was mentioned. This information was shared with homeless liaison and considered in ongoing district planning.

**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: 011901

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)
<b>School Selection:</b> Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
<b>Enrollment:</b> Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
<b>Transportation:</b> Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
<b>Services:</b> Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
<b>Disputes:</b> If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
<b>Free meals:</b> Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
<b>Title I:</b> Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
<b>Training:</b> Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
<b>Coordination:</b> Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
<b>Pre-School:</b> Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
<b>Transition to Higher Education:</b> Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

**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: 011901

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
  1. All new and returning students will complete the Student Residency Questioner upon enrollment of the next School year to assist in the identification of McKinney-Vento services.
  2. Questioner will be available in English and Spanish
  3. The Student Residency Questionnaire will be available on the district website and paper format at each campus
  4. New and returning student applications will be available on the school and district website and paper format at each campus. Computers will be available at each campus to assist parent, guardian and youth with online application. Application will be available in English and Spanish.
  5. Liaison and campus registrars will monitor and review Student Residency Questioners and retain for 7 years.
  6. Liaison will follow-up with Student Residency Questionnaires, complete an intake form with parent, guardian and or youth to identify services needed.
  7. Liaison and campus registrar will ensure homeless children and youth are coded accurately in PEIMS
  8. 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.
  9. 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 students or is contrary to the request of the parent, guardian, or unaccompanied youth
  10. Liaison will collaborate with local shelters and community agencies to identify homeless children and youth to ensure barriers are removed for enrollment and identification
  11. Liaison will provide district staff training for awareness and identification of homeless children and youth
- (b) Become homeless after the year has started
  1. Liaison and campus staff will actively enroll and identify homeless children and youth who meet the McKinney-Vento definition for services.
  2. Liaison will follow-up with referrals by campus, district staff and community agencies throughout the year and coordinate services for homeless children and youth
  3. Liaison will complete intake form with parent, guardian or youth to identify needs for services and make appropriate referrals.
  4. Liaison will post McKinney-Vento posters and information through the district and community places such as shelters, hotels, motels, public places, laundry facilities, etc.
- (c) Not currently enrolled or attending school
  1. Liaison will ensure McKinney-Vento posters and information is available throughout the community for awareness and removal of barriers for enrollment
  2. Liaison will coordinate with community agencies for McKinney-Vento training and outreach
  3. Liaison will actively participate in district and community wide events to recruit homeless children and youth
- (d) Eligible for early childhood and/or prekindergarten programs
  1. News and returning families will be provided with information about early childhood and prekindergarten programs available in Bastrop County
  2. Liaison will complete intake form with each parent, guardian or youth and make appropriate referrals to early childhood and prekindergarten programs including Early Head Start and Head Start programs
  3. Liaison will collaborate with local early childhood and prekindergarten programs to coordinate referral process and ensure homeless children and youth are given priority for services
  4. Coordinate services with Child Find to identify, locate and evaluate all children with disabilities, including children who are homeless in need of early intervention or special education 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: 011901

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

1. Provide annual McKinney-Vento Homeless Assistance Act awareness and sensitivity training.
2. Train staff about positive communication strategies and about statements and actions that may be perceived as offensive or threatening to a family or youth experiencing homelessness.
3. Ensure all staff is aware of McKinney-Vento Act's requirements and local policies used to implement them.
4. McKinney-Vento Homeless Assistance Act online resources and training available on the district website.
5. Collaborate with Human Service Director to ensure new district employees complete an online McKinney-Vento Homeless Assistance Act awareness training.
6. 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

1. Build collaborations with community service providers and advocates.
2. Develop collaborations with other agencies serving unaccompanied youth and domestic violence survivors, such as social services, law enforcement, juvenile/family court, advocates and attorneys, and other service providers.
3. Use community collaborations to refer youth, as appropriate, to shelters, outreach programs, social services, housing resources, counseling, family mediation, and other programs.
4. Refer survivors of domestic violence to advocates who can help them obtain protective orders.
5. Provide annual McKinney-Vento Homeless Assistance Act awareness and sensitivity training.
6. Provide resources and data available on the Texas Homeless Education Office and National Center for Homeless Education.
7. Post and distribute McKinney-Vento Homeless Assistance Act posters and flyers throughout the community.
8. Liaison will attend the Bastrop Cares Non-profit monthly meetings to share barriers and needs of homeless children and unaccompanied youth.
9. Liaison will help create and develop systems in collaboration with service providers to remove barriers for homeless children and unaccompanied youth to obtain and access services such food, housing, medical, dental, vision, mental and behavior health, transportation, and any other social service agency.

**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: 011901

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:

1. New and returning students will complete the Student Residency Questionnaire to help identify homeless children and youth.
2. Provide annual McKinney-Vento Homeless Assistance Act awareness and sensitivity training to all district staff.
3. Liaison will train staff about positive communication strategies and about statements and actions that may be perceived as offensive or threatening to a family or youth experiencing homelessness.
4. Districts and campus leadership will ensure homeless children and youth needs and services are addressed in the campus and district plans.
5. Campus and district plans are created and monitored throughout the year. Campus and district teams can adjust as needed to these plans and are available on an online platform.
6. Liaison will collaborate with campus registrars and PEIMS Director to ensure accurate coding of homeless children and unaccompanied youth.
7. Campuses have set student performance targets and these have been measured against using district assessments. The district has data protocols that teacher teams use to plan and ensure they are meeting target goals. Homeless children and youth will receive the educational and other supports they need to enable them to meet the same challenging academic achievement standards to which all students are held.
8. District data results including homeless children and youth are shared with various leadership groups including district executive leadership, principals, assistant principals, instructional coaches and district departments. Based on results; campuses and the district make action plans to address ongoing identified areas if needed.
9. District and campus leadership will include the needs of homeless children and youth in the school district 5-year strategic plan that is created with community and school stakeholders input. A quarterly update of this plan is provided to the school board and live streamed to community stakeholders.
10. Liaison will meet with PEIMS director weekly to generate attendance progress reports. Liaison will meet monthly with district data and testing coordinator to generate academic progress reports, assessments and testing data.
11. Liaison will meet monthly with truancy officers to review and revise truancy measures and attendance prevention strategies. Progress is monitored via the online student data system Skyward and OnData Suit.
12. Liaison and campus counselors will review Apply Texas once per semester, Bluebonnet Trails will provide monthly updates, student progress monitoring, sign-in sheets and student survey.
13. Liaison will keep and retain Student Residency Questionnaires and intake forms with referrals and services provided for up to 7 years.
14. Liaison will maintain copy of purchased receipts and donations and will collaborate monthly with campus and district stakeholders to identify needs. Liaison will collect McKinney-Vento training sign-in sheets and will collaborate with Human Services Director to generate an electronic report of online training completion quarterly.

Process for reviewing data: Data will be reviewed by Liaison in collaboration with district and campus leadership, District data and testing coordinator, Student Support Supervisor, Federal Programs director, RTI team, campus vertical team, team meetings, Bluebonnet Trails supervisor and parent/guardian or youth feedback.

**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: 011901

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:

1. New and returning students will complete the Student Residency Questionnaire to help identify homeless children and youth.
  2. Provide annual McKinney-Vento Homeless Assistance Act awareness and sensitivity training to all district staff.
  3. Liaison will train staff about positive communication strategies and about statements and actions that may be perceived as offensive or threatening to a family or youth experiencing homelessness.
  4. Districts and campus leadership will ensure homeless children and youth needs and services are addressed in the campus and district plans.
  5. Campus and district plans are created and monitored throughout the year. Campus and district teams can adjust as needed to these plans and are available on an online platform.
  6. Liaison will collaborate with campus registrars and PEIMS Director to ensure accurate coding of homeless children and unaccompanied youth.
  7. Campuses have set student performance targets and these have been measured against using district assessments. The district has data protocols that teacher teams use to plan and ensure they are meeting target goals. Homeless children and youth will receive the educational and other supports they need to enable them to meet the same challenging academic achievement standards to which all students are held.
  8. District data results including homeless children and youth are shared with various leadership groups including district executive leadership, principals, assistant principals, instructional coaches and district departments. Based on results; campuses and the district make action plans to address ongoing identified areas if needed.
  9. District and campus leadership will include the needs of homeless children and youth in the school district 5-year strategic plan that is created with community and school stakeholders input. A quarterly update of this plan is provided to the school board and live streamed to community stakeholders.
  10. Counselors will run an audit for every student and meet with every student to review graduation plan.
  11. Counselors will ensure homeless children and unaccompanied youth are aware and have access to programs and services to dual credit course; work closely with Liaison to remove barriers for high school graduation.
  12. Counselor, Career specialist and Liaison will collaborate to assist homeless children and youth register for college; complete the Texas Success Initiative (TSI); take the EOC exams and have tutorial classes built in their schedule to pass exams; complete the FAFSA or TAFSA application; complete Apply for Texas application.
  13. Liaison will provide educational and college fieldtrips that provide basic training and skills to homeless children and youth enrolled in secondary schools.
  14. Campus leadership and counselors will maintain graduation audits for all students.
  15. Liaison will meet with PEIMS director weekly to generate attendance progress reports. Liaison will meet monthly with district data and testing coordinator to generate academic progress reports, assessments and testing data.
  16. Liaison will meet monthly with truancy officers to review and revise truancy measures and attendance prevention strategies. Progress is monitored via the online student data system Skyward and OnData Suit.
  17. Liaison and campus counselors will review Apply Texas once per semester. Bluebonnet Trails will provide monthly updates, student progress monitoring, sign-in sheets and student survey.
  18. Liaison will keep and retain Student Residency Questionnaires and intake forms with referrals and services.
  19. Liaison will maintain copy of purchased receipts and donations and will collaborate monthly with campus and district stakeholders to identify needs. Liaison will collect McKinney-Vento training sign-in sheets and will collaborate with Human Services Director to generate an electronic report of online training completion quarterly.
- Process for reviewing data: Data will be reviewed by Liaison in collaboration with district and campus leadership, District data and testing coordinator, Student Support Supervisor, Federal Programs director, RTI team, campus vertical team, team meetings, Bluebonnet Trails supervisor and parent/guardian or youth feedback.

**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: 011901

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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: 011901

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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: 011901

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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: 011901

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: