

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

2018–2019 Texas Education for Homeless Children and Youth			
Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY Write NOGA ID here	
Grant Period:	September 1, 2018, to August 31, 2019		
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	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold;">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold;">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold;">2018 MAR 30 AM 10:38</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold;">DOCUMENT CONTROL CENTER</div> </div>	
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov, (512) 463-9414		

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #			Amendment #
North East ISD	15910			
Vendor ID #	ESC Region #			DUNS #
	20			
Mailing address		City	State	ZIP Code
8961 Tesoro Dr.		San Antonio	TX	78217
Primary Contact				
First name	M.I.	Last name	Title	
Tyler		Shoesmith	Director	
Telephone #	Email address		FAX #	
210-407-0750	tshoes@neisd.net		210-653-1160	
Secondary Contact				
First name	M.I.	Last name	Title	
Michele		Garcia	Administrative Assistant II	
Telephone #	Email address		FAX #	
210-407-0750	mgarci2@neisd.net		210-653-1160	

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 Dan	M.I. 	Last name Villarreal	Title Assoc. Superintendent Business Services/CFO
Telephone # 210-407-0494	Email address dvilla2@neisd.net		FAX # 210-805-7098

Signature (blue ink preferred)

Date signed

Daniel Villarreal

Only the legally responsible party may sign this application

701-18-109-008

Schedule #1—General Information	
County-district number or vendor ID: 15910	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 15910 Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 15910

Amendment # (for amendments only):

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

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

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

County-district number or vendor ID: 15910 Amendment # (for amendments only):

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

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

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

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

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

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

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

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

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Schedule #4—Request for Amendment

County-district number or vendor ID: 15910

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 15910

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: 15910

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 North East I.S.D. McKinney-Vento Homeless Project (MVHP) provides educational support services for homeless children and youth. With the award of this grant, the MVHP will facilitate district-wide immediate enrollment of homeless children and youth, ensure streamlined communication with each campus and support for families in crisis. We will provide direct access to educational supports, school-of-origin transportation, free lunch, school supplies and referrals to community partner agencies. This grant award will serve to ensure that each homeless student has access to educational opportunities and all barriers to enrollment and participation are eliminated, supporting the overall goal of North East ISD: every student can and will succeed.

Budget Development

Through collaboration within our district departments, our budget was developed under review of the Project Director, Finance Office, Homeless Liaisons and Learning Support Services(Title I Managers) reflecting upon current district assets and homeless student needs. Considerations for personnel, SOO transportation, alternative SOO transportation and supplies are reviewed to ensure proper allocations are made. Activities are scrutinized by all parties to be sure we are providing supplemental support but allow for expansion should trends change in homeless student behaviors. The respective departments meet weekly via phone/in-person, to ensure fidelity and appropriateness of expenditures.

Demographics

The MVHP has seen increasing numbers of homeless students over the past 10 years beginning with the housing crisis in 2008. Families who are experiencing chronic homelessness are enrolling at a higher number, with a majority doubling-up in lower income apartment complexes that have become more prevalent in our district as well as weekly lodging motels. Family mobility is increasing and we are projecting an increase of homeless students this year and next.

The largest occupation group is the Service Industry and Office Admin employing over 280k adults with the average hour wage at \$9.71 when the national average is \$10.38. Over 25% of the residents of Bexar County earned less than \$25,000 per year. This places many families below the poverty line and subject to immediate homelessness upon economic downturns. San Antonio also had 17,000 foreclosures in 2016 at 1.14% which is a decrease in foreclosures, however, the 90+ day delinquency rate is 3.63%. 44% of Bexar County Births are to single mothers. 44% of 18-64 yr olds live below the poverty level with 19.2% of <18 yrs. as well. In 2016 Bexar County had 5,846 unduplicated confirmed cases of child abuse/neglect, the second highest county in the state and 6,710 Juvenile Probation referrals.

Needs Assessment

The needs assessment process is designed by the Project Director, staff Homeless Liaisons and Learning Support Services. The assessment is a review of the prior school year student trends, current events and anticipated growth of the homeless student population. Attendance, discipline, agency referrals and multiple other indicators are noted throughout the year and reviewed during the grant process to ensure the needs are addressed and we are closing achievement gaps, raising attendance rates and responding to family requests appropriately. Campus-based MVHP contacts are surveyed for systemic issues and anecdotal evidence of needs.

Management Plan

The MVHP is directly managed by the Director of Family Support Services (Project Director) and supported by three full-time Homeless Liaisons, one half-time Homeless Liaison, part-time Attendance Coach and one full-time Data Processor who cooperatively evaluate student/family applications for homeless services, determine eligibility, manage discipline, attendance and outside agency referrals. Each of the staff members has at least five years of service with the department. Staffing is held weekly and communication is constant regarding our families. All issues of concern are given to the Project Director for immediate action. Each campus is assigned a McKinney Contact by their respective principal who are trained by the Project Director and they in turn, train their campus staff. If, in the future, we have any staff turnover, the Project Coordinator has the discretion to hire only the highest qualified individuals.

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Program Evaluation

Program goals are evaluated on an annual, quarterly and weekly basis depending on the goal assessed. We have system created reports that are disseminated on multiple frequencies that allow the Homeless Liaisons to reflect on their objectives, the Project Director to review for the program goals and district level goals. Based on the activity, we will continue reflecting on the progress, during specified points in time and provide feedback to each other to determine if we need to make small or substantial course change during the school year or for next school year.

Requirements

With regard to the required TEA Program Requirements and statutory requirements, the MVHP has developed a comprehensive, wrap-around service network within the district and outside with the community. We provide in-depth training for all applicable staff members, in-person and across the district. We have entry points at each campus with explicit instructions for immediate enrollment, parent involvement and access to all programs. Our integrated network of administrators, counselors and community/business partners allows us to provide immediate response to families in crisis while ensuring the students have an inviting campus to attend. We have innovative drop-in programs and resources that rapidly support most of our homeless family's needs, to include a new parent, safe-to-sleep program (Babybox.com) and a substantial food bank that will soon incorporate fresh fruit, vegetables and meat, courtesy of our partnership with the San Antonio Food Bank. We provide innovative attendance mailers based on a program built by Scott Rogers at the Harvard Department of Education as well as utilize an after-hours attendance coach for additional attendance support.

Overall, the North East ISD and the MVHP are deeply invested in the educational success of homeless students across our district. We have support directly from the Superintendent and the Executive staff to include a stand-alone facility, direct access to principals, school board and the ability to direct the course of our program. We have longstanding relationships within the district and the community who provide us with direct support. In the event we lose grant funding, we are confident that homeless children and youth will continue to be served through the MVHP.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 15910

Amendment # (for amendments only):

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

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 15910	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	\$57,840	\$	\$57,840
Schedule #8	Professional and Contracted Services (6200)	6200	\$8,629	\$	\$8,629
Schedule #9	Supplies and Materials (6300)	6300	\$23,000	\$	\$23,000
Schedule #10	Other Operating Costs (6400)	6400	\$15,265	\$	\$15,265
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
Total direct costs:			\$104,734	\$	\$0
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$5,406
Grand total of budgeted costs (add all entries in each column):			\$104,734	\$	\$109,875

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$109,875
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:	\$0

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

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

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

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 15910		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 Administration0			
4	Project director		\$
5	Project coordinator		\$
6	Teacher facilitator		\$
7	Teacher supervisor		\$
8	Secretary/administrative assistant		\$
9	Data entry clerk		\$
10	Grant accountant/bookkeeper		\$
11	Evaluator/evaluation specialist		\$
Auxiliary			
12	Counselor		\$
13	Social worker		\$
14	Community liaison/parent coordinator		\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15	ESC specialist/consultant		\$
16	ESC coordinator/manager/supervisor		\$
17	ESC support staff		\$
18	ESC other		\$
19	ESC other		\$
20	ESC other		\$
Other Employee Positions			
21	Data Processor	1	\$13,245
22	Family Liaison	1	\$30,128
23	Title		\$
24	Subtotal employee costs:		\$43,373
Substitute, Extra-Duty Pay, Benefits Costs			
25	6112	Substitute pay	\$
26	6119	Professional staff extra-duty pay	\$5,000
27	6121	Support staff extra-duty pay	\$
28	6140	Employee benefits	\$9,467
29	61XX	Tuition remission (IHEs only)	\$
30	Subtotal substitute, extra-duty, benefits costs		\$14,467
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$57,840

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 15910		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	Machine Rental such as copier and fax	\$1,500
2	Taxi Vouchers, Chartered Buses, students and caregivers of younger students	\$2,629
3	Tuition cost for summers school, evening school and credit recovery	\$2,500
4	Emergency Daycare	\$2,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$8,629
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
1(Sum of lines a, b, and c) Grand total		\$8629

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

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID:		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$23,000
Grand total:		\$23,000

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: 15910		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:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$15,265
Grand total:		\$15,265

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: 015910			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: 015910 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	37520	52%	
Identified homeless students	1450	2.02%	
Students identified homeless with a 5A Crisis Code	89	.6%	Of homeless population
Students identified homeless with a 5B Crisis Code	0	%	
Students identified homeless with a 5C Crisis Code	0	%	
Attendance rate for identified homeless students	DNA	91.8%	2016-17
Attendance rate for economically disadvantaged students	DNA	94.9%	2015-16

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
79	112	123	124	119	128	106	111	110	102	120	71	57	86	1448

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Schedule #13—Needs Assessment

County-district number or vendor ID: 15910

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.

Needs Assessment Process:

Students who are experiencing homelessness have diverse challenges that are responsible for causing barriers to their success in school. Reviewing our program goals and taking into consideration the barriers to success, we have identified our needs. This is accomplished through regular staff meetings, current data reports/service entry and end of the year data from the previous school year. It is a district-wide collaborative approach to ensuring data evaluation input from multiple levels. Since our grant award will be for a district-wide program, many of the interventions that we use are for all campuses with some customizing for unique situations. We are also able to review and provide input for the District Instruction Improvement Plan (DIIP) to ensure our goals are reflected in the DIIP and Title I District Plan.

In order to evaluate the effectiveness of the program, the Program Director uses dis-aggregated data, based on sub-population characteristics, to ensure the overall achievement of homeless students. Liaisons use the Target 10 method of intervention as well as the campus based Response to Intervention program to assist low performing students. This is tracked on a weekly basis with staff meetings conducted to review specific student performance along with district-wide homeless student performance. Data is reviewed on a weekly basis for immediate identification of trends and issues with specific students. The data is then evaluated and adjustments to the Liaison's future actions are made to ensure proper resource use. Timeline: Student data (grades/attendance/discipline) is reviewed on a weekly basis for case management, monthly for program enrollment and every nine-weeks for grades.

Specific Education and Related Needs:

1. **Improving Attendance:** Attendance must always be the first priority due to the physical requirement of the student to be present in the classroom for any effective intervention to be successful. We reviewed our attendance data from the previous year and found that we are increasing our attendance annually but have additional room for growth since we still have a 4-5% gap in our attendance rate as compared to regularly housed students. We then review our process for attendance intervention and include our After-Hours Attendance Coach to see if there are any trends that he has identified while reflecting on his home visits. We have also determined our attendance letters are still effective and we will continue to utilize them.
2. **Student Achievement:** Student in-class achievement continues to show that there is a gap in core class progress at all levels due to loss instruction time and high mobility
3. **Dropouts-** Homeless students dropout at a disproportionate rate as compared to housed students due to high mobility and lack of consistent support at home and a steady living arrangement.
4. **Student's Transportation-** Due to the large geographic area of San Antonio and the multiple school districts, transportation transit times can be lengthy.
5. **STAAR Readiness-** due to high mobility and multiple school transfers within a school year, students do not receive remediation on a regular basis and are disproportionately absent on testing days.

Overall, we review the progress as a system and how it interacts with other school systems. The human element is the greatest subjective factor, however, as a process of the system, we overlap with some activities to ensure there are very few, if any, gaps in service. Evaluation of the data that the system provides while taking into consideration anecdotal data allows for customizing future needs assessment and possible course change for the program activities.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015910

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.	Increase Attendance: Our district average for attendance is 95.5% Currently, the MVHP has an average of 91.2% attendance. While our attendance continues to climb over the past three years, we realize that all interventions and support begin with students attending on a regular basis.	In order to increase attendance for these students, we plan to incorporate additional support measure to include text messages and phones messages, coupled with our current attendance e-mail/letter. This additional contact will support the after-hours Attendance Officer, Intervention Attendance Letter, parent phone calls and home visits. Mileage for home visits and campus visits.
2.	Increase Student Achievement: Due to student mobility, students are unable to have regular school progress compared to other students.	Increase student opportunities for rigorous instruction, remediation and initial instruction. We are going to provide support to their home campuses through additional awareness opportunities at the campus level, increase after-school enrichment programs and provide additional access/support for students to use the Credit/Recovery program online while training counseling staff to support homeless students.
3.	As a symptom of absenteeism and achievement gaps, students who are highly mobile are retained at a higher rate and are at a greater risk of dropping out.	We will work with campuses to recover/enroll each homeless student that withdraws. When a student leaves the district for a period of time, they lose classroom instructional time and possible loss of credit. They will require acceleration upon their return.
4.	The MVHP is experiencing difficulty providing transportation for students who are being transported across the city. Students are experiencing long transit times which has caused a greater volume of discipline referrals on the bus and also in class.	Increase the facilitation of homeless referrals and hand-offs for homeless students in transition between multiple school districts through collaboration. Arrange transportation routes between school districts apportioning transportation costs to allow students to remain in school of origin outside the district's boundaries using the Transportation Referral Form. Bus tickets and alternative forms of transportation.
5.	Students experiencing homelessness are exhibiting an average achievement gap of 10% in all subject areas of STAAR. Students need academic support.	We will support students entering in the district for the first time with immediate support programs, resources and remediation to include enrichment programs, expedited testing and parent meetings about previous achievement. Bus tickets and alternative transportation to attend after-school enrichment programs.

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Schedule #14—Management Plan

County-district number or vendor ID: 015910 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.	Director of Family Support Services	Bexar County Adult Probation (3 Years),USDOJ(3 Years), NEISD Criminal Justice teacher(5 Years),NEISD, Special Population Specialist (2 years), NEISD Dropout Prevention Coordinator (5 Years), NEISD Director of Family Support Services (8 years and current), M.Ed.
2.	Lead Homeless Liaison	BA Psychology 2002; S.F.D.R.C.I.S.D. Teacher for the Hearing Impaired (3yrs); NEISD McKinney Project, Family Liaison (12 yrs-current)
3.	Homeless Liaison	BA: IS, 2002; The Bridge Emerg. Shelter, Program Director(4yrs); Turning Point Program, Asst. Prog. Director, Case Manager,(1 yr); The Bridge Emergency Shelter, Counselor (4 yrs);NEISD McKinney Project, Family Liaison (7 yr-current)
4.	Homeless Liaison	BS, Criminal Justice, MA, Public Admin; Dept. FPS-CPS Investigator(1yr); Baptist Child and Family Services, Case Manager(3yrs);NEISD McKinney Project, Family Liaison(8yrs-Current).
5.	Data Processor	Experience as PEIMS clerk, Attendance Clerk and currently as Data Processor for McKinney Project (4 years). Files Free/reduced lunch list, manages student's demographic data, and manages Docuware programming and compliance documentation.

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.	Increase Overall Attendance	1. 9 Weeks Attendance Rate	9/1/2018	10/26/2018
		2. 9 Weeks Attendance Rate	10/29/2018	12/21/2018
		3. 9 Weeks Attendance Rate	1/8/2019	3/8/2019
		4. 9 Weeks Attendance Rate	3/18/2019	6/6/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Increase Student Overall Achievement	1. Increase GPA	9/1/2018	10/26/2018
		2. Increase GPA	10/29/2018	12/21/2018
		3. Increase GPA	1/8/2019	3/8/2019
		4. Increase GPA	3/18/2019	6/6/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Reduce the number of Dropouts	1. Reduce/Recover Homeless Dropouts	9/1/2018	10/26/2018
		2. Reduce/Recover Homeless Dropouts	10/29/2018	12/21/2018
		3. Reduce/Recover Homeless Dropouts	1/8/2019	3/8/2019
		4. Reduce/Recover Homeless Dropouts	3/18/2019	6/6/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Shorten Transportation Time	1. Avg. Length by 9-weeks	9/1/2018	10/26/2018
		2. Avg. Length by 9-weeks	10/29/2018	12/21/2018
		3. Avg. Length by 9-weeks	1/8/2019	3/8/2019
		4. Avg. Length by 9-weeks	3/18/2019	6/6/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Increase Student STAAR Achievement	1. STAAR Results	9/1/2018	7/1/2019
		2. EOC Results	9/1/2018	7/1/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

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: 015910

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.

Data regarding our goals and objectives is reviewed weekly through an internal data report generated from our internal system. Our mainframe system produces data on a regularly scheduled basis depending on the item reported. We receive daily attendance reports, weekly discipline reports, GPA/promotion reports and a running transportation log. Staff outside of our program are given information based on student activity on a regular basis and they receive some of the same data reports that are sent directly to their Data Processor. They have a running list of homeless students on campus.

Other data, regarding our other goals, is reviewed on a weekly basis and shared via e-mail with all of Homeless Liaison staff members. We have staffing on a weekly basis and concerns are brought up then or during the week depending upon the urgency of the concern. The Project Director reviews all relevant data on a weekly basis, meets weekly with Administrative Assistant/Bookkeeper to ensure expenditures are on pace for the fiscal year based on our spending projections and to ensure they are meeting the program's needs. Data milestones will be integrated into the timelines for review to ensure certain data points are easily correlated in the following years of the grant cycles.

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 operates five drop-in programs at the high school level for homeless students to have a chance to engage with their campus. It is a safe environment for homeless students to attend before school starts every Friday. They are monitored by district personnel or a campus teacher and they are provided an opportunity to makeup "time" for absences, work on homework, receive tutoring, conduct online research, have healthy snacks and be around other students who are facing similar difficulty. Students attend on a voluntary basis and are free to come and go on their own. Students who are in crisis are immediately brought to their counselor or administrator. They are able to request clothing, school supplies, emergency food, bus tickets, etc., which is delivered to the campus and that student later that day. Each of these programs boast at least 10-12 students attending each program, with one who is consistently holding around 25 students each week.

Currently, the district has required that each campus appoint a point of contact for the MVHP. We regularly have a dedicated slot for training on the Data Processor/Registrar training agendas and for the District Leadership sessions. Management Information Systems allows us to create, edit and modify our reports without charging our department. Additionally, the Attendance Tracking Program has a mechanism in the attendance officer report filing to prevent any campus from filing truancy on a homeless student without first consulting the MVHP.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015910 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.	Data Reports, Attendance Letter Return Rate, Attendance Coach Referrals	1.	Overall Attendance Rate increase to 92.5
		2.	Decrease in Attendance Coach Referrals
		3.	
2.	Data report	1.	Increase of homeless student GPA
		2.	
		3.	
3.	Evaluation of transportation time;	1.	Average trip length decrease to one 1.5 hours
		2.	Decrease in student bus discipline referrals
		3.	
4.	Data Report	1.	Decrease in homeless dropout number
		2.	
		3.	
5.	Data Report; TAPR	1.	Increase of homeless student pass rate
		2.	
		3.	

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

Once a student is enrolled, they are issued a student ID#. This generates a home screen in our mainframe system. The student is given an internal code of "Z" indicating they are in the MVHP. All of our data reports use this coding to filter only homeless students and aggregates them by district then disaggregates them by campus and then by sub-population. These reports are put into a spreadsheet that tracks attendance trends and scoreboards them against each other for liaison use only. All other data is tracked with this

In order to evaluate the effectiveness of the program, the Program Director uses dis-aggregated data, based on sub-population characteristics, to ensure the overall achievement of homeless students. Reports are generated at the district level and distributed to the staff to include attendance and discipline. Aggregate data reports for each campus are compiled weekly and distributed to the Homeless Liaisons, giving a running attendance total for each campus. Data regarding most activities are input in the data system (in-house built program) called Mainframe. This allows the Homeless Liaisons to input services and activity counts upon occurrence. This data is aggregated monthly for review by the Project Coordinator to ensure we are on track for activity accomplishment.

Liaisons use the Target 10 method of intervention as well as the campus based Response to Intervention program to assist low performing students. This is tracked on a weekly basis with staff meetings conducted to review specific student performance along with district-wide homeless student performance. Data is reviewed on a weekly basis for immediate identification of trends and issues with specific students. The data is then evaluated and adjustments to the Liaison's future actions are made to ensure proper resource use. Student data is reviewed on a weekly basis for Target 10, monthly for program enrollment and every quarter for grades. Depending on the activity, issues or concerns regarding activity goal attainment are reviewed by the Project Coordinator and discussed in our weekly staffing.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015910		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)
Increase parent awareness and involvement through parent home visits and campus conferences. Parents will be contacted immediately upon discipline, attendance or course concerns by MVHP and campus	350	Homeless Liaison-MVHP Office	Homeless Liaison- Staff Notes-Documentation of Parent Contact	1,2,3,5
Students will be referred to their campus credit recovery program upon course failure or ACE(accelerated school)	75	Homeless Liaison-MVHP Office	Homeless Liaison- Class Enrollment	1,2,3,5
Students to be provided with Summer School and Student Success Initiative opportunities at applicable grade levels for remediation.	45	Homeless Liaison – MVHP Office	Homeless Liaison- SSI/Sumer School Enrollment	1,2,3,5
Co-lead annual forum with Transportation Directors of Bexar County School Districts to collaborate and align procedures for transporting eligible McKinney students across school district boundaries;	30	Project Coordinator-Region 20	Project Coordinator-Sign-in Sheets	4
Referrals for Attendance Coach-Supporting Attendance; Attendance letter	75/1448	Homeless Liaison-Home Visits	E-mails/Mail Receipts	1,2
Provide referrals and deliver clothing, food, and emergency; Provide referrals for case management, crisis intervention, clinic visits, and psychiatric evaluation for families and students supplies for families in crisis	250	Homeless Liaisons	E-mails, Services Counts	1,2,3,5

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

County-district number or vendor ID: 015910

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.	Northside ISD	Assists with transportation; Maintains communication; provide School of Origin support.
2.	ESC Region 20	Facilitates Transportation meeting; provide training.
3.	South Alamo Regional Alliance for Homelessness	Collaboration with Community Agencies; Advocating homeless student housing.
4.	Judson ISD	Assist with transportation; Maintain communication; provide School of origin support.
5.	Family Service Association	Headstart and wrap-around support services.
6.	Dept. Family Protective Services	Referrals for service and assistance with families in crisis.
7.	Harlandale ISD	Assists with transportation; Maintains communication; provide School of Origin support.
8.	Assistance League of San Antonio	Provides emergency clothing, hygiene and show vouchers for homeless students.
9.	San Antonio Education Partnership	Provides assistance with college access services, FAFSA, college applications and scholarships.
10.	The Children's Shelter	Family strengthening programs(iParent/NFP) Compadre y'Compadre.
11.	Judson ISD	Assists with transportation; Maintains communication; provide School of Origin support.
12.	San Antonio Food Bank	Application assistance for federal benefits and food assistance.
13.	Strong Foundation	Provides shelter for homeless families and life skill classes.
14.	East Central ISD	Assists with transportation; Maintains communication; provide School of Origin support.
15.	SAMM Ministries-Transitional Living	Provide transitional housing services and educational assistance.

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

County-district number or vendor ID: 015910	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.	
<p>Monies provided by the grant award fund part of the personnel that provide campus based training, shelter out-reach and qualification evaluations for students in homeless situations. Additionally, it allows for the purchase of educational/promotional materials about the program that allow for families to become knowledgeable about their rights when withdrawing from school and the accompanying circumstances that may make them eligible for homeless services. School supplies are also purchased to ensure students are prepared to receive instruction. Bus passes ensure they are able to attend school while transportation is being set up or it allows them to attend their alternate setting that does not have regular transportation. These funds also ensure that they are able to comply with campus dress codes and they have access to participate in extra-curricular programs; to include fees and supplies for Career and Technical competitions and labs.</p>	
Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Parents are the anchor to the education success of these highly mobile students. Apart from the regular contact the parents/unaccompanied youth have with their campus, the MVHP starts from the beginning with the intake process by making parents aware of their rights under the law and the expectations they should have of their campus and their students. We have a staff member in the office during business hours to ensure that a parent who has a question or is experiencing a new crisis is able to speak with a liaison. We regularly communicate through phone, e-mail, parent conferences at the campus or during home visits regarding student achievement, attendance, discipline or any other concerns raised by any party. Parents are highly encouraged to speak with their child's teacher, counselor or administrator regarding their concerns and to contact us should the outcome not meet their expectations.</p>	
Statutory Requirement 2d: Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>The MVHP collaboratively works across multiple departments to ensure that incoming homeless students are immediately registered without barriers upon presenting themselves. Once the Student Residency Questionnaire is received, the student is immediately placed on the Free Lunch list and transportation to their School of Origin or local area school is arranged. The parent/unaccompanied youth is notified of their rights, offered school supplies, uniforms, agency referrals, alternative transportation(City Bus) if the school transportation is pending a route and they are assessed for any other immediate need. District-wide, campus-based Data Processors request records from prior institutions and appropriate placement and/or ARDs are arranged once counselors review their transcripts. Students are placed in their appropriate grade level, given credit or partial credit coming from other districts through Edgenuity (Online Coursework) and given the opportunity to participate in extra-curricular activities. Any fees or purchases required for participation are directed to the MVHP and we contact the responsible department so they may use their funds for support, to include CTE program or competition fees. Any complications that arise are referred to the MVHP and we coordinate with our companion liaisons in other districts.</p>	

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

County-district number or vendor ID: 015910	Amendment # (for amendments only):
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Statutory Requirement 3a: Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Executive Director for Learning Support Services and staff, Business Office contact and the Project Coordinator collaboratively review student data and use of Title I funding to support student academic success. Funding amount is determined by the MVHP monetary need and the available funding to support the MVHP goals and staffing. Each program meets via telephone each week to address on-going needs, purchase approvals and family specialist support. This communication ensures that resources are allocated to the correct purpose. Our activities are part of the whole Title I DIIP (District Instructional Improvement Plan) and any changes in the manner in which we use the funds are handled through the Title I department. The DIIP addresses homelessness by detailing the support from the campus based family specialists in collaboration with the MVHP. In addition, two and 1/2 positions are funded under Title I and provide direct support for homeless students.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	30,000	Student school supplies; Mileage (Campus and Home visits); Attendance letters; Extra-Duty Pay (Attendance Coach/Drop-in Programs); Supplies for Drop-in Programs
Planned Set-Aside for 2017–2018	30,000	Student school supplies; Mileage (Campus and Home visits); Attendance letters; Extra-Duty Pay (Attendance Coach/Drop-in Programs); Supplies for Drop-in Programs

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.

Student needs are addressed in the district DIIP and they are communicated to the Executive Director of Learning Support Services. Based on our enrollment from the previous few years, we project what funding we would like to request and they review what funding they have available. A majority of our requests are met to include multiple allocations that would not exist currently without their financial assistance.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015910	Amendment # (for amendments only):
Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

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.

In order to facilitate returning students, communication is sent to the parent/unaccompanied youth prior to end of the previous school year that they will be exited from homeless services and, in order to qualify for services the following year, they must reapply. All online and paper/in-person registration packets include a Student Residency Questionnaire that is sent to the MVHP upon receipt. Families/unaccompanied youth are contacted in late July for possible qualification for homeless services. Families/unaccompanied youth who return a registration packet with an SRQ are able to access additional information regarding the MVHP through pamphlets and posters at each campus and a comprehensive website for the MVHP that is linked on every campus's website. Here is a link example:
< <https://www.neisd.net/Page/657> >

Students who become homeless during the school year are identified by their home campus either during the exit/withdrawal process, an outcry to a counselor/teacher/administrator or shelter. They are trained to provide the student/family a Student Residency Questionnaire and refer them to the MVHP. All appropriate staff members are trained in the identification and support of homeless students. This begins during the summer, prior to the start of the school year at district leadership where each of the 67 campuses identifies a homeless point-of-contact and they are trained by the Director of Family Support Services (Project Coordinator). They, in-turn, train their campus administrative team and front office staff. In addition, the Director of Family Support Services conducts training for all McKinney bus drivers, Data Processors, Counseling Clerks and Family Specialists (on-campus social workers). We also have an online video for training new staff or to be used as a refresher.

With regard to Early Childhood Programs/Pre-Kindergarten, the programs are housed in Learning Support Services. They provide referrals to the MVHP based on the enrollment packets and the completed SRQ. Most EC/Pre-K are referred to the MVHP from the enrolling campus via registration and consequently identified once they are asked for enrollment qualification.

For students who are not enrolled in school, the MVHP receives referrals from shelters, other school districts, campus staff, coalition partners, and apartment management and via website/printed literature distributed in the District as outlined in our collaborations. The Director of Family Support Services currently serves as the COC Co-Chair of the South Alamo Regional Alliance for Homeless (SARAH) Youth Working Group which has broadened our community collaboration in our coordinated effort to bring all area non-profits and service groups in coordination to serve our homeless youth in a coordinated entry portal. Aside from our current 50+ community collaborators, this will allow our youth to access homeless services without being mixed into the adult population and possibly falling victim to sex-trafficking or other types of exploitation.

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

County-district number or vendor ID: 015910

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.

All appropriate staff members are trained in the identification and support of homeless students. Each campus principal identifies a professional staff member on campus to serve as the MVHP contact. This person is trained directly by the Project Coordinator during the summer. This contact then trains their counseling and administrative staff to include their front office staff. They maintain their MVHP binder that houses a copy of homeless rights, Student Residency Questionnaire and staff responsibilities. The contact sends a signed survey to the MVHP upon completion of the campus based training.

The Project Director then trains the Special Needs Transportation Drivers annually. In addition to the drivers, Family Specialists (social workers) are trained in August during their professional development day. Data Processors have a professional development day in August at which time they are trained, as well as two more meetings throughout the year to refresh their knowledge and train any new staff members. We also have an online video for training new staff or to be used as a refresher.

As a member of SARAH and as a result of continued collaboration with our community partners, we educate community programs on a regular basis, while meeting with the SARAH members twice a month and through our frequent communication with the shelters. We regularly meet with other districts and community based organizations at our ESC Region 20 and during the annual Texas Homeless Network annual conference. Also, the Project Coordinator has hosted two webinars with School House Connection and provided several presentations at the THN conference and ESC Region 20. Our staff participates in regular webinars from School House Connection and Region 10 that cover all aspects of homeless education. They attend ESC Region 10 conferences and local district leadership meetings. Lastly, the Project Director attends Curriculum and Instruction Professional Development during monthly principal meetings, receives ASCD Newsletters, Legal Digest, and attends National Dropout Prevention conferences and webinars held by Clemson University.

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

County-district number or vendor ID: 015910

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.

We will provide a multi-phase evaluation based on student achievement, enrollment and services offered.

- A. 4-Year Graduation Cohort- Students who are identified as homeless are assessed upon entrance to the campus and they are assigned to the cohort based on their entry at 9th grade. Dependent upon need the students incoming credits, need for remediation, testing achievement and other factors, they may be placed in accelerated or credit recovery programs.
- B. Graduation Rates for all homeless seniors are measured annually as well as promotion/retention rates. Students are monitored systemically through Gradespeed, and all activities are tracked via the NEISD Mainframe computer system and accounted for on a weekly, monthly and quarterly basis in addition to communication with the family and the home campus.
- C. College and Career Services is provided on each secondary campus through the San Antonio Education Partnership counselors and access to KUDER, an online inventory assessment tool for career investigation.
- D. Attendance and Truancy interventions are monitored on a frequent basis to Homeless student attendance is tracked through the NEISD mainframe and weekly attendance reports are generated and distributed to the Liaisons for action. Homeless Liaisons have access to the district-wide Attendance Tracking Program (ATP) that provides information on any enrolled student, attendance contacts by the campus and the MVHP and teachers with a stop-gap for attendance alerts. The Homeless Liaisons play a vital role in the intervention and prevention of truancy of homeless students. Overall, the District homeless students are aggregated to show their attendance by campus and district-wide. These reports reflect all grade levels and sub-population students.
- E. Promotion is measured and evaluated on an annual basis to include Grade Level Placement meetings that involve our consent/recommendations. Students and their situations are taken into consideration when determining promotion.
- F. Unidentified needs, when identified are discussed with the home campus or previous district based on the several factors to include prior testing, Response to Intervention and parent requests. Students are expedited at the campus to ensure that there is no loss in instruction a proper learning environment.
- G. Student discipline matters for discretionary placement and interventions are represented in a weekly discipline report by student, campus and infraction. The MVHP is brought into conversation when the student's circumstances are a part of the students behavior so their circumstances are considered for discretionary discipline.
- H. Advanced placement/dual credit is setup with articulation agreements with Alamo Community Colleges and students are provided an opportunity to participate based on their course selection and college/career path indicator.

In totality, the program is provided data that is measured against the last two fiscal years in order to identify any incurring trends not previously noted in prior years. Upon review of the data, adjustments are made to meet the needs of the homeless students. Audits and documentation reviews are continuous through the school year and summer. Attendance reports have comparison groups based on years and placed on a scoreboard based on campus cluster; Discipline reports are produced weekly and are reviewed upon receipt. We use dis-aggregated data, based on sub-population characteristics, to ensure the overall achievement of homeless students. Liaisons use the Target 10 method of intervention as well as the campus based Response to Intervention program to assist low performing students. This is tracked on a weekly basis with staff meetings conducted to review specific student performance along with district-wide homeless student performance. Data is reviewed on a weekly basis for immediate identification of trends and issues with specific students. The data is then evaluated and adjustments to the Liaison's future actions are made to ensure proper resource use.

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

County-district number or vendor ID: 15910

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.

Tracking/Monitoring

1. Transcripts are reviewed by the home campus counseling office and additional records are requested upon need if the family is unable to provide them or the sending district is lagging. Students are then placed appropriately to include options for remediation or advancement.
2. Credit recovery/credit repair is under our course called Achieve where we utilize Edgenuity for support services and awarding of partial credit or repair of credit. Secondary students have access to campus based credit recovery programs and credit protection programs that allow for students to recovery credit without falling behind in their current classes. Homeless students have access to free Summer School and SSI for summer support and remediation. We currently refer and fund summer school and SSI for our students.
3. Attendance is monitored on a weekly basis, to include frequent communication with the attendance officer and the campuses. We employ an after-hours attendance coach and provide multi-tiered home visits, phone calls and e-mails on a regular basis.
4. Discipline, outside of truancy, is maintained through Pupil Personnel Services who we maintain regular lines of communication with and we are asked to provide insight when needed to determine the best course of action when homeless students have a discipline referral. With regard to truancy, we have a stop-gap measure in place preventing campuses from referring students to court without consulting the MVHP and we maintain a close relationship with the Attendance Officers that confirm any attendance referral with the MVHP.
5. Assessment /Intervention and Scores- Achievement/promotion/Graduation Reports-three times a year, we receive data reports that include promotion rates, GPA averages and graduation rates. This information is aggregated and based by campuses but also drilled down to the student level. Homeless Liaisons have access to Gradespeed, an online, real time view of a student's current progress so that they are able to discuss real time grades with the students when they conduct campus meetings, phone conferences and home visits. Compass-Teachers and Homeless Liaisons also have access to Compass, which is an online progress tracking program for at-risk indicators, STAAR/EOC readiness and an "Off-track to Graduate" indicator. Using our case management system, the Homeless Liaisons are able to prioritize their students based on need and utilize the home campus for additional support. Homeless students are tracked and monitored with a multi-level view. On a nine-week basis, we receive a report for all of the final grades for all homeless students that is broken down by campus. Each homeless liaison reviews the grade report and ensures that the parents are contacted in the event of course failure. They are given information to contact their student's guidance counselor and teacher(s) to look for opportunities for tutoring or credit protection.
6. Graduation plans are created for incoming students who do not have one already made from their previous campus. Students are given information on how to take the SAT/ACT free of charge and how to access dual credit courses. FAFSA information is provided to all seniors. We work closely with campus administration to ensure students who are lacking "seat time" or credits, are given an opportunity before graduation through credit recovery/credit protection/night school/summer school or Credit By Exam.
7. Post-secondary plans begin with middle school students who have access to a career inventory online program called Kuder that allows them to research and explore college and career opportunities. Guidance counselors conduct college fairs on campus and district-wide. High School students have the same access to Kuder and San Antonio Education Partnership Counselors in all of the High School College "Go" Centers located in each Guidance Office.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015910			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

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

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

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

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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

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

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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