

**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. RECEIVED TEXAS EDUCATION AGENCY 2018 MAR 30 AM 10:34 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

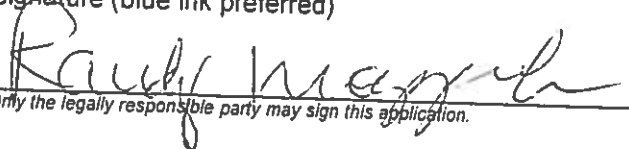
Schedule #1—General Information

Part 1: Applicant Information					
Organization name	County-District #		Amendment #		
New Braunfels ISD	046901				
Vendor ID #	ESC Region #		DUNS #		
N/A	13		070480074		
Mailing address		City	State	ZIP Code	
430 W. Mill Street		New Braunfels	TX	78130-	
Primary Contact					
First name	M.I.	Last name	Title		
Ronald	D	Rychel	Director of Special Programs		
Telephone #	Email address		FAX #		
830/643-5715	rrychel@nbisd.org		830/643-5701		
Secondary Contact					
First name	M.I.	Last name	Title		
Victoria	E	Pursch	Assistant Superintendent		
Telephone #	Email address		FAX #		
830/643-5774	vpursch@nbisd.org		830/643-5701		
Part 2: Certification and Incorporation					

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

Authorized Official:

First name	M.I.	Last name	Title
David	R.	Moczygemba	Superintendent
Telephone #	Email address		FAX #
830/643-5705	rmoczygemba@nbisd.org		830/643-5701

Signature (blue ink preferred)  Date signed **3-27-18**

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 046901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 046901 Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

X	Acceptance and Compliance
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: 046901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X 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: 046901

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 N/A	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: 046901

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:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			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:

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: 046901

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.

New Braunfels ISD is applying for the Texas Education for Homeless Children and Youth grant in order to continue to effectively support the homeless students of our district with supplemental educational services and numerous critical resources. Funding for the overall program is based on an annual needs assessment of our homeless population and coordination of grant with federal and local dollars. Grant funds will help to cover part of the NBISD's Homeless Liaison's salary as well as travel expenses and student supply needs. The Homeless Liaison's role is critical to connecting the needs of our homeless students to the strong resources of our schools, medical assistance, service organizations and local businesses. Our served population benefits from the coordination of these services and continuous attention paid to maximizing success and resilience. The goals of this grant directly relate to our district's tireless commitment to academic success, empowerment of students and their families to connect with people who provide a "hand up" and opportunities for safety and stability.

New Braunfels and Comal County are identified as fast growth areas with increasing property values. While economic growth is generally a positive for our community, this steady increase in 'cost of living' makes affordable housing difficult to obtain. Since 2008, the number of homeless students in the district have grown to the current number of 377 students in grades PreK to 12th. The needs assessment process is an annual summative look at our program strategic objectives as well as periodic formative checks by the Campus and District Site Based Decision Making teams. Data collected and analyzed are student identification and enrollment times, attendance rates, academic progress and family feedback. While the data is compiled by the district Homeless Liaison, campus administrators, counselors, nurses and social workers collect and frequently report information.

All school and district personnel who identify, enroll, and influence the success of homeless students are trained and provided with updated information as appropriate concerning McKinney-Vento laws and policies. Also involved are staff from residential facilities serving some of our students, the NBISD Parent Advisory Council and the BCFS HeadStart partnership. Monthly meetings are held with the NBISD and local service providers to train and update community providers. Needs are identified and strategies to address those needs are discussed and planned.

The management of the NBISD Homeless services program is overseen by the Assistant Superintendent, Director of Special Programs, Homeless Liaison, Administrative Assistant and Accounting/ Budget Analyst. Progress is measured by timeliness of identification and enrollment, attendance, academic support, resources provided, and graduation/post-secondary readiness. Also critical to the continuous improvement process is regular review of services needed and provided; such as logs of medical screenings, counseling, school supplies and clothing donated and provided to homeless students, and records of family education /support events.

This application completely and accurately answers all statutory requirements and all Texas Education Agency requirements.

NBISD has an ongoing commitment to the goals of this grant and specifically budgets funds annually from local and federal sources to ensure all critical activities continue to support homeless students regardless of grant funding availability or termination.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 046901

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.

[Large empty rectangular box for program executive summary response]

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 046901			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	\$21,760	\$	\$21,760
Schedule #8	Professional and Contracted Services (6200)	6200	\$1,875	\$	\$1,875
Schedule #9	Supplies and Materials (6300)	6300	\$1,291	\$	\$1,291
Schedule #10	Other Operating Costs (6400)	6400	\$2,000	\$	\$2,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$824	\$824
Grand total of budgeted costs (add all entries in each column):			\$	\$824	\$27,750
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$27,750
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:					\$2,220

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: 046901

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
Other Employee Positions				
21	Homeless Liaison		1	\$21,760
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$21,760

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: 046901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Homeless Education Coop	\$1,000
2	HS Summer School Tuition for Credit Recovery	\$875
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$1,875
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$1,875

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 046901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$1,291
Grand total:		\$1,291

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: 046901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$2,000
Grand total:		\$2,000

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:			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: 046901 | 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	3,363	37.6%	
Identified homeless students	377	.04%	
Students identified homeless with a 5A Crisis Code	19	.002%	
Students identified homeless with a 5B Crisis Code	0	0%	
Students identified homeless with a 5C Crisis Code	0	0%	
Attendance rate for identified homeless students	NA		
Attendance rate for economically disadvantaged students	NA		

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
31	34	24	26	29	27	32	18	22	20	32	24	30	28	377

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Schedule #13—Needs Assessment

County-district number or vendor ID: 046901

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.

NBISD conducts an annual comprehensive needs assessment each year to determine the need of NBISD students. This process is based on both formative and summative assessment of the past year as well as information currently known about the coming year. The needs of the homeless students in our district are very much a part of this comprehensive process. Each school conducts a preliminary needs assessment in Late May and early June and continues the process in August of the next year when additional data and information is available (such as graduation/continuer rates and firmer budget numbers). Each campus site-based decision making team has a wide array of formal participants; teachers, parents, community members, business representatives and district program staff. The Homeless Liaison consults with each school's administrative and counseling team to discuss up-coming needs, plans and solutions. These specific needs are then addressed under specific Board of Trustee's set district goals with measurable performance objectives, strategies/activities, persons responsible and budget. Also discussed are the formative and summative indicators of progress and achievement; in this case specific to the homeless students. Additionally, the Homeless Liaison meets monthly with community collaboratively and social services providers to identify needs, plan for solutions/resources and implemented services. These needs will be included in the Campus and or District Improvement Plans as appropriate.

Often homeless students enrolling in an LEA have gaps in their educational path that lead to lack of credits or promotion. Upon enrollment in NBISD, transcripts and other previous school records are examined by campus staff and the Homeless Liaison to ensure proper academic and grade level placement to optimize success. Support is provided by campus staff in concert with the Homeless Liaison to work with any problems or barriers pertaining to graduation plans, counseling, college/career goals and other aspects of the path to post-secondary readiness. Homeless students may attend summer school at no cost to acquire or recover credits and /or receive additional academic foundation understandings. Assistance with college entrance examinations, applications for college, scholarships, and internships is provided. Students with special needs who are also homeless have explicit assistance by both special program personnel and the Homeless Liaison. Homeless students are made aware of many opportunities for advanced courses (AP or Dual Credit), and career and tech (CTE) courses pertinent to their post-secondary goals. Social inclusion is also supported through clubs, athletics, band, ROTC, and extra-curricular activities.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 046901

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.	Homeless students need to attend school regularly in order to develop their academic abilities and be successful in school.	On average, homeless students miss an additional 2.5 days of school each year compared to non-homeless students. Students must attend daily to master the content and develop academic vocabulary. Using grant funds to partially fund the homeless liaison's salary allows her to ensure immediate enrollment, regularly monitor attendance, conduct home visits and implement interventions as appropriate.
2.	Homeless students must have access to appropriate school supplies, clothing, hygiene products, and medical and dental services in order to stay in school.	The homeless liaison had over 787 requests for these types of supplies and services last school year. Grant funds, along with Title I set-aside funds and donations, provides basic needs that allow students to focus on academic achievement and success.
3.	Homeless students need counseling services in order to help them cope and manage the stresses that come with homelessness. Families need to be connected to community services when conditions arise such as loss of utilities or inadequate shelter.	Teachers and counselors report that homeless students face outside barriers that prevent them from focusing on academic achievement. Grant funding allows the homeless liaison to collaborate with community agencies in providing counseling services that help alleviate excessive stress which leads to increased attendance rates and lower dropout rates.
4.	Homeless students need continual supplemental instruction in core academic areas in order to be successful.	Grant funding allows homeless students to attend summer school for credit recovery and/or acceleration at no cost. It also allows the homeless liaison the opportunity to monitor grades and arrange for interventions as needed.
5.	Parents with high mobility need to be educated on ways they can be involved with their children to help their children remain in school and provide strategies to help make them successful.	Families in homeless situations have a much higher than average mobility rate. Providing a stable school environment, and regular communication and contact with parents from the homeless liaison, increases parental involvement that helps reduce barriers and increase student success.

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Schedule #14—Management Plan

County-district number or vendor ID: 046901	Amendment # (for amendments only):
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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.	District Homeless Liaison	The district homeless liason has been involved in all aspects of the McKinney-Vento program since 2004 including the enrollment process, working directly with families and students, connecting families to local resources, training staff, and managing the budget. She is well versed on MV practices and has been a presenter at several state and national conferences.
2.	Special Program Director	The director of special programs manages and oversees all of the LEA's federal programs including MV. He works closely with the homeless liason to ensure all homeless students and families receive the services they need. He has nine years of experience in grant writing and managing federal budgets.
3.	Administrative Assistant	The special programs administrative assistant manages the McKinney-Vento and other federal programs budgets. She is responsible for purchase order requests and processing, and maintaining auditable documentation. She has two years of experience working with previous TEXSHEP grants.
4.	Accounting/Budget Analyst	The accounting/budgeting analyst monitors all of the district's budgets and submits quarterly expenditure reports.
5.	Assistant Superintendent	Oversees the coordination of all student programs to ensure equity and quality instruction for every student in the district.

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.	Homeless students are identified and enrolled in a timely manner.	1. Posters and brochures, in both English and Spanish, are placed and distributed throughout the community at the public library, local laundromats, convenience stores, shelters, and schools, etc. in an effort to locate homeless students not currently enrolled.	09/01/2018	09/15/2018
		2. Every family enrolling a student must complete a Student Residency Questionnaire (SRQ) that helps identify those who may qualify for McKinney-Vento services.	09/01/2018	09/14/2018
		3. Key campus personnel are trained on the McKinney-Vento identification process.	09/01/2018	12/21/2018
		4. Campus personnel contact the district homeless liaison immediately whenever a student is suspected of being in a homeless situation.	09/01/2018	05/30/2019
		5.		
2.	Homeless students are provided with needed school supplies, clothing, toiletries, and food.	1. Donations of needed items are accepted from the community and housed at Maria's Closet, the district's homeless resource distribution center.	09/01/2018	05/30/2019
		2. Homeless liaison distributes supplies to homeless students and families as needed.	09/01/2018	05/30/2019

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 046901

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.

Numerous processes and procedures are currently in place to help the district attain its four main objectives. Objective 1 relates to the timely identification and enrollment of any student facing a homeless situation. The homeless liaison places flyers in various locations around the community in an effort to reach out to any family who may be in need. All new to the district students must fill out an SRQ upon enrollment which helps identify any families in need of McKinney-Vento services. This information is immediately forwarded to the homeless liaison who verifies eligibility so services may begin as soon as possible. PEIMS clerks and other key campus personnel are trained annually on McKinney-Vento law and procedures so all students suspected of being in a homeless situation are identified. Teachers are trained to look for signs should a student become homeless during the school year.

Objective 2 pertains to meeting basic needs such as clothing, toiletries, food and school supplies. The district has an extensive resource distribution center that is funded by community donations and local and federal funds. Homeless students and families are provided resources free of charge in an effort to lessen the effects and stresses of being homeless. Logs are kept so demands and supplies can be monitored. Food service forms are submitted so all eligible students receive free and/or reduced breakfast and lunch. Qualifying families are also referred to a local food bank to receive weekly food baskets.

Objective 3 relates to community services that are available to homeless students and their families. A wide array of services are currently available through numerous district collaborators. The homeless liaison belongs to a community based Homeless Coalition that meets monthly to discuss the needs and services available to local homeless students and families. Upon enrollment, the homeless liaison consults with each family to make them aware of available services and how to obtain them.

Objective 4 centers around homeless students receiving the academic support they need to be successful in school. Campus administration and student support teams contact the homeless liaison when concerns arise so appropriate interventions can be put in place. Grades and transcripts are monitored to keep students on pace for promotion to the next grade level. Grade recovery and summer school opportunities are made available for those who need it.

Campus and/or District Improvement Committees sometimes identify a change in needs which are then expressed to the homeless liaison and project director. If adjustments to the program are needed, the information is communicated to campus principals at weekly administrative meetings held at the central office. In turn, principals hold campus faculty meetings to inform teachers and staff of any changes to the program.

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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 district has a strong commitment to educating all students regardless of any sub group or label that is placed upon them. Homeless students will continue to be served regardless of grant funding. Services have remained strong the past several years even though homeless grant funds have steadily decreased the past two 3 year grant cycles.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 046901

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.	Ongoing monitoring of student attendance.	1.	Phone call logs after 1 st absence
		2.	Home visit logs after 2 nd consecutive absence
		3.	PEIMS attendance records at the end of each semester
2.	Ongoing monitoring of distribution of emergency and school supplies.	1.	Logs of donated and purchased items
		2.	Logs of items distributed to students and families
		3.	PEIMS records of students receiving supplies
3.	Ongoing monitoring of services provided by community collaborators.	1.	Counseling referral forms
		2.	PEIMS records of students receiving services
		3.	Meeting logs from Homeless Coalition
4.	Ongoing monitoring of academic support and services.	1.	Six week grade reports
		2.	State assessment scores
		3.	Summer school registration forms
5.	Homeless Liaison consultation with all qualifying McKinney-Vento students and families.	1.	Meeting logs
		2.	Needs assessment forms
		3.	Attendance goal sheets for secondary students

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

The majority of data collected is generated in PEIMS or other computer programs such as Eduphoria and Grade Book. Hand written logs and forms are kept and filed by the homeless liaison. When a student first qualifies for M-V services, the campus PEIMS clerk notifies the homeless liaison who then codes them as homeless in PEIMS. All services a student receives are also entered in PEIMS by the homeless liaison. Student assessment data is housed in the Eduphoria and accessed and disaggregated by the homeless liaison. Attendance rates and number of participants served are generated by PEIMS reports. The homeless liaison has access district level access to Grade Book so grades can be monitored for all students served.

Any problems with project delivery are immediately expressed to and/or by the homeless liaison to the project director and assistant superintendent. There is frequent ongoing communication between the campuses and homeless liaison so any issues or concerns that arise are addressed in a timely manner.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 046901

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)
Monitor the attendance of all homeless students every week during the school year. Home phone call made after first absence. Conduct home visits to those homeless students who are absent two days in a row. Each secondary homeless student will complete an attendance goal sheet.	377	Central Office, Secondary Campuses	District printout of weekly attendance rosters; phone and home visit contact logs; secondary goal sheets; Homeless Liaison	1
Ensure all personnel who identify, enroll, and influence the success of homeless students are trained in M-V law and policy.	377	All Campuses	Agendas and dates of training; Homeless Liaison	1
Homeless students will receive school supplies, needed clothing, hygiene products, and medical, vision and dental services when enrolling in school. Monitor student needs throughout the school year and provide appropriate supplies and services as needed.	377	All Campuses	Supplies logged in and out; students/families sign for supplies received; Homeless Liaison	2
Counseling services will be available to students experiencing the stresses of homelessness.	25	All Campuses	Student data collection sheets and PEIMS; Homeless Liaison	3
Families will be connected to community-based organizations to provide assistance when facing extreme hardships related to living conditions, food and shelter.	200	All Campuses	Student data collection sheets and PEIMS; Homeless Liaison	3
Provide summer school program for students in grades 9-12 for credit recovery, EOC remediation, and/or acceleration.	15	High School Campus	Summer school applications and attendance rosters; Homeless Liaison	4

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

County-district number or vendor ID: 046901

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.	Teen Connections Youth Shelter	Provides counseling services for homeless students.
2.	The Salvation Army	Provides food, shelter, clothing, rent deposits for utilities, and vouchers for living expenses.
3.	Campus Student Support Teams	Monitor attendance and grades, provide academic intervention plans.
4.	Special Education Department	Monitor attendance and grades, review graduation plans, help obtain meds, MHMR liaison.
5.	Communities in Schools	Provides counseling services for homeless students.

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6.	Comal County Health Department	Provides cost free vaccinations for homeless students.
7.	New Braunfels Food Bank	Provides food assistance, job placement, utility assistance, nutrition classes and financial literacy classes.
8.	Steve's Pantry	Provides food, clothing, bathing and clothes washing services.
9.	Family Promise of Greater New Braunfels	Provides homeless families with assistance in resume building, budgeting, personal growth and housing.
10.	Any Baby Can	Provides financial assistance for rent, utilities, and prescriptions, autism support, support counseling.
11.	New Braunfels Housing Authority	Expedites housing process for families in homeless situations.
12.	Comal County Habitat for Humanity	Provides volunteer opportunities so high school students can earn community service hours needed for graduation.
13.	ESC 13	Provides training and updates on McKinney-Vento.
14.	Family Life Center	Provides food, shelter, clothing, rent deposits for utilities, and vouchers for living expenses.
15.	Hill Country MHDD	Provides psychiatric/mental and behavioral health support skills training.

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

County-district number or vendor ID: 046901

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.

Grant funding will allow the LEA to pay a portion of the homeless liaison's salary. The district has an outstanding track record in the identification and enrollment of homeless students and unaccompanied youth as evidenced by the large numbers of students identified and served. Homeless attendance rates, promotion rates, and graduation rates are high and community support and collaboration is strong. This success is mainly due to the dedication and hard work of the district's homeless liaison. The impact of the services provided by the homeless liaison are invaluable to the district's homeless students and families.

The remaining portion of funds will be used towards the liaison's travel expenses, student supplies, summer school tuition, and ESC 13's Homeless Coop fees. All of these expenditures directly or indirectly benefit the quest to eliminate barriers that prevent homeless students from enrolling, attending and succeeding in school.

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.

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Upon identification and enrollment, the homeless liaison contacts and consults with each family. At these meetings, both physical and educational needs are addressed. Parents are encouraged to attend their child's "Meet the Teacher Night" in order to establish a rapport and partnership with their child's teacher and campus administration. The features and benefits of "Parent Connect," the districts online portal to view grades, attendance, tardies, set up alerts, etc, are explained and encouraged so parents can be a partner in the education of their child. The importance of parent involvement and volunteer opportunities are stressed are explained. Parents are made aware of future campus and community parent involvement events.

The homeless liaison remains in contact with families via phone calls, meetings and/or home visits throughout the year to encourage parental support and stay abreast of educational issues and concerns.

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.

Homeless students and unaccompanied youth are afforded all the supports and services provided to students in the regular education program. In addition, homeless students are eligible to receive a wide variety of services to alleviate and/or remove barriers that prevent success in school.

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

County-district number or vendor ID: 046901

Amendment # (for amendments only):

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

Coordinating Title I, Part A and TEHCY funds ensures that the academic, social, emotional, and physical needs of homeless students are being addressed. Homeless students who attend non-Title I Schoolwide campuses receive the same services and resources as those students who attend Title I Schoolwide campuses.

Reservation/Set-Aside Amount

Use/Activities

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Actual Set-Aside for 2016–2017	28,093	Partial funding of the district homeless liaison to serve homeless students attending non-Title I, Part A campuses; homeless liaison travel costs; and providing school supplies and emergency clothing and toiletries for homeless students.
Planned Set-Aside for 2017–2018	25,590	Partial funding of the district homeless liaison to serve homeless students attending non-Title I, Part A campuses; homeless liaison travel costs; and providing school supplies and emergency clothing and toiletries for homeless students.

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

The LEA reserves a fixed percentage of the district homeless liaison’s salary for the upcoming school year, along with a portion set-aside for the liaison’s travel costs and funds to purchase school supplies and emergency clothing and toiletries. This amount is based upon prior year expenditures and future anticipated needs.

The homeless liaison meets regularly with Campus Leadership Teams and/or Student Support Teams to discuss the progress, attendance, grades, and overall successes and needs of each campuses homeless students. If concerns or issues arise that are systemic in nature, they are addressed at the district level.

Campus Improvement Plans address homelessness in Goal #4 ensuring that campus personnel contact the district homeless liaison immediately whenever a student is suspected of being in a homeless situation. Services for identified homeless students/families will be provided as appropriate using TEHCY and/or Title I funds.

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

County-district number or vendor ID: 046901 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

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:046901

Amendment # (for amendments only):

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

Each year, in an effort to reach homeless students who are not currently enrolled in school, the district homeless liaison places posters and brochures throughout the community in locations such as the public library, local laundromats, convenience stores, shelters, etc. This information is also posted to the district's website. All communications are in both English and Spanish.

The enrollment process for both new and returning students includes the completion a Student Residency Questionnaire (SRQ) that helps identify those who may qualify for McKinney-Vento services. The SRQ is the first form in the enrollment packet. All campus PEIMS clerks are trained to look and listen for MV indicators during the enrollment process.

Once the school year is underway, campus personnel contact the district homeless liaison immediately whenever a student is suspected of being in a homeless situation. Staff members are trained to look for visible signs and/or changes in behavior that indicate a student may have recently become homeless.

The identification and enrollment of early childhood and prekindergarten students is a joint partnership between the LEA's and Head Start's Child Find Program.

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

County-district number or vendor ID: 046901

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.

At the beginning of each school year, all campus representatives receive training on the identification process using PowerPoint presentations from the The Homeless Education Office (THEO) website. In addition, the district homeless liaison keeps campus reps abreast of updates from the Homeless Network. Mid-year trainings are held for employees new to the district.

Campus administrators are trained on McKinney-Vento law and enrollment procedures to ensure that homeless students are enrolled immediately, even when arriving without required papers, documents and/or immunizations.

The LEA and local service providers (such as the Salvation Army, NB Food Bank, Family Life Center, and numerous shelters) belong to a Homeless Coalition Group that meet on a monthly basis. At these meetings, the LEA's homeless liaison trains and updates service providers on the identification and enrollment process. Service providers have the opportunity to respond to district needs and identify services and resources they are able to provide.

The district homeless liaison is in constant contact with the shelters, crisis center in the community and Communities in Schools. These organizations contact the homeless liaison when a student is believed to meet the homeless criteria. Each school has a campus contact to help identify homeless students.

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

County-district number or vendor ID: 046901

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.

NBISD implements early intervention through a robust, full-day PreK 3 and 4 year-old program in partnership with BCFS Head Start. This program expanded in the 2017-2018 school year to the newly designed and dedicated Lone Star Early Childhood Center (LSECC) directly across the street from the BCFS HeadStart Office and Family Center. Furthermore, the very young child special education PPCD program is integrated in this campus as well for a full range of young child centered services. The NBISD Homeless Liaison works closely with district and campus staff to identify and register homeless students eligible for these program and services.

All NBISD middle school students complete an interest inventory and work in Career Cruiser during their middle school years to identify possible post-secondary pathways.. Each student and their parents have a 1-to-1 conference with their middle school and later high school counselor to discuss and revise plans. Homeless students have additional support from counselors and the homeless liaison to ensure access to this information and family involvement in graduation planning can occur.

The Homeless Liaison reviews the academic and planning records of each secondary homeless student regularly throughout the school year to ensure success and assist with changes. Elementary counselors, administrators and At-Risk staff contact the homeless liaison before and after campus Student Support Team meetings as MV student needs are identified. Elementary Parent Involvement specialists help the Homeless liaison monitor attendance and assist with events, resources and opportunities for the families of MV students. NBISD budgets Title I set-aside funds for a variety of needs of homeless students that can be readily available.

The 4 year cohort graduation rate for 2016-2017 was over 96% and the graduation rate for NBISD homeless seniors was 100%. College and career programs and support services are provided as for all students and augmented with special attention by the Homeless Liaison so that these students can optimize success in a difficult situation. The Director of Special Programs, Director of Special Education, Director of Career and Technology and Director of Student Services collaborate weekly and address any specific or unexpected need of MV students that arise.

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

County-district number or vendor ID: 046901

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.

Upon enrollment, the transcripts and graduation plans of secondary homeless students are examined to make sure they are placed in appropriate courses and are on track to graduate. If a graduation plan is not already in place, counselors will assist in creating one. At the end of each semester transcripts are again reviewed and credit-recovery opportunities are made available as needed. EOC remediation is available to all students who have not been successful on state assessments. Students who still do not pass the summer admin of EOC exams have the opportunity to enroll in an EOC remediation course in the fall. Counselors meet with every student in eighth grade and above at least once a year to review transcripts and graduation plans. The district homeless liaison conducts a second review for all high school homeless students. Homeless students have the option of attending summer school at no cost.

The College and Career Center advisor meets with all high school homeless seniors each October to provide information on college admissions and local scholarship opportunities. FAFSA assistance is provided, along with help in signing up for the PSAT, SAT and ACT tests. Homeless students are made aware of and encouraged to participate in the AP and dual credit programs. All students are assigned Career Cruising accounts to explore and plan career options.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 046901			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input 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: 046901 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	X	<input type="checkbox"/>	X
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: 046901 | 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: 046901		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	Students	Teachers	Others
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 046901			Amendment number (for amendments only):	
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	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	X	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	X
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	X	<input type="checkbox"/>	X
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	X
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	X	<input type="checkbox"/>	X

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

County-District Number or Vendor ID: 046901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input 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"/>	X
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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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 046901

Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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