

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

2018–2019 Texas Education for Homeless Children and Youth		
Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	September 1, 2018, to August 31, 2019	Place date stamp here 2018 APR 07 AM 11:07 TEAS EDUCATION AGENCY RECEIVED
Application deadline:	5:00 p.m. Central Time, April 3, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Round Rock Independent School District	246909		
Vendor ID #	ESC Region #	DUNS #	
1746002018	13	095101986	
Mailing address		City	State ZIP Code
1311 Round Rock Ave		Round Rock	TX 78681-4941
Primary Contact			
First name	M.I.	Last name	Title
Desiree		Viamontes Le	Coordinator, Families in Transition Program
Telephone #	Email address		FAX #
512-464-5185	desiree_le@roundrockisd.org		
Secondary Contact			
First name	M.I.	Last name	Title
Amy	L	Grosso	Grants Coordinator
Telephone #	Email address		FAX #
512-464-5976	Amy_grosso@roundrockisd.org		512-464-5090
Part 2: Certification and Incorporation			

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

Authorized Official:

First name	M.I.	Last name	Title
Steve		Flores	Superintendent of Schools
Telephone #		Email address	FAX #
512-464-5022		Superintendent_RRISD@roundrockisd.org	512-464-5055
Signature (blue ink preferred)		Date signed	

Steve Flores

3-26-18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 246909 | Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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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: 246909	Amendment # (for amendments only):
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Part 1: Required Attachments

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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18.	The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings.
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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 246909	Amendment # (for amendments only):
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I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

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

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

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

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

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

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

County-district number or vendor ID: 246909

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 246909	Amendment # (for amendments only):
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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 Families in Transition (FIT) program of Round Rock ISD in accordance with the McKinney Vento Legislation provides activities for, and services to, homeless children, including preschool-aged homeless children, and youths that enable them to enroll in, attend, and succeed in school.

Budget: The budget was developed and based on the FIT program’s effective practices from previous years along with current needs of our homeless students. The FIT program as a part of the district State and Federal Department works in collaboration with 21 secondary campuses and 34 elementary campuses to assess on an on-going basis to maintain, update and alter the FIT program as needed for our homeless students.

Demographics of District: Round Rock ISD serves almost 50,000 students. The district has consistently served a large number of homeless students. In the 2016-2017 school year around 800 students experiencing homelessness at some point during the year. In order to continue to make sure all students are served and are academically successful the district must continue to update and implement a Families in Transitions Program.

Need: Because of the homelessness in Travis and Williamson County, Round Rock ISD needs to be able to fully support students who fall into the category of homeless. In order to make sure students receive the best services for academic success and graduation three needs were identified. The first need is to accurately identify and enroll any students experiencing homelessness. Second, students experiencing homelessness need to attend school regularly and meet requirements necessary to be promoted each year and eventually graduation. The final need is for students experiencing homelessness to receive academic and intervention services as soon as identified as homeless.

Management Plan: The FiT program conducts continual self-evaluation and reflection throughout the year on a daily and monthly basis. Each day, FiT personnel examine records to determine the number of student cases reviewed and the number of students determined to be eligible for the program. This data is available to the Homeless Liaison and the Executive Director of State and Federal Programs. Monthly, the Homeless Liaison conducts an audit of records from RRISD Information Services. Through this audit the Homeless Liaison ensures all students who qualified for FiT services are coded as homeless, at-risk, and where appropriate Title I Part A in the PEIMS data system. FiT personnel also checks to ensure that students who were recommended to special programs, such as ESL/Bilingual, Talented and Gifted Education, and Career and Technical Education, are in fact enrolled in these programs. FiT personnel review the accuracy of records by grade level, housing situation, ethnicity, gender, enrollment in special programs, and the number and type of services provided. The Homeless Liaison also meets monthly with the district’s Grant Accountant to ensure that funds are being spent reasonably and appropriately. All records are available to the Executive Director of State and Federal Programs.

Evaluation: Round Rock ISD evaluates the FiT program in four specific ways. First, the Homeless Liaison conducts an audit of records from RRISD Information Services on a monthly basis. Second, the FiT program collaborates with Information Services to monitor student progress and attendance measures. Also grant fund spending and spending information are monthly monitored by the Homeless Liaison, Grant Accountant, and Executive Director of State and Federal Programs. Finally, the FiT program regards all evaluation as formative and takes it as grounds for self-assessment and improvement.

Identifying Students: Round Rock ISD includes Student Residency Questionnaire(s) in all first day packets and enrollment packets. Campus registrars at each school securely transfer the SRQs through the district’s protected share drive that indicate homelessness to the Families in Transition (FiT) office. FiT trains front-line staff – registrars, principals, assistant principals, counselors, attendance officers, and high school completion specialists – to recognize students who may have lost housing. FiT provides posters and brochures with contact information to all community partners. Every summer RRISD has pre-K rodeo to identify and enroll homeless students.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 246909	Amendment # (for amendments only):
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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.

Professional Development/Training: Staff members receive training through written materials and workshops in indicators of homelessness – excessive tardiness, excessive absences, a drop in grades, poor hygiene, sleepiness during the day, etc. They are also trained in district procedures for notifying FiT of students experiencing homelessness. The FiT program also provides on-demand professional development with the district professional development department for district staff, such as the annual principal meeting or requested professional development for a counseling department. The FiT program will also develop and implement training for teachers in the district to identify students that are homeless in their classrooms.

Early Intervention and Progress Monitoring: The FiT program utilizes a variety of reports to monitor student attendance and academic progress to achieve graduation success. Ongoing progress monitoring with weekly enrollment report by campus of students identified as homeless in PEIMS data system is cross-matched with FiT logs of identified students and reported to the Executive Director of State and Federal Programs. FiT staff sends bi-monthly enrollment reports to campus FiT contact, administrator, registrar, and Executive Director of State and Federal Programs. FiT staff tracks student progress through a cohort data report, which includes data on diploma type, to ensure on-time graduation. FiT staff review on-line cumulative folders to ensure student academic progress. The FiT staff review and monitor services that undergird academic success such as transportation services and Free and Reduced-Price meals services provided to students experiencing homelessness. The FiT staff collaborates with Information Services to verify student housing indicator, grade level, gender, ethnicity, at-risk status, attendance, academic success and types of services offered.

Academic Support: FiT e-mails the campus administrator, designated FiT contact, Executive Director of State and Federal Programs, and the Director of Title I and Prekindergarten Programs, and, if applicable, to Directors of other academics programs when students are dually identified. These e-mails remind campuses of available Title I funds to provide supplemental academic support services. FiT conducts progress monitoring to ensure that students are making adequate progress, consulting SSPs/PGPs, attendance, grades, and promotion/graduation rates. FiT will monitor students STAAR/EOC scores and grades to ensure that students are making adequate academic progress.

Title I: The Homeless Liaison and the Director of Title I and Prekindergarten are both members of the State and Federal Programs Department. The Homeless Liaison shares lists of student participants with the Director of Title I, and notifies of any student academic failures in need of additional intervention. Title I funds are set aside for homeless students at non-Title campuses and are deployed for academic intervention. Title I provides supplemental funds to assist those students experiencing homelessness who need academic intervention. Intervention includes access to supplemental instructional resources and tutoring, among other services.

Community Collaborators: Eleven different collaborators have been identified to serve as a source of support for FiT. The collaborators include community agencies and district departments. All collaborators not only provide services but also are a resource in assisting to identify students who are experiencing homelessness.

Parent/Guardian Support: FiT regularly makes presentations to the community regarding services for homeless students. It displays posters at every campus, hotels, laundromats, the Texas Baptist Children’s home, and local shelters, and provides literature at the district’s annual Celebration of Families and school supply distribution for Title I-eligible students. In addition, Title 1 campuses have a Parent Community Specialist under the same department as FiT. Lists of homeless students are shared with the Parent Community Specialist through regular department meetings along with ongoing communication of needs of both students and parents.

Sustainability and Commitment: Round Rock ISD has supported a robust program for students experiencing homelessness for many years. The district is committed to making sure all students in Round Rock ISD receive a quality education and are able to graduate. Because of the history of the commitment, Round Rock ISD will continue to provide support and resources to the FiT program and making sure the program is integrated into all aspects of the district.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 246909			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	\$48,020	\$	\$48,020
Schedule #8	Professional and Contracted Services (6200)	6200	\$1,525	\$	\$1,525
Schedule #9	Supplies and Materials (6300)	6300	\$5,155	\$	\$5,155
Schedule #10	Other Operating Costs (6400)	6400	\$1,250	\$	\$1,250
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
Total direct costs:			\$55,950	\$	\$55,950
Percentage% indirect costs (see note):			N/A	\$	\$,
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$55,950
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$55,950
Percentage limit on administrative costs established for the program (8%):					× .08
Multiply and round down to the nearest whole dollar. Enter the result.					\$4,476
This is the maximum amount allowable for administrative costs, including indirect costs:					

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

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

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

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 246909		Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
		Grant Amount Budgeted	
Academic/Instructional			
1	Teacher		\$
2	Educational aide		\$
3	Tutor		\$
Program Management and Administration			
4	Project director		\$
5	Project coordinator		\$26,207
6	Teacher facilitator		\$
7	Teacher supervisor		\$
8	Secretary/administrative assistant		\$
9	Data entry clerk		\$
10	Grant accountant/bookkeeper		\$
11	Evaluator/evaluation specialist		\$
Auxiliary			
12	Counselor		\$
13	Social worker		\$
14	Community liaison/parent coordinator		\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15	ESC specialist/consultant		\$
16	ESC coordinator/manager/supervisor		\$
17	ESC support staff		\$
18	ESC other		\$
19	ESC other		\$
20	ESC other		\$
Other Employee Positions			
21	Title		\$
22	Title		\$
23	Title		\$
24	Subtotal employee costs:		\$26,207
Substitute, Extra-Duty Pay, Benefits Costs			
25	6112	Substitute pay	\$15,300
26	6119	Professional staff extra-duty pay	\$
27	6121	Support staff extra-duty pay	\$6,513
28	6140	Employee benefits	\$
29	61XX	Tuition remission (IHEs only)	\$
30	Subtotal substitute, extra-duty, benefits costs		\$21,813
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$48,020

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 246909		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Contracted Services provided by ESC/ Region 13 Education Co-op Fee	\$225
2	Tuition Services/ Summer School and other credit recovery costs	\$1,300
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$1,525
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$1,525

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 246909		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$5,155
Grand total:		\$5,155

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 246909		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$300
Subtotal other operating costs requiring specific approval:		\$300
Remaining 6400—Other operating costs that do not require specific approval:		\$950
Grand total:		\$1,250

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

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 246909			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

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

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 246909										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	13,957	28%												
Identified homeless students	504	1%												
Students identified homeless with a 5A Crisis Code	36	1%												
Students identified homeless with a 5B Crisis Code	0	0%												
Students identified homeless with a 5C Crisis Code	0	0%												
Attendance rate for identified homeless students	NA	92%												
Attendance rate for economically disadvantaged students	NA	95%												
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:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter											
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
18	44	27	43	36	46	40	40	53	34	41	33	20	29	504

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Schedule #13—Needs Assessment

County-district number or vendor ID: 246909

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.

Round Rock ISD is located in both Williamson and Travis County. Over the last four years Travis county has reported homeless figures ranging from 1,832 to 2,138. Although there is some variance in the number of individuals experiencing homelessness in Travis County, the numbers for the most part remain high around 2,000 individuals experiencing homelessness each year.

Williamson county does not accurately track the number of individuals experiencing homelessness but in their 2014-2018 Consolidated Plan and Action Plan they highlighted the need for more services for individuals experiencing homelessness in the areas The plan specifically looked at the cost burden of housing in the area, with about 22 percent of households burdened by housing costs and about 9 percent spending more than half their income on housing. Unable to pay mortgage/rent along with unemployment were the two highest risks for becoming homeless according to the plan.

Because of the homelessness in Travis and Williamson County, Round Rock ISD needs to be able to fully support students who fall into the category of homeless. In order to make sure students receive the best services for academic success and graduation three needs were identified.

The first need is to accurately identify and enroll any students experiencing homelessness. Not only is it important to identify students at the beginning of the school year or when they enroll into the district, but is just as critical to identify students whose status changes to homeless during the school year.

The second need identified is for students experiencing homelessness to attend school regularly and meet requirements necessary to be promoted each year and eventually graduation. Students experiencing homelessness need extra support in order to meet the same requirements as other students and by focusing on attendance and grade requirements students will be on track to graduate.

The final need is for students experiencing homelessness to receiving academic and intervention services as soon as identified as homeless. By identifying students as soon as possible when they are experiencing homelessness, services are able to start immediately.

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 246909		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.	Students experiencing homelessness need to be accurately identified and enrolled.	<p>RRISD includes Student Residency Questionnaire(s) in all first day packets and enrollment packets. Campus registrars at each school securely transfer the SRQs through the district's protected shared drive that indicate homelessness to the Families in Transition (FiT) office.</p> <p>The FiT program is dedicated to developing and implementing professional development programs for campus personnel to heighten their awareness and capacity to respond to specific problems in the education of homeless children and youths. The FiT program trains front-line staff that includes registrars, principals, assistant principals, counselors, attendance officers, and high school completion specialists to recognize students who may have lost housing.</p>
2.	Students experiencing homelessness need to attend school regularly and meet the requirements necessary to be promoted each year.	<p>Regular attendance is crucial to academic success. FiT staff collaborates with Information Services to obtain a list of all students who are indicated in PEIMS as homeless who are failing, by grade, subject, and campus along with attendance reports. These reports are run on a six- and nine-weeks basis. FiT e-mails the campus administrator, designated FiT contact, Executive Director of State and Federal Programs, and the Director of Title I and Prekindergarten Programs, and, if applicable, to directors of other academics programs when students are dually identified. FiT collaborates with campus personnel through correspondence, progress meetings and conversations develop solutions for attendance and success.</p>
3.	Students experiencing homelessness need academic and social intervention services.	<p>FiT e-mails the campus administrator, designated FiT contact, Executive Director of State and Federal Programs, and the Director of Title I and Prekindergarten Programs, and, if applicable, to directors of other academics programs when students are dually identified. FiT collaborates with campus personnel through correspondence, progress meetings and conversations develop solutions for attendance and success.</p> <p>The FiT program works with district and community partners to provide services and intervention to help students succeed academically and socially.</p>

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Schedule #14—Management Plan

County-district number or vendor ID: 246909 | Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Homeless Liaison	Experience managing programs or working with children in poverty and/or homelessness: BA in Education required, MA preferred. Five years in managing federal programs for impoverished students (such as Title I) required. Spanish fluency highly preferred.
2.		
3.		
4.		
5.		

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

#	Objective	Milestone	Begin Activity	End Activity
1.	The FIT program will provide services, information and support to families to facilitate and aid in student achievement.	1. FIT will provide direct services to families.	09/01/2018	08/01/2019
		2. FIT will disperse informational materials for district and community resources	09/01/2018	08/01/2019
		3. FIT will provide information regarding RRISD special programs.	09/01/2018	08/01/2019
		4. FIT will provide training to families to help them support student achievement.	09/01/2018	08/01/2019
2.	The FIT program will conduct progress monitoring to ensure that students are making adequate progress.	1. FIT will collaborate and consult SSPs/PGPs, attendance, grades, and promotion/graduation rates with campuses.	09/01/2018	08/01/2019
		2. FIT will monitor students STAAR/EOC scores and grades to ensure that students are making adequate academic progress.	09/01/2018	08/01/2019
3.	The FIT program will coordinate with other departments to facilitate post-graduation success.	1. FIT will coordinate with Career and Technical Education and Counseling Departments to ensure that high school students are informed of post-graduation exploration activities	09/01/2018	08/01/2019
		2. FIT will monitor student participation.	09/01/2018	08/01/2019
		3. FIT will offer tuition assistance for summer school.	09/01/2018	08/01/2019
		4. FIT will notify students that tuition will be provided for summer school and/or other credit recovery and credit accrual programs.	09/01/2018	08/01/2019
		5. FIT will collaborate with Counseling Department to identify and enroll students in need.	09/01/2018	08/01/2019

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

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 246909	Amendment # (for amendments only):
<p>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.</p> <p>The FiT program conducts continual self-evaluation and reflection throughout the year on a daily and monthly basis. Each day, FiT personnel examine records to determine the number of student cases reviewed and the number of students determined to be eligible for the program. This data is available to the Homeless Liaison and the Executive Director of State and Federal Programs.</p> <p>Monthly, the Homeless Liaison conducts an audit of records from RRISD Information Services. Through this audit the Homeless Liaison ensures all students who qualified for FiT services are coded as homeless, at-risk, and where appropriate Title I Part A in the PEIMS data system. FiT personnel also checks to ensure that students who were recommended to special programs, such as ESL/Bilingual, Talented and Gifted Education, and Career and Technical Education, are in fact enrolled in these programs. FiT personnel review the accuracy of records by grade level, housing situation, ethnicity, gender, enrollment in special programs, and the number and type of services provided. The Homeless Liaison also meets monthly with the district's Grant Accountant to ensure that funds are being spent reasonably and appropriately. All records are available to the Executive Director of State and Federal Programs.</p> <p>On a six-week and nine-week basis, FiT staff collaborates with Information Services to pull a list of all students who are indicated in PEIMS as homeless who are failing, by grade, subject, and campus. FiT e-mails the campus administrator, designated FiT contact, Executive Director of State and Federal Programs, and the Director of Title I and Prekindergarten Programs, and, if applicable, to Directors of other academics programs when students are dually identified. These e-mails remind campuses of available Title I funds to provide supplemental academic support services.</p>	
<p>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.</p> <p>Round Rock ISD has supported a robust program for students experiencing homelessness for many years. The district is committed to making sure all students in Round Rock ISD receive a quality education and are able to graduate. Because of the history of the commitment, Round Rock ISD will continue to provide support and resources to the FiT program and making sure the program is integrated into all aspects of the district.</p> <p>In addition, FiT is housed within the State and Federal Programs Department allowing for constant communication between FiT, Title I, and Parent Community Specialists. The Homeless Liaison reports to the Executive Director of State and Federal Programs allowing for seamless dissemination of materials to the entire department. This allows for coordination of services on a regular basis.</p> <p>The FiT program in collaboration with the 55 campuses has identified a campus-based FiT contact to facilitate and communicate directly and timely the needs of homeless students with the FiT program.</p>	

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 246909		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.	The Homeless Liaison conducts an audit of records from RRISD Information Services on a monthly basis.	1. All the students who qualified for FiT services are coded as homeless, at-risk, and (where appropriate) Title I Part A in the PIEMS data system.
		2. FiT personnel ensure students who were recommended to special programs, are in fact enrolled in those programs.
		3. FiT reviews accuracy of records by grade level, housing situation, ethnicity, gender, and number/type of services provided.
2.	The FiT program collaborates with Information Services to monitor student progress and attendance measures.	1. Reports are run on a six- and nine-week basis on all students who are indicated in PEIMS as homeless and failing.
		2. FiT e-mails campus administrator, FiT contact, Executive Director of State & Federal Programs, and the Director of Title I & PreK Programs, and Directors of other academics programs for dually identified students.
		3. E-mails remind campuses of available Title I funds to provide supplemental academic support services.
3.	Grant fund spending and spending information are available to ensure reasonable and appropriate spending.	1. The Homeless Liaison meets monthly with the district's Grant Accountant to ensure that funds are being spent reasonably and appropriately.
		2. All records are available to the Executive Director of State & Federal Programs.
4.	The FiT program regards all evaluation as formative and takes it as grounds for self-assessment and improvement.	1. The Homeless Liaison is engaged in a constant process of program development based on evidence from evaluation and FiT contact feedback.
		2. Weekly meetings with the Executive Director of State and Federal Programs Department to review data provide an opportunity to assess and redirect as necessary.
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.		
The FiT program has incorporated daily and monthly systems and processes to collect data and provide for problem correction. On a daily basis, FiT checks its own records to determine the number of student cases reviewed and the number of students determined to be eligible for the program. On a monthly basis, the Homeless Liaison conducts an audit of records from RRISD Information Services, ensuring that all the students who qualified for FiT services are in fact coded as homeless, at-risk, and (where appropriate) Title I Part A in the PIEMS data system; FiT personnel also check to ensure that students who were recommended to special programs, such as ESL/Bilingual, Talented and Gifted Education, and Career and Technical Education, are in fact enrolled in those programs. FiT reviews the accuracy of records by grade level, housing situation, ethnicity, gender, enrollment in special programs, and the number and type of services provided. The Homeless Liaison also meets monthly with the district's Grant Accountant to ensure that funds are being spent reasonably and appropriately.		
All records are available to the Executive Director of State and Federal Programs. FiT staff collaborates with Information Services to pull a list of all students who are indicated in PEIMS as homeless who are failing, by grade, subject, and campus. These reports are run on a six- and nine-weeks basis. FiT e-mails the campus administrator, designated FiT contact, Executive Director of State and Federal Programs, and the Director of Title I and Prekindergarten Programs, and, if applicable, to Directors of other academics programs when students are dually identified. These e-mails remind campuses of available Title I funds to provide supplemental academic support services.		

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Schedule #16—Responses to Statutory Requirements				
County-district number or vendor ID: 246909			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)
FiT will clarify and publicize M-V laws, district policies, and FiT services for the RRISD parents and other community members.	1 FiT Staff Member, 890 Students, 600 Parents and Community Members	Schools, Shelters	Sign- In sheets	1, 2, 3
FiT staff will participate in Regions 10 and 13 and THEO training as they are offered to remain current in M-V law and best practices.	1 FiT Staff Member	Training locales	Certificates of Attendance	1, 2, 3
FiT will include SRQs in enrollment packets.	1 FiT Staff Member, 55 Registrars, 890 Students	Campuses	Bi-annual Audit	1
FiT will put up posters and brochures regarding M-V rights and services.	1 FiT Staff Member, 1 Webmaster, 890 Students	Campuses, Community Service Providers, Laundromats, Shelters, Hotels	Bi-annual Audit	1
FiT will ensure that information on the district website is accurate and current.	1 FiT Staff Member, 1 Webmaster, 890 Students	On-line	Bi-annual Audit	1, 2, 3
FiT will notify district nutrition and transportation programs of student needs.	1 FiT Staff Member, 10 RRISD Staff Members, 890 Students	Central Administration	Intake Records	2
FiT will establish and maintain working relationships with social service organizations.	1 FiT Staff Member, 7 Social Service Staff Members, 890 Students	Central Administration, Community Sites	Service Logs, Agendas from Community Meetings	2, 3

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Schedule #16—Responses to Statutory Requirements (cont.)		
County-district number or vendor ID: 246909		Amendment # (for amendments only):
Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	RRISD Food Services	Provides Free and Reduced- Price Lunch and breakfast program.
2.	Transportation	RRISD transportation department provides transportation services for school of origin in collaboration with other districts and ALC for students.
3.	State and Federal Programs	Provides academic monitoring and support services such as parent education classes, events such as Celebration of Families, Pre-K rodeo, Winter Fest in support of the students and families.
4.	Teaching and Learning Department	Provides further support and collaboration with the Career and Technical Education and Counseling departments so students are aware of post-secondary opportunities and social and emotional support along with FIT monitoring the student participation.
5.	Special Education	Provides academic monitoring and support services for academic success. Ensure that FIT secondary students have a SSP/PGP in place.
6.	RRISD Partners in Education	Provides assistance through school supply, backpack, and clothing drives.
7.	STARRY Children's Home	Provide social and emotional support resources and counseling services.
8.	United Way	Provides volunteer support and drives for basic needs such as hygiene kits.
9.	Round Rock Area Serving Center	Provides basic needs through the serving center location and goods, food and hygiene supplies, for the RRISD homeless program.
10.	Education Service Center, Region 13	Provides staff development opportunities for district staff.
11.	Christ Child Society	Provides basic needs food, hygiene kits and blankets.
12.		
13.		
14.		

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 246909	Amendment # (for amendments only):
<p>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.</p> <p>Student Residency Questionnaire(s) are included in all first day packets and enrollment packets. Registrars at each school send a digital copy of the SRQs through a secure file transfer that indicate homelessness to the Families in Transition (FiT) office.</p> <p>FiT trains front-line staff – registrars, principals, assistant principals, counselors, attendance officers, and high school completion specialists – to recognize students who may have lost housing. The staff contacts the campus FiT contact/registrar, who notifies FiT. Families are requested to complete an SRQ, which is then sent to FiT. Staff members receive training through written materials and workshops in indicators of homelessness – excessive tardiness, excessive absences, a drop in grades, poor hygiene, sleepiness during the day, etc. They are also trained in district procedures for notifying FiT of students experiencing homelessness.</p>	
<p>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.</p> <p>FiT regularly makes presentations to the community regarding services for homeless students. It displays posters at every campus, hotels, laundromats, the Texas Baptist Children’s home, and local shelters, and provides literature at the district’s annual Celebration of Families and school supply distribution for Title I-eligible students.</p> <p>In addition, Title 1 campuses have a Parent Community Specialist. The Homeless Liaison and Parent Community Specialist are both in the State and Federal Programs Department allowing for consistent communication. Lists of homeless students are shared with the Parent Community Specialist through regular department meetings along with ongoing communication of needs of both students and parents. Parent Community Specialists work directly with parents providing support and resources to make sure students have support from their parents and guardians.</p>	
<p>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.</p> <p>FiT trains pertinent staff such as registrars, principals, assistant principals, counselors, attendance officers, and high school completion specialists to recognize students who may have lost housing. Those staff contact the campus FiT contact or campus registrar, who notifies FiT. Other RRISD departments and program staff, including Health Services, Teen Parent Program, Special Education and the State and Federal Programs Department, contact FiT regarding students who are potentially eligible for services. The High School Completion Specialists also notify FiT of unaccompanied minors in their program. The Round Rock ISD responsiveness to our homeless students addresses immediate needs to increase attendance, meals, and academic intervention to help our students achieve academic success in Round Rock, postsecondary exploration and within the community.</p>	

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

County-district number or vendor ID: 246909 | 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 and the Director of Title I and Prekindergarten are both members of the State and Federal Programs Department. The Homeless Liaison shares lists of student participants with the Director of Title I, and notifies of any student academic failures in need of additional intervention. Title I funds are set aside for homeless students at non-Title campuses and are deployed for academic intervention. Title I provides supplemental funds to assist those students experiencing homelessness who need academic intervention. Intervention includes access to supplemental instructional resources and tutoring, among other services.

All intervention funded by Title I is tied to the Homeless Liaison report of academic progress, ensuring that funds are expended on the students who need them in the areas of need. Title I funds will be directed to the salary of the Homeless Liaison, who is central to the success of the program. Assuming responsibility for 60% of the Homeless Liaison salary will ensure that all needs and activities are addressed effectively.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$2,752	-Supplemental tutoring targeting student's academic needs -Graphing calculators purchased and provided to high school students to ensure access to the tools students require to be academically successful -Supplemental math instructional materials for middle school math interventions
Planned Set-Aside for 2017–2018	\$4,000	-Supplemental tutoring targeting student's academic needs -Supplemental instructional resources to support student's individual needs in school and at home

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

The LEA determines its reservation/set-aside amount based on the needs determined by a district comprehensive needs assessment, historical expenses/purchases made for students in homeless situations and feedback from key stakeholders supporting families in transition. In Round Rock ISD, the Homeless Liaison collaborates and communicates with the campus through beginning of the year professional development on indicators of homelessness and ongoing communication throughout the school year to implement strategies for the academic success of the homeless student population.

All Title I Campus Improvement Plans are based on disaggregated student data, and look specifically at the needs of students experiencing homelessness. These students' needs are also addressed through strategies designed to serve larger groups of students that include students experiencing homelessness, such as at-risk and economically disadvantaged students. The Homeless Liaison also works with the Director of Title I and Prekindergarten, who supports Title I campuses in developing their individual Campus Improvement Plans. All plans have specific strategies to address the needs of students experiencing homelessness, either directed specifically at this subset of students or encompasses in the larger group indicators of at-risk students and economically disadvantaged students which include students experiencing homelessness.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 246909	Amendment # (for amendments only):
Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 246909	Amendment # (for amendments only):
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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.

- a) Student Residency Questionnaire(s) are included in all first day packets and enrollment packets. Registrars at each school digitally transfer the SRQs that indicate homelessness to the Families in Transition (FiT) office via a secure file transfer.
- b) FiT trains front-line staff – registrars, principals, assistant principals, counselors, attendance officers, and high school completion specialists – to recognize students who may have lost housing. Those staff contact the campus FiT contact/registrar, who notifies FiT. Families are requested to complete an SRQ, which is then transferred to FiT. Staff members receive training through written materials and workshops in indicators of homelessness – excessive tardiness, excessive absences, a drop in grades, poor hygiene, sleepiness during the day, etc. They are also trained in district procedures for notifying FiT of students experiencing homelessness.
- c) FiT provides posters and brochures with contact information to all community partners. The Homeless Liaison provides as needed, one-on-one training to key personnel in partner organizations, such as Executive Directors, Case Managers, and Coordinators, assuring that they are informed of signs of homelessness, intake processes, and services provided by FiT. By educating and training community partners, students currently not enrolled in school can be identified by other agencies outside of the school. The FiT program also maintains a district website with information and resources for students and families, district staff and the community.
- d) Every summer RRISD has pre-K rodeo to identify and enroll homeless students. Additionally at this time services are reviewed with parents, guardians, and grantee collaborators for district and community services.

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

County-district number or vendor ID: 246909

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.

a) FiT trains front-line staff which includes registrars, principals, assistant principals, counselors, attendance officers, and high school completion specialists to recognize students who may have lost housing. Once recognized those staff contact the campus FiT contact or campus registrar, who notifies FiT. Families are requested to complete an SRQ, which is then securely transferred to FiT. Staff members receive training through written materials and workshops in indicators of homelessness which include excessive tardiness, excessive absences, a drop in grades, poor hygiene, sleepiness during the day, etc. They are also trained in district procedures for notifying FiT of students experiencing homelessness.

Staff members receive training through written materials and workshops in indicators of homelessness – excessive tardiness, excessive absences, a drop in grades, poor hygiene, sleepiness during the day, etc. They are also trained in district procedures for notifying FiT of students experiencing homelessness.

The FiT program also provides on-demand professional development with the district professional development department for district staff, such as the annual principal meeting or requested professional development for a counseling department. The FiT program will also develop and implement training for teachers in the district to identify students that are homeless in their classrooms.

The homeless liaison engages in state and local professional development opportunities to stay current practices for students that are homeless.

b) FiT provides posters and brochures with contact information to all community partners. The Homeless Liaison provides as needed, one-on-one training to key personnel in partner organizations, such as Executive Directors, Case Managers, and Coordinators, assuring that they are informed of signs of homelessness, intake processes, and services provided by FiT.

The Round Rock Serving Center (the local food and clothing bank) regularly refers families to FiT. Local shelters, including the STARRY Emergency Shelter, contact FiT regarding students who are potentially eligible for services.

Other RRISD departments, including Special Education and the State and Federal Programs Department, contact FiT regarding students who are potentially eligible for services. The High School Completion Specialists also notify FiT of unaccompanied minors in their program.

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

County-district number or vendor ID: 246909

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 FiT program is committed to tracking student enrollment and success. Through the State and Federal Department a pre-K rodeo event occurs each year before the start of school, where the FiT program is able to provide early identification of homeless families for enrollment in the pre-K program and other students within the family also enrolled in Round Rock ISD.

The FiT program utilizes a variety of reports to monitor student attendance and academic progress to achieve graduation success. Ongoing progress monitoring with weekly enrollment report by campus of students identified as homeless in PEIMS data system is cross-matched with FiT logs of identified students and reported to the Executive Director of State and Federal Programs. FiT staff sends bi-monthly enrollment reports to campus FiT contact, administrator, registrar, and Executive Director of State and Federal Programs.

The FiT program works with campuses to verify the PEIMS Homeless and Title I Part A student designation and date of student enrollment into program and notify campuses of any discrepancies. Title I funds are set aside for homeless students at non- Title campuses and are deployed for academic intervention. The FiT staff verifies the PEIMS enrollment code for dually identified students and informs program staff of dual identification.

FiT staff tracks student progress through a cohort data report, which includes data on diploma type, to ensure on-time graduation. FiT staff review on-line cumulative folders to ensure student academic progress. The FiT staff review and monitor services that undergird academic success such as transportation services and Free and Reduced-Price meals services provided to students experiencing homelessness. The FiT staff collaborates with Information Services to verify student housing indicator, grade level, gender, ethnicity, at-risk status, attendance, academic success and types of services offered.

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

County-district number or vendor ID: 246909

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 Homeless Liaison reports progress on student identification and enrollment, student academic performance, provision of services, and financial needs to the Executive Director of State and Federal Programs, who keeps a close eye both on operations and the terms of the Notice of Grant Award (NOGA). FiT staff collaborates with Information Services to access a list of all students who are indicated in PEIMS as homeless who are failing, by grade, subject, and campus. These reports are run on a six- and nine-weeks basis.

FiT e-mails the campus administrator, designated FiT contact, Executive Director of State and Federal Programs, and the Director of Title I and Prekindergarten Programs, and, if applicable, to Directors of other academics programs when students are dually identified. These e-mails remind campuses of available Title I funds to provide supplemental academic support services. FiT conducts progress monitoring to ensure that students are making adequate progress, consulting SSPs/PGPs, attendance, grades, and promotion/graduation rates. FiT will monitor students STAAR/EOC scores and grades to ensure that students are making adequate academic progress.

The Fit program supports dropout prevention efforts throughout the school year with progress monitoring utilizing Information resources and sharing this information with each campus for current enrollment, courses failed in a marking period, and attendance rates. The FIT coordinator works with the campus to provide supplemental tutoring or resources to support the campus from Title 1 funding that is set aside for this purpose. During the spring the FiT coordinator meets with each high school campus for a progress meeting to assess the following indicators. The purpose of this meeting is to review the academic progress of the FiT Senior and Junior students currently enrolled to review the following documentation, attendance with attendance plan if applicable, credits earned with a current transcript, their Four Year Plan, Junior/Senior Conference Forms with their counselors one-on-one conference form, district credit check form and EOC Scores and interventions the campus has in place. Students that need summer school are provided support to attend and succeed in summer school with tuition and FiT program support. We encourage post-secondary success with Region 13 Project Pathway Events, at the Education Service Center Region 13, or with a comparable provider to discuss the following topics financial aid, a college visit, and other topics.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 246909			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 246909		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 246909

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Schedule #18—Equitable Access and Participation (cont.)				
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Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 246909		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 246909 Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

County-District Number or Vendor ID: 246909 Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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