

Texas Education Agency Standard Application System (SAS)

| 2018–2019 Texas Education for Homeless Children and Youth | | |
|---|---|---|
| Program authority: | McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act | FOR TEA USE ONLY Write NOGA ID here: |
| Grant Period: | September 1, 2018, to August 31, 2019 | |
| Application deadline: | 5:00 p.m. Central Time, April 3, 2018 | Place date stamp here. |
| Submittal information: | <p>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:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p> | <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 MAR 30 AM 10:34</div> |
| Contact information: | Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414 | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|------------------------|-------------------|-------------|----------|
| Organization name | County-District # | Amendment # | |
| Grand Prairie ISD | 057910 | | |
| Vendor ID # | ESC Region # | DUNS # | |
| | 10 | | |
| Mailing address | City | State | ZIP Code |
| 2602 S. Belt Line Road | Grand Prairie | TX | 75051 |

Primary Contact

| | | | |
|--------------|--|-----------|---|
| First name | M.I. | Last name | Title |
| Patricia | G | Lewis | Deputy Superintendent of Innovation and School Imp. |
| Telephone # | Email address | | FAX # |
| 972-237-5532 | Patricia.lewis@gpisd.org | | N/A |

Secondary Contact

| | | | |
|--------------|--|-----------|---------------------------------|
| First name | M.I. | Last name | Title |
| Cheree | C | Carter | Director of Student Imp. & Dev. |
| Telephone # | Email address | | FAX # |
| 972-237-5539 | Cheree.carter@gpisd.org | | |

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 |
| Susan | | Simpson Hull | Superintendent |
| Telephone # | Email address | | FAX # |
| 972-237-5300 | Susan.simpson@gpisd.org | | |

Signature (blue ink preferred)

Date signed

 3/24/18

Only the legally responsible party may sign this application.

701-18-109-011

Schedule #1—General Information

County-district number or vendor ID: 057910

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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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <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: 057910

Amendment # (for amendments only):

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

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

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On this date:

By TEA staff person:

| | |
|-----|--|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|--|

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Schedule #5—Program Executive Summary

| | |
|---|------------------------------------|
| County-district number or vendor ID: 057910 | 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.

Grand Prairie ISD is applying for the TEHCY grant to identify and remove educational barriers for children and youth experiencing homelessness and ensure that students in these circumstances have equitable access to all available supports and resources and close the gap of challenging state academic standards established for all students, increase attendance of our students and provide case management for social and emotional needs that they face..

The 2018-2019 Texas Education for Homeless Children and Youth (TEHCY) grant program will enable GPISD to effectively facilitate the identification, enrollment, attendance and academic success of homeless children and youth by removing educational barriers as we promote school stability for students experiencing homelessness with School of Origin transportation, by providing basic needs of food, clothing, hygiene items, referrals to other agencies and case management for students experiencing homelessness. Our population of students experiencing homelessness fluctuates from 1000-1500+ and ranges from PreK to 12th grade. We serve students who are unsheltered, living in shelters, hotels and motels, cars, outdoors and doubled-up with family.

Budget: Our budget was developed to pay for supplemental personnel that will facilitate making and maintaining connections with collaborators and resources that assist us in providing critical services along with the Social Workers and other district departments that will meet student and family needs. These individuals will also attend the required conference and trainings for maintaining the fidelity and purpose of the grant.

District Description: Grand Prairie ISD is a large suburban district of over 30,000 students at 41 campuses. Of the 41 campuses 23 of 26 elementary schools are Title I School-wide campuses; 4 of 6 middle schools are Title I campuses; and 4 of 9 high schools are Title I School-wide campuses. Over 70% of GPISD students are eligible for free/reduced lunch services. Grand Prairie is a part of the "inner ring" of suburban cities next to Dallas, and as an "inner ring" city located in the southern sector, one of the cities continually experiencing rising poverty levels. Employment opportunities in the area now require more specialized training, which is why we are now a District of Innovation where students receive specialized training, licenses and certifications.

District Needs Assessment: The economy and lack of affordable housing are the greatest contributors to homelessness. As surrounding cities revitalize, affordable housing is the first to be torn down and replaced with lofts and high rise apartments. The average cost of new homes in Grand Prairie is over \$180,000. Rent in apartments has also increased and is no longer affordable and/or in limited supply for families with multiple children.

Domestic violence and sexual abuse also cause many families to flee their previous housing with no plan for future housing. Mental health issues and lack of care for veterans are also reasons for homelessness in our city and surrounding areas.

Management Plan: Grand Prairie ISD utilizes the Director of Student Improvement and Development, Connections Coordinator and Social Workers to provide services that expedite enrollment, provide school supplies and other essential items and meet social-emotional needs of our students. The Social Workers collaborate with the campus principals, parents, counselors, PEIMS clerks and Nurses to create, monitor and implement action plans of intervention to remove barriers to a students stability in the educational setting. Direct contact through case management addresses needs for tutoring, partial and full credit advocacy, and other supportive services. In addition we provide supplemental payments for Beyond the Bell after-school program, transportation to School of Origin and weekend food backpacks and hygiene items to encourage daily attendance.

Our community collaborators have been instrumental in donating supplies, hygiene items, weekend food backpacks, clothing, food for families, utility assistance and emergency housing payments to prevent evictions. Our district collaborators include transportation, PEIMS, Counselors, Food Services and campus staff who help us identify and serve students daily needs.

The coordination of these services requires adequate personnel. We currently have 8 Social Workers, a Connections Coordinator and a Director, who coordinate these services for 41 schools and reach out to our collaborators for assistance. The TEXSHEP grant enabled us to maintain 1.5 of the current staff that made our delivery of services more efficient for our students and their families. As our district continues to grow we need additional staff to serve our families. Our elementary Social Workers cover 5-6 schools and the secondary Social Workers cover 2-4 campuses based on the need of our homeless students and the social and emotional needs of the campuses. This results in our team covering campuses with approximately 4,500 students each.

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| Schedule #5—Program Executive Summary (cont.) | |
|---|------------------------------------|
| County-district number or vendor ID: 057910 | 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. | |
| <p>(continued)</p> <p>With this grant we are able to provide funding for 1 position that is a vital supplement to our effectiveness for students and their families.</p> <p>Evaluation Plan: The evaluation of the effectiveness of our processes and procedures will include comparison to previous year data (2016-2017 and 2017-2018) for all students and students experiencing homelessness. We will evaluate 1) students' academic achievement on state assessments, including reducing the gap in achievement; 2) student attendance; and 3) case management of identified McKinney-Vento students, including immediate enrollment and providing needed services to eliminate barriers to regular school attendance and improved academic performance.</p> <p>Statutory and TEA Requirements: GPISD is committed to providing funding, resources, and personnel according statutory and TEA (EDGAR) requirements to establish high quality services for children and youth experiencing homelessness that will promote high achievement for our students and prepare them for success in school, careers, college, military service and life.</p> <p>The TEHCY Grant would ensure we could continue the great we have begun in supporting our students by eliminating personal challenges that may cause embarrassment or make them targets for bullying. We are committed to leveling the playing field for our students. The students need our advocacy and support as they finish school and prepare for life. Our management of this grant will be combined with Title I set-asides and resources provided by collaborators to meet student needs for transportation, supplies, hygiene items, clothing, case management and other needs. Our students need these services and we are committed to doing what is best for the children of Grand Prairie ISD.</p> | |

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| Schedule #6—Program Budget Summary | | | | | |
|--|--|--------------------|---|------------|---------------------|
| County-district number or vendor ID: 057910 | | | 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 | \$77,000 | \$ | \$77,000 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$ | \$ | \$ |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$1,150 | \$ | \$1,150 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$1,200 | \$ | \$1,200 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$ | \$ | \$ |
| Total direct costs: | | | \$ | \$ | \$ |
| 8% indirect costs (see note): | | | N/A | \$ | \$ |
| Grand total of budgeted costs (add all entries in each column): | | | \$79,350 | \$ | \$79,350 |
| Shared Services Arrangement | | | | | |
| 6493 | Payments to member districts of shared services arrangements | | \$ | \$ | N/A |
| Administrative Cost Calculation | | | | | |
| Enter the total grant amount requested: | | | | | \$79,350 |
| 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: | | | | | \$6,348 |

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: 057910 | | 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 | | .5 | |
| 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 Connections Coordinator | 1 | | \$67,000 |
| 22 Title | | | \$ |
| 23 Title | | | \$ |
| 24 | Subtotal employee costs: | | \$67,000 |
| 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 | | | \$10,000 |
| 29 61XX Tuition remission (IHEs only) | | | \$ |
| 30 | Subtotal substitute, extra-duty, benefits costs | | \$10,000 |
| 31 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | \$77,000 |

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

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| Schedule #8—Professional and Contracted Services (6200) | | |
|---|---|------------------------------------|
| County-district number or vendor ID: 057910 | | 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 | N/A |
| | Specify purpose: | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$ |
| Professional and Contracted Services | | |
| # | Description of Service and Purpose | Grant Amount Budgeted |
| 1 | | \$ |
| 2 | | \$ |
| 3 | | \$ |
| 4 | | \$ |
| 5 | | \$ |
| 6 | | \$ |
| 7 | | \$ |
| 8 | | \$ |
| 9 | | \$ |
| 10 | | \$ |
| 11 | | \$ |
| 12 | | \$ |
| 13 | | \$ |
| 14 | | \$ |
| b. Subtotal of professional and contracted services: | | \$ |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$ |
| (Sum of lines a, b, and c) Grand total | | N/A |

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: 057910 | | Amendment number (for amendments only): |
| Expense Item Description | | Grant Amount Budgeted |
| 6300 | Total supplies and materials that do not require specific approval: | \$1,150 |
| Grand total: | | \$1,150 |

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: 057910 | | 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. | \$1,200 |
| 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: | | \$ |
| Grand total: | | \$1,200 |

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: 057910 | | | 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: | | | | \$N/A |

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: 057910 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 | 1,014 | 3.3% | Identified homeless school of Origin students who are not enrolled in Grand Prairie ISD are included. |
| Identified homeless students | 1,003 | 3.3% | Enrolled Students experiencing homelessness. |
| Students identified homeless with a 5A Crisis Code | 38 | .12% | Students enrolled as a result of Hurricane Harvey. |
| Students identified homeless with a 5B Crisis Code | | % | |
| Students identified homeless with a 5C Crisis Code | | % | |
| Attendance rate for identified homeless students | N/A | 91.89% | Increased from 2016-2017 by .8%. |
| 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 |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| 51 | 93 | 84 | 89 | 88 | 90 | 83 | 67 | 74 | 62 | 61 | 68 | 40 | 53 | 1,003 |

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment:

Currently there is an Attendance Gap and a Student Achievement Gap between all students and students classified as homeless. Grand Prairie ISD is striving to provide a multitude of services to eliminate all barriers that prevent student academic achievement, consistent attendance and case management to meet additional student needs including advocacy for students to receive full or partial credit for courses they have taken.

TOP Needs and how they will be addressed

Improve Student Achievement: There is currently a drastic achievement gap between all students and students experiencing homelessness.

- STAAR Results for Elementary schools, grades 3-5 reveal a gap of 7.2-21.2% on state assessment data between all students and students experiencing homelessness.
- STAAR Results for Middle School, grade 6-8 there is a gap of 15.08% to 31.72% (largest gap STAAR 8th grade Social Studies All 55.72% and Homeless 24%).
- STAAR EOC for High School, Grades 9-12 also reveal a gap of student achievement. The gap range is 2.22% to 18.14%.

Social Workers and the Connections Coordinator advocate for students to attend tutoring and participate fully in the school community. This school-to-family connection provides a safe place for students to be children as they get away from their home-life circumstances for the instructional day. With adequate basic needs of hygiene items, food, clothing, school supplies, case management and medical referrals our students are able to attend consistently and learn at a higher level. This in turn closes the achievement gap. This group of students tends to be highly mobile, which may not always reflect the growth in achievement we plan and expect.

Improve Attendance: The gap in student attendance is decreasing.

- The attendance rate for homeless students for 2017-2018 to date is 91.89% while the rate for all students is 96.35%. We want and need current staff to be able to continue monitoring and case management to continue to improve attendance.
- For the 2016-2017 school year the attendance rate for all students was 94.93% and the rate for homeless students was 91.09.
- The rate of attendance for homeless students has increased by .8% from 2016-2017 to 2017-2018, while the rate for all students has increased by .42%.

Our consistent support of students and families continues to make a positive impact on our students and close the attendance gap which will also positively impact the gap in student achievement. When students attend consistently their academic achievement increases as they are able to engage with their teachers and peers on a daily basis.

Improve Identification and Enrollment Procedures:

Improve Case Management and Enrollment Procedures: Case management for students classified as homeless/McKinney-Vento is critical to meet the ever changing social and emotional needs, School of Origin transportation, supplying basic needs and school supplies or providing referrals to other resources that can meet student and family needs. Our Social Workers and Connections Coordinator work diligently to meet our students' needs. We have students from a variety of backgrounds and family situations who need weekly wellness checks and monitoring for social and emotional well being in addition to supplies. Our team does a great job however additional staff would enable us to do a more thorough job in serving our students.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057910

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. | Close the academic achievement gap in STAAR/EOC results between the total population and homeless students by improving by 5% or more for total students served. Provide intentional interventions (tutoring, pull-outs, RTI) for all students who are experiencing homelessness to close the academic achievement gap. | Teacher, administrator and Social Worker awareness of homeless students served on their campuses, along with pull-outs and tutorials will address the needs of homeless students which will improve the district's overall performance. Provide intentional interventions for all students who are experiencing homelessness to close the academic achievement gap. Edugence data system will now monitor and provide recommended supports needed for the homeless student population. |
| 2. | Improve homeless student attendance from 91.89% (2017-2018) to 94% or higher. | Attendance clerks and Social Workers proactively work together to identify student needs and address attendance concerns when students have missed 3 days in a 6-week period. Home visits and phone calls to parents are made to address concerns. Improved attendance will result in improved student academic achievement as students have more opportunities to interact with their teachers and peers to improve their knowledge and skills outlined in the TEKS. |
| 3. | Improve case management and immediate enrollment for all homeless students (especially at the secondary level). High school students sometimes become homeless during the school year. and we have established campus teams including the attendance clerks, administrators, social workers, counselors, teachers and the nurse to monitor changes in student needs during the school year. | Social Workers established campus teams including the attendance clerks, administrators, counselors, teachers and the nurse to monitor changes in student needs during the school year to identify students who become homeless after the beginning of the year. We must be proactive in identifying them to keep them enrolled and provide case management services to meet their needs. Professional development about homelessness will be face-to-face and on Safe Schools. |
| 4. | | |
| 5. | | |

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Schedule #14—Management Plan

County-district number or vendor ID: 057910 Amendment # (for amendments only):

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

| # | Title | Desired Qualifications, Experience, Certifications |
|----|--|---|
| 1. | Connections Coordinator | Currently holds a Masters in Social Work. She is a vital part of community organizations that provide services for homeless students. She finds new collaborators each year. |
| 2. | Deputy Superintendent of Innovation and School Improvement | Holds a Masters in Educational Administration. Manages Title I and all other grants and SCE funds. Serves as the districts approver for grant expenditures on the educational side prior to getting finance's approval. |
| 3. | Consultant | Holds a Masters in Educational Administration and has supervised Social Workers and the Connections Coordinator and managed the TEXSHEP grant for 4 years (retiring in June 2018). |
| 4. | | |

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. | Improve academic achievement on STAAR/EOC for homeless students | 1. Identification of homeless students. | 08/02/2018 | 06/01/2019 |
| | | 2. Provide case management for students. | 08/02/2018 | 06/01/2019 |
| | | 3. Advocate for interventions for students in need. | 08/22/2018 | 06/01/2019 |
| | | 4. Provide basic needs or referrals. Food4Kids Food backpacks | 08/02/2018 | 06/01/2019 |
| | | 5. Request Transportation for School of Origin | 08/02/2018 | 06/01/2019 |
| 2. | Improve attendance rates for all students (esp. high schoolers) | 1. Identification of homeless students. | 08/02/2018 | 06/01/2019 |
| | | 2. Provide case management for students. | 08/02/2018 | 06/01/2019 |
| | | 3. Advocate for partial and full credit for courses. | 08/22/2018 | 06/01/2019 |
| | | 4. Provide basic needs or referrals. | 08/02/2018 | 06/01/2019 |
| | | 5. Request Transportation for School of Origin | 08/02/2018 | 06/01/2019 |
| 3. | Improve identification and enrollment of Homeless Students | 1. Training for PEIMS and attendance clerks. | 08/02/2018 | 06/01/2019 |
| | | 2. Training for Campus staff. | 08/02/2018 | 06/01/2019 |
| | | 3. Development of Campus teams for identification. | 08/02/2018 | 08/22/2018 |
| | | 4. Data mining bi-weekly to add/update online SRQ's. | 08/02/2018 | 06/01/2019 |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |
| 4. | | 1. | XX/XX/XXXX | XX/XX/XXXX |
| | | 2. | XX/XX/XXXX | XX/XX/XXXX |
| | | 3. | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |
| 5. | | 1. | XX/XX/XXXX | XX/XX/XXXX |
| | | 2. | XX/XX/XXXX | XX/XX/XXXX |
| | | 3. | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057910

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.

GPISD plans, implements and evaluates grant initiatives according to the requirements of TEHCY. The Director of Student Improvement and Development and the Director of PEIMS are in communication weekly to monthly about processes and procedures for identification and enrollment of McKinney-Vento students and the services provided by PEIMS and attendance clerks, online enrollment, and data for student groups to maintain active monitoring for student success.

Our goal is to provide stability to our students who are experiencing homelessness within our school community. Our desire is to provide a place where they belong and feel cared for and welcomed. Research shows that students who have an active adult in their life are more likely to graduate and do better in school. We want to support their parents in that area or be that advocate for unaccompanied youth.

Social Workers and Connections Coordinator provide on-going services to students and their families and meet together bi-weekly to discuss how we can improve services and coordinate resources/collaborators to serve our students. The team also meets with their supervisor monthly to receive and provide updated information on services provided and needed. Scenarios are discussed to provide a level of training to keep everyone current on the climate of the district and campuses. The team also serves on committees around the city that provide services and are the eyes and ears of our team and families. The Social Workers and Connections Coordinator also pull data bi-weekly to monitor new online enrollments for possible new students who have indicated the possibility of being homeless on their Student Residency Questionnaire (SRQ). Those parents are then called to evaluate their possible identification and current needs for services. Federal Free Breakfast and Lunch verification is then submitted. Transportation to School of Origin is requested and provided if necessary to ensure consistent attendance. School Supplies are provided as well as immunization referrals, clothing referrals, family food assistance referrals or special give-aways are provided.

Administrators and campus staff are trained during the first week students report for the school year. Additional pleas for monitoring student needs is made during the year as new students enroll.

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.

In Grand Prairie ISD we are dedicated to partnering with parents, the community and our collaborators in and outside of the district to provide for students' needs that eliminate the barriers that prevent them from receiving a quality education. Similar efforts were provided by the TEXSHEP Grant for 2015-2018. GPISD was able to improve the quality of services and streamline processes and procedures to serve students classified as McKinney-Vento more effectively. GPISD is committed to serve all children enrolled in our schools. We do understand some students, like our MV's need additional supports to increase their potential for graduation, college attendance and graduation or career preparation. We are committed to providing the additional services to improve their access to educational success. We are committed to go the extra mile to serve our students who are experiencing homelessness and we have a community of collaborators who walk alongside us in this important work.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057910 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. | Analysis of STAAR/EOC data, monitoring of student report cards (preliminary analysis) | 1. | Passing grades on report cards |
| | | 2. | Passing grades on STAAR Practice tests |
| | | 3. | On Point Data Suite and Skyward reports |
| 2. | Analysis of Student Attendance, Home Visits, Attendance Reports | 1. | PEIMS and Social Worker monitor attendance (reports) |
| | | 2. | Phone calls to parents (phone/contact log) |
| | | 3. | Home visits for excessive absences or parent conference (log) |
| 3. | Case Management of student wellness and follow-ups, supplies and needs provided | 1. | Agenda and sign-in sheets for McKinney-Vento, Social Worker presentation |
| | | 2. | Skyward reports/Google Docs |
| | | 3. | Notes for Case Management/Sign-in sheets |
| 4. | Monthly Meetings for Social Workers and Connections Coordinator and Director | 1. | Agenda |
| | | 2. | Sign-in sheets |
| | | 3. | Handouts and/or presenters handouts |
| 5. | Parent Meetings and workshops each month at the campuses. | 1. | Agenda |
| | | 2. | Sign-in sheets |
| | | 3. | Handouts and/or presenters handouts |

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 Director will lead and coordinate the data collection for students in On Point Data Suite, Edugence and/or Skyward (Office Visits). Sign-in sheets will be maintained on the specific campuses to track frequency of student contacts. The number of students served will depend on the number identified on each campus. All STAAR/EOC and attendance data is provided on On Point. The Social Worker, Connections Coordinator and Director will meet to establish a timeline of data submission and specific deadlines for Snapshot, TEHCY Middle of the Year Reports and End of the Year Reports. The Support Team will monitor the district and state assessment calendars for highly stressful academic period and intentionally support students in need. The Social Workers will work with the campus counselors to monitor completion of coursework and advocate for student partial or full credit as needed according to assignments completed. High School staff will monitor each progress report and grading period to facilitate students passing their courses. Monthly Team Meetings will be used for training and to monitor student progress in academics and attendance. January and May Reviews are held with each Social Worker and Connections Coordinator one-on-one to identify priorities, goals and provide evaluation on the current status for the year. Social Worker verifications serve as the districts identification for coding for students who have completed the SRQ's and now qualify as McKinney Vento. The administrative assistant for the team codes all MV students and submits a verification to Food Services for free lunch. Each data portal provides checks and balances for us to make sure our numbers of students served is correct. We strive to provide confidential services to students and their families to avoid students being labeled and embarrassed. Our data is confidential and we share it only with school personnel who have a need to know. Problems with project delivery hinge on having adequate staff to serve our families. Social Workers and the Connections Coordinator are assigned campuses based on their level of licensing, experience and campus needs. We identify problems quickly as they arise and address them immediately to serve our students. Team members will leave their assigned campuses to help when there is a problem that a team member needs help with. Our goal is ensure that students have consistent attendance which will foster academic achievement and enable students to flourish. We meet student needs.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

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) |
|---|---|--|---|------------------------------------|
| Social Workers will present professional development on homelessness to PEIMS Clerks, Registrars, campus staff and Administrators | 10 Presenters 41 campuses over 1200 staff | Each campus, Social Worker | Agenda and Sign-in sheets with handouts | 1, 2, 3 |
| Track Homeless attendance with PEIMS Department | 60 | Each campus, PEIMS, Attendance Clerk, Social Worker | Case Management Logs | 2 |
| Monitor STAAR/EOC data and report to Social Workers and TEHCY | 4 | Ed Center, Consultant | On Point Data Suite | 1 |
| Social Workers and Connections Coor. will provide case management services for identified McKinney Vento students | 9 | Each campus, Social Worker | Case Management Logs | 1, 2, 3 |
| Social Workers, Parent and Community Liaisons will provide services and resources to parents to enable them to support their child(ren) academically. | 27staff/ parents from 41 campuses | Each campus, Parent Liaison and Social Worker | Parent Sign-in and Agendas for training | 1, 2, 3 |
| Parent Involvement Activities description (required): Parent University (monthly) | 41 sessions/ month approx. 20/session | Each campus, Parent Liaison and Social Worker | Parent Sign-in and Agendas for training | 1, 2, 3 |
| | | | | |
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910

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. | Grand Prairie ISD Social Workers, Connections Coordinator and Consultant | Provide case management and provide resources for families. |
| 2. | GPISD Transportation Dept. | Provide School of Origin Transportation and billing for MV students. |
| 3. | GPISD Food Services | Expedited free lunch applications for Homeless students. |
| 4. | GPISD Beyond the Bell | Provides afterschool care free for homeless students at a reduced rate. |
| 5. | GPISD Parent and Community Liaisons | Support families and provide training for parents. |
| 6. | GPISD PEIMS and Attendance Clerks | Track attendance and collaborate with Social Workers on parent contacts. |
| 7. | LifeLine Shelter for Families, Inc. | Accepts GPISD referrals and provides housing and related services to prevent homelessness. |
| 8. | Grand Prairie United Charities | Accepts GPISD referrals for social services, food and cleaning supplies, utility assistance and school supplies. |
| 9. | Brighter Tomorrows Shelter | Accepts GPISD referrals for shelter needs as a result of domestic violence and provides social services. |
| 10. | Children First Counseling Center | Accepts referrals for counseling and other social services |
| 11. | Camp Impact | Summer camp for homeless students |
| 12. | Parkland Hospital | Primary Health care and Immunizations |
| 13. | Kids' Inc | Provides clothing |
| 14. | HACE Hispanic Association for Culture and Education | Provide food for families for the Christmas Holidays |
| 15. | Lions Club | Provides glasses for students |

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

County-district number or vendor ID: 057910

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.

Online enrollment, which includes the Student Residency Questionnaire, is our first method of McKinney Vento identification. Our Social Workers and Connections Coordinator work with our PEIMS and attendance clerks during registration and assist families with enrollment and identify them as MV as needed. They also pull reports from the Online SRQ from Skyward to make phone calls to verify eligibility as MV. Administrators, PEIMS and Attendance Clerks, Teachers, Office personnel are all trained in August to notify the Social Worker if there are concerns about a student's living arrangements. Students identified become a part of the Social Workers Case Management. They provide services for free breakfast and lunch, school supplies, hygiene items, and referrals for clothing, food for the family, rental and utility assistance, glasses, and other needs a student may have that interfere with their education. The Support Team also does counseling individually or in groups to meet social and emotional needs of our MV students.

Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As we strive to keep family and individual homeless status confidential from other students and families, we provide special invitations for parenting classes and workshops to our parents of MV students. They attend with all other parents yet have been given a special invitation by the Social Worker or Parent Engagement Specialist. Administrators are made aware of the families' needs to ensure fair treatment based on their current home situation. We strive to keep all families involved and have monthly activities at all schools for our parents.

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.

As we strive to keep family and individual homeless status confidential from other students and families, we make every effort to serve them with dignity. Students are not separated out from their non-homeless peers. We notify and include the students in activities they may not have been aware of due to lack of technology or transportation. We strive to give them the full educational experience with as many supports as they need individually.

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

County-district number or vendor ID: 057910 | 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.

Grand Prairie ISD has developed a plan that coordinates the services of the Social Workers, Director and Connections Coordinator with Transportation and Beyond the Bell to provide student support services. Our School of Origin transportation and Beyond the Bell afterschool care is paid for with Title 1 Set-asides. Food Services collaborates with our department as they provide free meals to students who have been verified as McKinney Vento. GPISD follows all laws and requirements for supporting our homeless students.

| | Reservation/Set-Aside Amount | Use/Activities |
|---------------------------------|------------------------------|---|
| Actual Set-Aside for 2016–2017 | \$100,000 | Funds are used for School of Origin Transportation, Beyond the Bell (afterschool program) payments, Student supplies and other needs. |
| Planned Set-Aside for 2017–2018 | \$200,000 | Funds are used for School of Origin Transportation, Beyond the Bell (afterschool program) payments, Student supplies and other needs. |

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.

Grand Prairie ISD determines the amount of Title I set-asides based on the previous school year needed funding and anticipated increase due to the changes in the economy. GPISD uses the set asides to pay for School of Origin transportation to the campus where students were attending prior to becoming homeless. This is an effort to provide an area of stability and remove barriers to the students educational success. The set-asides are also used for supplies and the Beyond the Bell afterschool program reduced fee for homeless students to increase instructional time and assist parents.

Staff are made aware of the need for this funding as we educate them on homeless services at the beginning of the year and during follow-up trainings as needed.

The Campus and District Improvement Plans address additional services for students who are experiencing homelessness and the services that are provided by our Social Workers and Connections Coordinator in conjunction with our district and community collaborators. Case Management is used to continue to meet the ongoing needs of our students.

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| Schedule #16—Responses to Statutory Requirements (cont.) | |
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| County-district number or vendor ID: 057910 | Amendment # (for amendments only): |
| Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | |
| Required Policies and Procedures | Current Policy/Procedure (Indicate Yes or No) |
| School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)). | Yes |
| Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment. | Yes |
| Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth. | Yes |
| Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students. | Yes |
| Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy? | Yes |
| Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment. | Yes |
| Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend. | Yes |
| Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers. | Yes |
| Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth. | Yes |
| Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153. | Yes |
| Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc. | Yes |

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057910

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.

A) Entering or Returning: Homeless and Unaccompanied youth are identified during registration in August, after summer break through enrollment assistance provided by Social Workers, Parent Engagement specialists, the Connections Coordinator and the PEIMS and Attendance clerks. The district utilizes online enrollment but we have staff available to help families complete the process at each campus. When the parent gets to the Student Residency Questionnaire (SRQ) there are responses to questions that will alert staff to contact the Social Worker for additional assistance and services.

B) Become Homeless After the school year has started: The same process is followed for enrollments after holiday break and throughout the school year. Campus Office staff have been trained to look for specific things that will trigger a Social Worker being called. For students who become homeless after the school year has started counselors, nurses, teachers and administrators work together (after August Training) to identify students whose living situations have changed and send them to the Social Worker for possible identification. It has been a very effective partnership of all stakeholders in the educational community. Presentations are also made to community agencies so they too can refer students to their campus Social Worker for identification.

C) Not Currently Enrolled or Attending School: Students who are not currently enrolled or attending school are found as counselors and administrators review data on leavers from August to October, who have not graduated but are currently not enrolled. This begins the process of contacting parents by phone or home visit to request re-enrollment and provide services as needed. The majority of students are recovered and services begin immediately.

D) Early Childhood and/or PreK: As parents enroll students we request the names of all children in the family and offer early childhood and Pre-K programs to provide extra school readiness preparation for our youngest constituents. Grand Prairie ISD has several Early Childhood Programs including SER Early Headstart and we offer it to all of our parents who meet the criteria and to our student-parents. We want to make sure we are addressing the academic achievement gap where it begins, at the early childhood entry point.

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By TEA staff person:

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

County-district number or vendor ID: 057910

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.

Professional Development: August of each school year the Director provides training to PEIMS, Attendance Clerks, Parent Engagement Specialists, Nurses, Social Workers, Administrators and Registrars on what to look for when families are enrolling that may signal that a family is homeless. This training is a critical reminder of each staff member's importance in addressing the needs of the whole child.

Social Workers then carry the training to the campuses and train all campus staff on things to look for including students sleeping in class, excessive absence, having an odor, dirty clothes, behavior changes, not being picked up from school, etc as possible reasons to contact the Social Worker for assistance. This training opens the eyes of staff to the large number of homeless families in our district, Most new staff are initially unaware of the magnitude of the homeless issue and the changing face of homelessness in our school district.

Additional trainings are held for campus staff based on need for crisis events that cause homelessness including fires, floods and other natural disasters.

Safe Schools training for all staff on Student Homelessness is a requirement for all staff. This training is part of the online training portfolio.

Service Providers: Social Workers, the Director and The Connections Coordinator also make presentations to area community organizations, service providers (including transportation and food services) and collaborators and garner support and foster a partnership for them to contact the Social Worker as well for concerns or identification for families.

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

County-district number or vendor ID: 057910

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.

As students are identified as McKinney-Vento, administrators and counselors are made aware of students to create a team of advocates for students to increase academic monitoring and provide interventions based on specific student needs. Social Workers then begin the process of case management and monitor students' attendance, academic performance and behavior to advocate for pull outs, tutorials, extended time for completion of assignments (if needed), counseling, and other services that will increase student achievement. Additional services could include glasses provided by the Lions' Club, Medical attention provided by Parkland and/or Behavioral Supports provided by ADAPT. Home Visits and phone calls to parents build a school to home relationship where parents feel free to inform the Social Worker of the students challenges and request additional services that will foster student success. This case management has been very effective and student attendance is increasing and many academic gaps are closing. **Social Work Case Management** is a method of providing services whereby a professional **Social Worker** collaboratively assesses the needs of the client and the client's family, when appropriate, and arranges, coordinates, monitors, evaluates, and advocates for a package of multiple services to meet the student and family needs. Early intervention is key in providing services to improve academic achievement.

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

County-district number or vendor ID: 057910

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.

To meet the Program Requirements of the TEHCY Grant and to consistently serve our students the Social Workers, Connections Coordinator and Director meet monthly to review data, monitor student progress and address the need for additional services and evaluate service delivery. Monthly reports are run from Skyward SRQ results and Data Mining to update student information on grades, attendance and behavior.

Social Work Case Management is a method of providing services whereby a professional Social Worker collaboratively assesses the needs of the secondary students and their families, when appropriate, and arranges, coordinates, monitors, evaluates, and advocates for a package of multiple services to meet the student and family needs. Early intervention is key in providing services to improve academic achievement. Working as a collaborative team with the counselors, nurse, PEIMS and attendance clerks and administrators enables the Social Workers to have a basis for advocacy for students to ensure partial or full credit is awarded, tutorials are provided and students are on track for promotion and graduation. Social Workers also advocate for Credit Recovery programs for students as needed.

College, Career and Military Readiness are also a part of addressing student needs and interests as we meet with students and prepare them for life after high school and as a result of Career Cruising and interest inventories. Social Workers provide assistance with FAFSA and documentation for college universities to verify homeless identification and assist in setting up services needed after graduation.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

No Barriers

| # | No Barriers | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input 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: 057910

Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 057910

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: 057910

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: 057910

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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

County-District Number or Vendor ID: 057910

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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input 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: 057910

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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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