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	
Application deadline:	5:00 p.m. Central Time, April 3, 2018	Place date stamp here
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	RECEIVED TEXAS EDUCATION AGENCY 2018 MAR 27 PM 1:29 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov, (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #	
REGION 14 ESC	221-950			
Vendor ID #	ESC Region #		DUNS #	
75-1247833	14		784720435	
Mailing address		City	State	ZIP Code
1850 HWY 351		ABILENE	TX	79601

Primary Contact

First name	M.I.	Last name	Title	
TINA		HAYWOOD	CONSULTANT	
Telephone #	Email address		FAX #	
325-675-8624	THYWOOD@ESC14.NET		325-675-8659	

Secondary Contact

First name	M.I.	Last name	Title	
EMILIA		MORENO	ASSOC DIRECTOR	
Telephone #	Email address		FAX #	
325-675-8674	EMORENO@ESC14.NET		325-675-8659	

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
RONNIE		KINCAID	EXECUTIVE DIRECTOR
Telephone #	Email address		FAX #
325-675-8609	KINCAID@ESC14.NET		325-675-8659

Signature (blue ink preferred)

Ronnie Kincaid

Date signed

3/23/18

Only the legally responsible party may sign this application.

701-18-109-004

Schedule #1—General Information	
County-district number or vendor ID: 221-950	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	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☒	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*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: 221-950	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	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: 221-950	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.

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 221-950	Amendment # (for amendments only):

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
	221-950	Ronnie Kincaid	325-675-8609	
	Region 14 ESC	*Ronnie Kincaid*	kincaid@esc14.net	4,425.00
Member Districts				
1.	221-901	Gail Gregg	325-677-1444	
	Abilene ISD	*Gail Gregg*	gail.gregg@abileneisd.org	91,050.00
2.	127-901	Jay Baccus	325-823-3671	
	Anson ISD	*Jay Baccus*	jbaccus@anson.esc14.net	9,300.00
3.	030-903	Jarod Bellar	325-854-1400	
	Baird ISD	*Jarod Bellar*	jbellar@baird.esc14.net	2,850.00
4.	215-901	Tim Seymore	254-522-9600	
	Breckenridge ISD	*Tim Seymore*	tim.seymore@breckenridgeisd.org	3,975.00
5.	067-902	Kelly West	325-254-442-3056	
	Cisco ISD	*Kelly W West*	kwwest@cisco.esc14.net	8,175.00
6.	030-902	Kenneth Berry	325-893-4222	
	Clyde CISD	*Kenneth Berry*	kberry@clydeisd.org	3,750.00
7.	047-901	Gary Speegle	325-356-2727	
	Comanche ISD	*Gary Speegle*	gspeegle@comancheisd.net	3,900.00

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

County-district number or vendor ID: 221-950

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
8.	030-901 Cross Plains ISD	Phil Mitchell *Phil Mitchell*	254-725-6122 pmitchell@cplains.esc14.net	2,175.00
9.	047-902 De Leon ISD	Dr. Dana Marable *Dana S. Marable*	254-893-8210 dmarable@deleonisd.net	2,850.00
10.	067-903 Eastland ISD	Jason Cochran	254-631-5120 jcochran@eastland.esc14.net	5,700.00
11.	067-904 Gorman ISD	Mike Winter *Mike Winter*	254-734-3171 mwinter@gormanisd.net	3,525.00
12.	127-903 Hamlin ISD	Dr. Randy Burks *Randy Burks*	325-576-2722 rburks@hamlin.esc14.net	6,525.00
13.	127-904 Hawley ISD	Jimmy Burns *Jimmy Burns*	325-537-2214 jburns@hawley.esc14.net	11,775.00
14.	221-911 Jim Ned CISD	Bobby Easterling *Bobby Easterling*	325-554-7500 beasterling@jimned.esc14.net	3,225.00
15.	168-902 Loraine ISD	Brandon McDowell *Brand McDowell*	325-737-2235 bmcdowell@loraine.esc14.net	2,550.00
16.	221-904 Merkel ISD	Bryan Allen *Bryan W Allen*	325-928-5813 ballen@merkelisd.net	2,400.00
17.	209-902 Moran ISD	Danny Freeman *Danny Freeman*	325-945-3101 dfreeman@moran.esc14.net	2,100.00
18.	076-904 Rotan ISD	Greg Decker *Greg Decker*	325-735-2332 gdecker@rotan.esc14.net	2,025.00
19.	208-902 Snyder ISD	Dr. Eddie Bland *Eddie Bland*	325-574-8900 ebland@snyderisd.net	3,975.00
20.	177-902 Sweetwater ISD	George McFarland *George McF*	325-235-8601 george.mcfarland@sweetwaterisd.net	4,425.00
			Grand total:	180,675.00

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 221-950	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 221-950	Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 221-950	Amendment # (for amendments only):

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

The Region 14 Education Service Center McKinney-Vento Homeless Project (MVHP) is applying for the 2018- 2019 Texas Education for Homeless Children and Youth Grant (TEHCY) to serve and assist in the education, identification, and removal of barriers for students experiencing homelessness and ensure these students have equal access to educational opportunities, supports, and resources to participate to the fullest extent possible in their academics to meet rigorous state academic performance standards, promotion/graduation requirements, and pursue post-secondary opportunities.   The TEHCY grant will allow this target population access to resources and support services that are not addressed by other federal, state, and local programs and will help remove the barriers these students face which promotes underachievement. Region 14 ESC will provide professional development and technical assistance to identify best practices for school districts to accurately identify students eligible for homeless services and supports which will likely impact performance, attendance and school stability. With this grant, McKinney Vento Homeless Project staff can address the gaps that come about with this disadvantaged population- basic needs, immediate enrollment, transportation, and educational research-based support. The Region 14 ESC McKinney-Vento Homeless Project goal is to help districts identify and enroll homeless children and youth by removing barriers and providing support and resources to help these children succeed in school. The Region 14 ESC MVHP goal is also to assist LEAs in providing equitable services to ensure students have the opportunity to be fully engaged in their academic learning to reach promotion and graduation requirements, ultimately realizing their potential to be successful in life, which is aligned with the goals of the TEHCY grant.

The Region 14 ESC McKinney-Vento Homeless Project budget was developed in collaboration with the MVHP consultant, the director of federal programs, and Region 14 CFO. A comprehensive needs assessment for our homeless students was conducted to develop the budget in part with the TEHCY Eligibility List. The TEHCY Eligibility List provided us the allocation for the twenty LEAs that will be participating in our MVHP. The previous year's expenditures were also reviewed and used as a guide as well as collaboration with the Title I consultant who provided Title I set-aside amounts for participating districts. With funding from the TEHCY, Region 14 ESC will help supplement these twenty districts in removing barriers to provide students an equal opportunity for full participation in their education which aligns with the purpose of the TEHCY. Region 14 consists of 42 districts with a combined student population of 44,795, with 2,118 or 4.7% classified as homeless. Region 14 is spread over a 12,155 square mile area in West Texas. Of the twenty LEAs participating, 11 districts have less than 1000 students; 6 districts have 1000- 2000 students; 1 district has 2000- 3000 students; 1 district has approximately 4300 students, and 1 district has approximately 16,600 students. This large, sparsely populated region in West Texas presents a number of challenges for school districts to accurately identify and support the educational needs for our homeless children and youth.

The MVHP consultant collaborates with the district homeless liaisons, director of federal programs, and community partners to design the needs assessment process. The consultant reviews previously identified needs from the current/previous grant and the progress made toward those goals. The consultant in collaboration with the homeless liaisons determine if the needs assessment is effective and efficient in gathering the data. These methods are evaluated by the director of federal programs and consultant using the identified needs, goals, data outcome, and performance results. Collaboration between the consultant and district liaisons determine when and how the process needs to be changed. On-going collaboration and program evaluations related to the goals and objectives is essential to making updates or changes when necessary to meet grant requirements.

Management of this program will begin with training on responsibilities for liaisons and the consultant as it relates to the grant program and the MVHP. Management will also consist of on-going professional development with an emphasis on specific areas of concern or inquiry and specific topics related to program and/or grant requirements. Achieving the objectives in a timely manner by keeping to timelines and milestones will ensure the grant program is being managed with fidelity. Quarterly reviews of expenditure reports and meetings with the CFO as needed will keep the project's budget within fiscal guidelines. Continued improvement on data collection and analysis, reviewing of best practices, using research-based supports, professional development, technical assistance, a TEHCY focus group, and on-site support as needed will ensure completion of program and grant requirements. The consultant will continue to collaborate with liaisons and community partners to ensure the program receives consistent, high-quality management.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 221-950	Amendment # (for amendments only):

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

The MVHP will use various methods to evaluate the program for effectiveness and attainment of project objectives. These will include objective performance measures, quantitative and qualitative data, formative assessments, and performance feedback. The means which will be used to measure progress in defined program areas will include, but not be limited to, questionnaires, assessments, surveys, interviews, evaluations, and observations. The program will also use data from an electronic data worksheet which indicates enrollment trends, homeless identification numbers, attendance, services provided, and performance data. All of these key data points can be used to measure progress in defined areas.

Region 14 MVHP assures that all statutory requirements per Section 22.0834 of the TEC have been completely and accurately answered in this application- identified needs, coordination with state and local agencies, proposed use of funds, parental involvement, integration into regular academic classes, Title I collaboration and set-asides along with policies and procedures to ensure homeless students are included. Fingerprinting requirements are completed prior to employment as that is mandatory.

Region 14 TEHCY application has completely and accurately answered all TEA requirements by addressing each specific area within the program: identification and enrollment, trainings and professional development, early interventions and progress monitoring, and procedures to review, monitor, and implement academic support services through narrative descriptions, activity timelines, and/or checklists.

The Region 14 MVHP has an ongoing commitment to serve our homeless students and ensure this project is successful in achieving its goals and objectives. Seeing these students achieve and succeed is the focus of MVHP. With collaboration from other local, state, and federal programs, the needs of our homeless children and youth will be addressed and every effort will be made to remove barriers to see that these children are not excluded from fully participating in school and being successful. Every effort will also be made to see that this program supplements and not supplants other local, state, and federal programs. Collaboration with service providers and community partners will be essential to helping fulfill the needs of our homeless students that are and are not part of the grant. Upon grant termination, it will be difficult to provide this same level of service as MVHP would need to tap into other programs such as Title I, CTE, Migrant, ELL, and Communities In Schools (CIS) to assist with the needs of our special population of students. Community resources will be in greater demand to assist in meeting those needs. With the TEHCY grant, we can provide a greater service to this already struggling group of children and youth.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 221-950				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	$	$	$
Schedule #8	Professional and Contracted Services (6200)	6200	$156,030	$	$156,030
Schedule #9	Supplies and Materials (6300)	6300	$11,733	$	$11,733
Schedule #10	Other Operating Costs (6400)	6400	$5,100	$	$5,100
Schedule #11	Capital Outlay (6600)	6600	$	$	$
Total direct costs:			$172,863	$	$172,863
Percentage% indirect costs (see note):			N/A	$7,812	$7,812
Grand total of budgeted costs (add all entries in each column):			**$173,055**	**$7,812**	**$180,675**

Shared Services Arrangement

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

Administrative Cost Calculation

Enter the total grant amount requested:	$180,675
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$14,454

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

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

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

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

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 221-950		Amendment # (for amendments only):		
Employee Position Title		**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional				
1	Teacher			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director			$
5	Project coordinator			$
6	Teacher facilitator			$
7	Teacher supervisor			$
8	Secretary/administrative assistant			$
9	Data entry clerk			$
10	Grant accountant/bookkeeper			$
11	Evaluator/evaluation specialist			$
Auxiliary				
12	Counselor			$
13	Social worker			$
14	Community liaison/parent coordinator			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			$
16	ESC coordinator/consultant/supervisor			$
17	ESC support staff			$
18	ESC other			$
19	ESC other			$
20	ESC other			$
Other Employee Positions				
21	Title			$
22	Title			$
23	Title			$
24			Subtotal employee costs:	$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		$
26	6119	Professional staff extra-duty pay		$
27	6121	Support staff extra-duty pay		$
28	6140	Employee benefits		$
29	61XX	Tuition remission (IHEs only)		$
30		Subtotal substitute, extra-duty, benefits costs		$
31	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 221-950	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		$
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$156,030
	(Sum of lines a, b, and c) Grand total	**$156,030**

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: 221-950	Amendment number (for amendments only):

	Expense Item Description	Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	$11,733
	Grand total:	**$11,733**

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: 221-950		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.		$
	Subtotal other operating costs requiring specific approval:		$
	Remaining 6400—Other operating costs that do not require specific approval:		$5,100
	Grand total:		**$5,100**

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: 221-950			Amendment number (for amendments only):	
#	**Description and Purpose**	**Quantity**	**Unit Cost**	**Grant Amount Budgeted**
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$
			Grand total:	$

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

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

County-district number or vendor ID: 221-950	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	1962	99.7%	
Identified homeless students	1968	5.7%	
Students identified homeless with a 5A Crisis Code	12	.03%	
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	92.7%	
Attendance rate for economically disadvantaged students	NA	93.29%	

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

School Type:	☒ Public	☐ Open-Enrollment Charter			

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
101	159	157	160	153	163	189	161	107	121	154	102	109	132	1968

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 221-950	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.

Our identification rate for homeless children and youth in Region 14 is 4.7%. The goal for this rate is to remain the same or increase with proper identification through the end of May 2019. Region 14's attendance rate among our homeless population is 2.5 percentage points lower than our overall attendance rate. The goal is to decrease the rate from 2.5 to 1.5 percentage points by the end of May 2019. Our regional state assessment performance data shows our homeless population is performing at 63.5% in reading. The goal is to increase the passing rate to 65% by the end of the 1st year and 70% by the end of 3 years. Our homeless state assessment performance in math is at 67% with a goal of 70% after the 1st year and 74% after 3 years.

The Region 14 ESC MVHP conducts various needs assessments throughout the year. The needs assessments drives the MVHP and provides its goals and objectives in working with our LEAs to assist and remove barriers. This process starts with reviewing the current year's identified needs and the participants involved. It is important to look at the previous implemented program to analyze and assess what worked and what did not work. This information will help determine any new changes or ideas that should be included in the new assessment. At the beginning of the year, the consultant plans on-site visits to new liaisons meeting face-to-face to provide assistance with accurate identification. The consultant also determines what the liaison's immediate needs are at the time of enrollment. Evaluations from professional development are used to help identify other needs of the program. Participants involved in the assessment process included LEAs, Communities In Schools (CIS), community collaborators, social services providers, parents, and ESC staff. In the spring LEAs receive electronic versions of surveys requesting feedback on the program's ability to meet the needs of their students. Advisory teams are brought to the ESC to discuss district needs. Homeless liaisons receive an electronic version of the needs assessment to identify new or recurring needs for our homeless population. Identified needs are written into the Campus Improvement Plans. Collaboration throughout the year with social service providers and community partners allows the consultant to gain feedback through an electronic needs assessment.

All assessments are gathered from the various sources to be evaluated and prioritized. Needs are prioritized based on the desired outcomes or achievements/accomplishments of the goals and objectives. Priority is given to the needs that are most prevalent among LEAs, parents, and community partners that align with the goals of the project and grant.

Educational needs identified include school supplies, clothing & hygiene, tutoring, academic interventions, transportation, credit recovery, obtaining official documents, parental involvement with post-secondary activities, full participation in all school-related activities including those that cost, and counseling. Related needs identified include transportation in general, child care, temporary/emergency shelter for unaccompanied youth, financial assistance, rental assistance, utility assistance, long-term housing for young pregnant teens, more resources to meet the increasing need, and public awareness.

Description of barriers found:
- Identification- youth's personal need for privacy, literacy limitations, children living with family or friends without official paperwork
- Enrollment- access to official documents such as immunization records, birth certificates, social security cards, and identification, proof of residency, language barrier, transfer of records, transportation, proof of guardianship
- Retention- instability, transportation, socio-economic factors, drug/domestic abuse, lack of updated contact information, uncertainty
- Attendance- access to transportation, communication barriers (orally and technically), trust, lack of positive role models, lack of sleep and eating adequately, lack of consistent contact information
- Academic success- caring for younger siblings, lack of computer access, no quiet/safe place to do homework/study, cyclical trauma and drugs, parents working multiple jobs leaving children unattended, focus is on survival and not homework/education

As the needs assessment indicates removal of barriers is necessary to facilitate academic success of children and youth experiencing homelessness.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 221-950	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.	Educate LEAs, Key Stakeholders, and Parents	This grant will provide professional development and technical assistance for LEAs to appropriately and accurately identify eligible McKinney-Vento and unaccompanied youth, educate key stakeholders and parents on McKinney-Vento rights and services, assistance for obtaining official documents, travel to LEAs to offer hands-on assistance and the opportunity to establish best practices and efficacy of the program through professional development.
2.	Promote Attendance	Understanding the root cause of absences is critical in improving students' chances of being successful in school. With this grant, attendance will be addressed including barriers to attendance such as transportation, basic needs, and academic struggles. Regular attendance is critical to their academic success. Liaisons or other staff will need to actively establish that students' needs are being met and referrals are made if appropriate.
3.	Provide Basic Needs	With this grant, basic needs of our homeless population will be addressed and students can focus on academics and achievement without hindrances. These needs include but are not limited to physical and social-emotional. Physical needs can include school supplies, uniforms, clothing, hygiene, required class materials, emergency food. Social-emotional needs can include counseling or access to a counselor.
4.	Facilitate Access to Educational Opportunities/Activities, Resources	This grant will allow for the removal of barriers that keep students from being fully engaged and participating in school activities and promote a positive school experience in hopes of graduating and pursuing post-secondary options. These include but are not limited to tutoring, credit accrual, credit recovery, dual credit, academic camps, extended year, SAT/ACT fees, accelerated and online enrichment programs, requirements for extracurricular participation, and transcript assistance.
5.	Facilitate Support Services	This grant will assist LEAs in providing/facilitating services including but not limited to medical, dental, vision, and mental health, and will also provide for social worker/interns at selected district/campuses.

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Schedule #14—Management Plan

County-district number or vendor ID: 221-950	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.	Consultant	Master's Degree Preferred, Knowledge and Skills appropriate for meeting program and student needs. 5 years teaching experience including specific duties related to job assignment, Technology skills to complete job requirements.
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.	Educate	1.	Professional Development	09/01/2018	08/31/2019
		2.	Posters placed in strategic community locations	09/01/2018	08/31/2019
		3.	On-site technical assistance	09/01/2018	08/31/2019
		4.	Updated ESC website	09/01/2018	08/31/2019
		5.	Quarterly meetings with focus group	09/01/2018	08/31/2019
2.	Provide Basic Needs	1.	Liaisons are using Pre Acquisition Approval Forms	09/01/2018	08/31/2019
		2.	Schools offer supplies upon enrollment	09/01/2018	08/31/2019
		3.	Students are receiving free breakfast and lunch	09/01/2018	08/31/2019
		4.	Schools have up to date needs assessment	09/01/2018	08/31/2019
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Accurate Identification	1.	Schools have updated SRQs	09/01/2018	08/31/2019
		2.	Schools are capturing SRQs for all students	09/01/2018	08/31/2019
		3.	Schools are coding homeless status in PEIMS	09/01/2018	08/31/2019
		4.	Completion of midyear & end of year grant reports	09/01/2018	08/31/2019
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	Promote Attendance	1.	School officials monitor attendance for homeless	09/01/2018	08/31/2019
		2.	School officials are documenting absences	09/01/2018	08/31/2019
		3.	When absent, LEA contacts guardian/student	09/01/2018	08/31/2019
		4.	LEAs arrange for transportation if needed	09/01/2018	08/31/2019
		5.	Liaisons have access to attendance reports	09/01/2018	08/31/2019
5.	Meet Promotion and State Performance Requirements	1.	Student grades are monitored at least once/ 6 wks	09/01/2018	08/31/2019
		2.	Opportunity to attend tutoring if failing core subjects	09/01/2018	08/31/2019
		3.	Opportunity to enroll in rigorous coursework	09/01/2018	08/31/2019
		4.	Attend interventions if unsuccessful on STAAR/EOC	09/01/2018	08/31/2019
		5.	Opportunity to monitor own grades/performance	09/01/2018	08/31/2019

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

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 221-950	Amendment # (for amendments only):

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

The consultant has an electronic data worksheet in place that is provided to all homeless liaisons. This data sheet is distributed at the beginning of the year and required to be updated at mid-year and the end of the year. It captures enrollment trends, homeless identification numbers, attendance, services provided, and state performance data. The TEHCY focus group will provide feedback on a quarterly basis to help monitor the homeless population in Region 14. Professional development evaluation results, surveys, and updated needs assessments is used to monitor the attainment of goals and objectives. The consultant will have a timeline of objectives and activities related to the implementation of the grant that is also used for monitoring the goals and objectives. When data supports that changes or adjustments are necessary, collaboration takes place with district liaisons. Communication of these changes are made to liaisons via electronic means. Liaisons disseminate information to their administrators who communicate changes to teachers, staff, students, parents, and members of their community via faculty meetings, grade-level meetings, emails, phone calls, stakeholder meetings, or other designated forms of communication. When necessary, the consultant will disseminate information deemed critical to the superintendents.

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.

The MVHP has continuously provided these products and services in an effort to make this a meaningful and effective project.
- Professional development
- Technical assistant
- Academic support
- Provision of needs
- Community collaboration
- Educating parents and the community
- Needs Assessment
- Data collection and analysis

The consultant will attend required trainings and professional development to stay informed of matters related to serving our homeless children and youth in all capacities. The consultant will also continue to assist homeless liaisons in carrying out their duties to help identify and remove barriers that students face when they experience homelessness. In an effort to maximize the effectiveness of grant funds, coordination with similar or related efforts using existing resources and facilities will take place with other appropriate community, state, and federal resources such as CTE, Migrant, ELL, CIS, and Title I, Part A. Region 14 MVHP will provide as much as it can without duplication of services or supplanting. Upon termination of this grant, it will be necessary to look to these programs as well as other local, state, and federal programs to provide for the needs of our homeless students, though it will be difficult to achieve to the same degree as with TEHCY grant funds. Collaboration with the consultant, director, and associate director will take place in the spring to create an action plan for the homeless program. The level of involvement and commitment to the program of all participants is sufficient to ensure the successful implementation of the program goals, objectives, and activities.

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Schedule #15—Project Evaluation				

| County-district number or vendor ID: 221-950 || 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.	Professional Development/ Quantitative	1.	Number of professional development opportunities offered
		2.	Number of participants attending professional development
		3.	Evaluation results
2.	Surveys/Qualitative	1.	Focus Group Feedback
		2.	Family and/or student surveys
		3.	Feedback surveys
3.	Data collection/Formative	1.	State Assessment scores
		2.	Promotion rate
		3.	Attendance rate
4.	Summative	1.	Federal Advisory Committee Meeting
		2.	Validation Survey
		3.	Completed needs assessment
5.	Budget Review with federal program director and CFO	1.	Expenditures are made according to ESSA guidelines
		2.	Expenditures are reported according to ESSA guidelines
		3.	Expenditures are allowable according to the grant

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

Data collection will be based on the objectives and activities set forth by the goals of the program and grant. The process for collecting program-level data include a description of program activity, number of participants served, sign-in sheets, activity logs, rosters, and headcount. Program-level data is also captured through the professional development registration system and workshop evaluations.

The process for collecting student-level academic data will include an electronic data worksheet at the beginning of the year. Liaisons complete the electronice data worksheet on an on-going basis as needed for mid-year review and end of year review. This data sheet includes enrollment trends, homeless identification numbers, attendance, services provided, and state performance reports. Attendance monitoring is ongoing, but captured at the end of each six weeks. State performance assessments are reported at the end of the year. The electronic data worksheet is also used to report progress to the state grant administrators.

On-going meetings with the TEHCY Focus Group, feedback surveys, updated needs assessments, and discussions with key stakeholders will allow for the continuous identification and correction of problems with project delivery. If it is discovered that corrections are necessary, these will be made with collaboration from liaisons, director of federal programs, and the consultant. Corrections will be made throughout the duration of the grant project and notifications sent via electronic means.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 221-950	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)
Provide PD & technical assistance to district liaisons including Head Start- 3-4 times/yr	20 LEAs	Region 14 ESC, local area places Consultant	Sign-in sheets, Rosters, Activity Logs, Workshop Evaluations Consultant	1
Provide school supplies, clothing, hygiene- as needed	1000-1500	Participating LEA schools, Shelters Liaisons	Pre-Acquisition Approval Form, receipt/purchase authorization Liaison, Consultant, CFO	3
Assist w/fees or cost assoc. with academics, enrichment, intervention, supplies, courses, exams- as needed	5-10 LEAs	School Campuses Campus liaison	Pre-Acq Approval forms, Invoice, receipts, copy of check Liaison, Consultant, CFO	4
Train Tutor Coordinator & Tutors to tutor homeless students- 2-3 times/yr	25-50	School Campuses Tutor Coordinator Consultant	Time sheets Training Record Consultant, Tutor Coordinator	5
Train college interns to provide services & referrals for homeless students- 1-2 times/yr	50-100	School Campuses College Campus Personnel CIS, Consultant	MOU, Sign-in sheets, Training Records Consultant, Communities In Schools	5
Collaborate w/ ISDs & service providers to host a resources fair for homeless- 1 time/yr	800-1000	Accessible Community Site Consultant	Headcount of Attendance Consultant	1, 5
Collaborate w/ LEA in retaining a social worker to help assist unaccompanied youth- 1 time/yr	75-100	School campuses Homeless liaisons Consultant	MOU, Case Mgmt Homeless Liaison	1, 2, 3, 4, 5
Provide health services for homeless children when no other payor is available- as needed	10-20	Area service providers Homeless liaisons Consultant	Pre-Acquisition Approval Form, receipts Homeless Liaisons Consultant	5
Data Collection for program requirements- 2 times/yr	2000-2500	School Campuses Homeless Liaisons	Homeless Liaisons Consultant	1, 2, 3, 4, 5
Provide transportation for students to facilitate class attendance- as needed	50	City Bus Service, Taxi Service Homeless liaison	Community agencies Homeless Liaison Consultant	2

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Schedule #16—Responses to Statutory Requirements (cont.)		
County-district number or vendor ID: 221-950		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.	Abilene ISD/Hillcrest Church of Christ	Provides supplies, clothing, host home parents
2.	Abilene ISD/Beltway Church	Provides shoes, host home parents for youth needing a safe place to stay temporarily
3.	Abilene ISD/Communities In Schools	Provides services and case management for at-risk students including students experiencing homelessness
4.	Anson ISD/Ministerial Alliance	Provides emergency housing and food when able
5.	Cisco ISD/First Baptist	Provides food for homeless families
6.	Clyde ISD/First Baptist	Provides clothing and supplies
7.	Comanche ISD/ESC 14	Provide training and resources
8.	Region 14/WTHN	Provides services for homeless families
9.	De Leon ISD/Lions Club	Provides glasses
10.	Region 14/BCFS	Provides transition services and employment assistance
11.	Gorman ISD/ESC 14	Provides training and resources
12.	Hamlin ISD/First Baptist Church	Clothing needs and family outreach
13.	Hawley ISD/ESC 14	Provides training and resources
14.	Region 14/ACU	Provides social work interns to case manage homeless students
15.	Loraine ISD/ESC 14	Provides training and resources- clothing and supplies

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 221-950	Amendment # (for amendments only):

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

The TEHCY funds will allow the consultant to provide liaisons professional development, technical assistance, and on-site support to ensure that faculty and staff know the definition of homelessness and the rights and services that these children and youth are afforded. LEAs can then accurately identify eligible students and provide services. The funds will allow McKinney Vento eligible students to receive needed supplies, clothing, and hygiene products to help facilitate immediate enrollment. As research shows, high mobility causes students to academically fall behind their peers, so these funds will help provide additional opportunities for students to catch up and/or make up academics/lost credits. LEAs may need to assist in obtaining records that are lost, incomplete, or slow to arrive. These steps will ensure equitable access and participation among all eligible program participants.

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.

As research and data indicate, parents or guardians of homeless children and youth are not involved in their child's education at the same level as non-homeless parents or guardians. There are many reasons for their lack of involvement in their child's education.
- working 2-3 jobs
- feel intimidated by educators
- education is not a priority
- bad experience with their own education
- other factors

Region 14 will assist liaisons in emphasizing the importance of promoting meaning involvement for homeless children and youth. It will be necessary for LEAs to respectfully reach out to the parents or guardians during enrollment and at other times when the opportunity arises. Professional development activities are offered through Region 14 on parental involvement and making it meaningful. Parents are also able to call the consultant for assistance as well. Promoting meaningful involvement of parents/guardians will ensure equitable access and participation among all eligible students.

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.

When eligible homeless students enroll, district liaisons must assure that campuses are not creating barriers but helping to remove barriers by integrating homeless children and unaccompanied youth into the regular education program. This includes homeless students receiving services such as but not limited to ESL, Migrant, Gifted and Talented, and Special Education. If applicable, homeless students should also be encouraged to enroll in rigorous academic coursework. Liaisons will ensure equity and uniformity of services as well as equitable access and participation among all eligible program participants

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 221-950	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.

Collaboration between the homeless liaison and Title I is key to coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. These meetings happen anywhere from one time per year to quarterly depending on the LEA. LEAs use various methods to identify needs of their homeless population. These include individual assessments, needs assessment surveys, and interviews through campus based/site-based committees. Once needs are identified, the homeless liaisons collaborate with their federal program directors to develop plans and coordinate services to be provided by Title I set-aside/reservation funds. Needs are then included in Campus Improvement Plans. The federal program director assures that Title I, Part A set-asides are used according to two governing principles- reasonable and necessary to remove barriers and as a last resort.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	Total- $45,895	Abilene- 39,985; Anson- 0; Baird- 410; Breckenridge- 500; Cisco- 1000; Clyde- 255; Comanche- 500; Cross Plains- 445; De Leon- 0; Eastland- 200; Gorman- 200; Hamlin- 0; Hawley- 0; Jim Ned- 600; Loraine- 0; Merkel- 500; Moran- 0; Rotan- 500; Snyder- 300; Sweetwater- 500
Planned Set-Aside for 2017–2018	Total- $65,135	Abilene- 57083; Anson- 100; Baird- 400; Breckenridge- 500; Cisco- 1000; Clyde- 252; Comanche- 500; Cross Plains- 400; De Leon- 200; Eastland- 200; Gorman- 200; Hamlin- 100; Hawley- 1500; Jim Ned- 500; Loraine- 50; Merkel- 500; Moran- 500; Rotan- 500; Snyder- 150; Sweetwater- 500

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.

Each LEA has their own distinctive method of determining its reservation/set-aside based on total allocation of Title I funds. These include reviewing the previous year's needs and the reservation/set-aside amount to project the upcoming year's needs and reservation/set-aside, accounting for the possible increase in the number of homeless students in the district, and using the needs assessments in any combination of the aforementioned list. Consultants visit LEAs and capture this information on a minute's page for future reference. LEAs use staff meetings, staff development, budget meetings, and liaisons to assist staff in understanding how these funds can be used to support homeless students as well as the procedure for requesting assistance. LEAs address the needs of homeless students in the Campus Improvement Pan through activities such as:
- tutoring
- extended year
- credit recovery
- success initiatives
- attendance
- continuous monitoring

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 221-950	Amendment # (for amendments only):

Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 221-950	Amendment # (for amendments only):

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

Each year schools require returning students to have updated paperwork which includes completing a new Student Residency Questionnaire (SRQ). Students new to the district must also complete a SRQ at registration. The school registrar reviews the SRQ and those that show a positive or possible homeless status (temporary living situation and/or due to economic hardship) are routed to the Homeless Liaison appointed for each district. The liaison makes contact with the parent/guardian or student to have a conversation to determine the status for homelessness. That conversation will include whether that student became homeless while in another school district. If so, then school of origin will need to be considered and addressed. Once there is confirmation of homelessness, the liaison documents and signs the SRQ, lets the parent/guardian or student know of available services, provides what is needed, and notifies the school nutrition administration of their free breakfast/lunch eligibility. If transportation is needed, those arrangements are made at that time. Services begin at the time of enrollment.

There may be circumstances where students become homeless after the school year has started. It is necessary for the homeless liaison to provide or facilitate training of all school personnel including front office workers, cafeteria workers, bus drivers, custodians, and entire staff on understanding the signs of homelessness and the procedure for reporting. If students are suspected of having a change in resident status, that staff member will report the information to the district homeless liaison. The liaison will begin the process of identification and verification. It is important that this issue be addressed in strict confidence. Upon confirmation, the SRQ is documented and updated. Rights and services are explained to the parent/guardian or unaccompanied youth. School nutrition is notified and appropriate resources and/or services are provided. Registrars are sent updated SRQs, and counselors may be notified in case their services are needed. It is important that school registrars explain the rights of school choice to parents/guardians or unaccompanied youth when enrolling or withdrawing. School wide training is essential for staff members to have knowledge of homelessness.

Posters explaining qualifications, rights, and services are placed in areas frequented by displaced students and/or families- laundromats, convenience stores, less expensive motels, or motels that charge by the week, food pantries, and shelters. Educating the community on the definition of homelessness and the role of a homeless liaison is one factor in locating our displaced students. Talking with service providers and community collaborators on rights and services for our homeless population is another key factor to identification. This will give providers and collaborators the knowledge to assist those seeking help and refer them to the homeless liaison. Visiting with those agencies that service the homeless and unaccompanied youth can help districts locate our displaced youth. Attendance of monthly meetings for homeless resource providers is another way to collaborate with outside agencies to ensure identification and referral services are provided for our homeless students.

In collaboration with Region 14 Center for Young Learners, registration drives are held for those participating districts where identification and enrollment of homeless children into the prekindergarten programs are prioritized. These children are guaranteed a place in the program. The registration drives are advertised by the LEA and includes information regarding homelessness. Advertisement may be done via social media, public service announcements, district/school websites, brochures, and posters in key places- grocery stores and public daycare centers. When all prekindergarten slots are filled, children experiencing homelessness get placed on a priority waiting list.

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

County-district number or vendor ID: 221-950	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.

Region 14 facilitates a McKinney Vento professional development training at the beginning of the year to assist liaisons and administrators in providing staff development to their instructional and support staff. This training has an emphasis on identification, enrollment, and services that are provided by the McKinney Vento Act. Throughout the year, information is sent to the liaisons by the consultant on opportunities to learn more including webinars and other resources to aide in providing services to our homeless population. In the spring, we invite administrators, liaisons, counselors, and any interested educator to a professional development opportunity on addressing a specific educational need of homeless children and unaccompanied youth, such as improving graduation rates. Every year during Road Show, two days are set aside when all 42 LEAs are invited to a central location where information on different topics-including McKinney Vento is offered several times throughout the day. The consultant is also invited to speak on McKinney Vento- identification, enrollment, services, and procedures during other component workshops such as Centers for Young Learners working with Pre-K staff or Title I and Title III workshops. The consultant also goes out to districts and provides on-site support on homelessness and identification if requested. Region 14 provides ongoing professional development for administrative, instructional, and support staff in areas that would help address the increased capacity to respond to specific educational needs of our homeless children and youth.

The consultant is a member of the West Texas Homeless Network that meets monthly where agencies and providers collaborate on services available to students and families experiencing homelessness. Each agency or provider is given the opportunity to showcase their services during one of the meetings. The consultant also attends the area wide Basic Needs Network meetings where information is given to area resource providers on services for our homeless children and youth and any specific educational needs such as transition. These meetings take place quarterly. Professional development is available to service providers and community collaborators to help participants understand what it is like for students living in poverty. The consultant uses volunteers from faith-based agencies when conducting a poverty simulation. During the simulation, participants and volunteers are presented with information on how students are classified as homeless and rights to enrollment/services.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 221-950	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.

Homeless students starting 9th grade are tracked based on their 8th grade performance- academics and state assessments. For students not passing academics- summer school, a local remediation class, tutoring, or other research-based intervention will help students be successful throughout the year. For students not passing state assessments, interventions such as test preparation that specifically prepares them for the next assessment will be necessary. Students will have the opportunity to monitor their own progress. Teachers will monitor performance each six weeks and at semester. If necessary, adjustments to the schedule can be made to keep the student on track for promotion at the end of the year. Discussions should continue throughout the year with the student, teachers, administration, and parents. This also includes meeting with the student every year making necessary interventions/adjustments so he/she can be included in the 4-year cohort graduation rate and graduate on time with their peers. Credit reports will need to be reviewed at least twice per year.

Counselors will have the opportunity to meet with their high school students each year to go over their graduation plan on file. When counselors talk with their students, they will guide them to develop a plan for graduating whether it is current cohort, continuers, or early graduates. High school students need to be reminded of their plan so that they remain on track. Counselors or other school official will run credit reports showing if homeless students are on track for graduating early, on time, or late. Interventions can be provided for those with credit deficits.

Every effort should be made to recruit homeless and unaccompanied youth for college and career readiness programs. These students should be introduced to support services like Communities In Schools (CIS), Upward Bound, Talent Search, and Student Support Service (TRIO). Individuals in these programs can serve as mentors keeping these students engaged and looking for a brighter future. Some of these programs are geared toward helping first time college goers get into college. Parents should be made aware of these programs and the opportunity for their child to participate. Both parent and student should also know of all available supports.

Early interventions and progress monitoring for homeless and unaccompanied youth can include but not be limited to frequent tracking of attendance with phone calls to parents/guardians, possible home visits by a truancy officer if available, attendance contracts, and a connection with the student. Having an adult staff member the student can connect with can help the student see the importance of being in school. Homeless students should not be penalized for missing school due to transportation issues.

Homeless students should be monitored and receive early interventions such as Response to Intervention (RTI), tutoring before and after school, and other proven research-based interventions when signs of struggle arise. Progress should be monitored closely by teachers and administration in an effort to prevent students from failing. However, if students do fail, then they should be given the opportunity to attend summer school or other local remediation programs. If students exhibit some form of a learning disability, then communication with parents needs to take place as well as collaboration with the Special Education department to see if he or she qualifies for an individual educational plan.

For homeless students that are already identified and receiving other special program services, such as an ELL student who also receives Gifted and Talented services, should have both programs' teachers/consultants collaborating and coordinating services so the student will have what he or she needs to be successful in both program areas. This should happen with all programs including but not limited to Special Education, Bilingual/ESL Education, Career and Technical, and Gifted and Talented. All programs should monitor their homeless students regularly allowing for opportunities to coordinate and collaborate.

Homeless students will be held to the same code of conduct as non-homeless students. However, early interventions such as but not limited to engagement, mentoring, and flexible scheduling can possibly minimize the need for discipline referrals.

Homeless students with the ability to do advanced placement and dual credit course work should be encouraged to do so. Participating in this type of course load will help prepare the student for post-secondary studies as well as getting an early start. These students need to be supported in their decision.

With effective progress monitoring, teachers will also have the opportunity to modify their classroom instruction and/or obtain professional development where needed. The homeless liaison is a resource/advocate for all homeless students and should be a part of his or her team or consulted when necessary. Documentation should be a standard practice across all program areas.

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

County-district number or vendor ID: 221-950	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.

When new students enroll, every effort should be made to retrieve and review transcripts within a set time. Counselors and registrars should pay very close attention to those students earning partial credit or no credit. Schools should work closely with previous districts in working to resolve credit issues. These items need to be addressed as soon as they are discovered and students placed as such, giving the student time to work on recovery and repair. These classes need to be teacher-led or have a staff member monitoring daily progress.

The attendance staff will track attendance daily making phone calls for absences. If transportation is an issue, then the homeless liaison will assist. Repeated absences should be handled promptly. Having conversations with the student and utilizing attendance contracts or other interventions, aim to keep students in school and fully engaged. Getting students involved in other programs of service such as Communities In Schools, Upward Bound, Talent Search, Student Support Service (TRIO), and other school-sponsored sports/activities/clubs can help improve attendance and truancy issues.

With discipline interventions, these need to be proven research-based interventions that address the issues. Collaboration should take place between administration, teachers, homeless liaison, parents, and the student. Consistent monitoring for progress should be established with the student involved. Making connections can be vital to schools earning students' trust.

Assessment scores should be reviewed as soon as they are received so interventions can be put in place to allow the student as much time as possible to make improvements. Having students track their own progress can help them take ownership of their learning and assessment results.

Counselors should be reviewing graduation plans at set times and comparing them to the current courses students are taking. This action will ensure students are not placed in the wrong courses or taking courses that are not necessary for their graduation plan. If changes need to be made to the graduation plan, then that can happen early enough that students are not penalized and get off track.

Homeless students need special emphasis on post-secondary transition plans. Many do not even consider the choice, so bringing in key players like transition agencies, technical recruiters, community college representatives, and career and technical education teachers, to expose the many different career choices these students have, offers encouragement for them to pursue post-secondary opportunities. This is a proven way of changing the homeless/poverty cycle.

In all of the areas addressed above, the homeless liaison is always an advocate for the student and is considered as part of his or her team in attaining academic success and overall success in life.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 221-950	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	☒	☒	☒

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: 221-950	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	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
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	☐	☐	☐
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	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

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

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Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 221-950	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 221-950		Amendment number (for amendments only):		

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

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	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 221-950		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	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

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	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

Schedule #18—Equitable Access and Participation (cont.)		
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Barrier: Lack of Support from Parents (cont.)

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

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	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

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	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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

County-District Number or Vendor ID: 221-950	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	☐	☐	☐
P99	Other (specify)	☐	☐	☐

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	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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