

**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 <small>Write NOGA ID here</small> |
| Grant Period: | September 1, 2018, to August 31, 2019 | <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION MAR 30 AM 10:38 </div> |
| Application deadline: | 5:00 p.m. Central Time, April 3, 2018 | |
| Submittal information: | Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 | |
| Contact information: | Cal Lopez: HomelessEducation@tea.texas.gov , (512) 463-9414 | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|---------------------------|--|-------------|-------------------------------|
| Organization name | County-District # | Amendment # | |
| Hurst Euleess Bedford ISD | 220916 | | |
| Vendor ID # | ESC Region # | DUNS # | |
| 1756004311 | 11 | 073162935 | |
| Mailing address | City | State | ZIP Code |
| 1849 Central Drive | Bedford | TX | 76022 |
| Primary Contact | | | |
| First name | M.I. | Last name | Title |
| Ellen | | LoBue | Lead Social Worker |
| Telephone # | Email address | | FAX # |
| 817-399-3470 | ellenlobue@hebisd.edu | | 817-354-3311 |
| Secondary Contact | | | |
| First name | M.I. | Last name | Title |
| Mary | | Morris | Coordinator, Federal Programs |
| Telephone # | Email address | | FAX # |
| 817-399-2086 | marymorris@hebisd.edu | | 817-354-3311 |

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 |
| Lydia | | Martin | Deputy Superintendent of Educational Operations |
| Telephone # | Email address | | FAX # |
| 817-399-2080 | lydiamartin@hebisd.edu | | 817-354-3311 |
| Signature (blue ink preferred) | | Date signed | |

Lydia Martin
Only the legally responsible party may sign this application

3-26-18

701-18-109-013

| Schedule #1—General Information | |
|---|------------------------------------|
| County-district number or vendor ID: 220916 | Amendment # (for amendments only): |
| Part 3: Schedules Required for New or Amended Applications | |

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220916

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 General and Fiscal Guidelines . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the program guidelines for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification 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 Lobbying Certification requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220916

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220916

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.

HEBISD is applying for this grant in order to provide case management services for homeless 9th – 12th grade students. The grant funds will go towards personnel expenses; allowing grant personnel (case managers) to be at each of the high schools two days each week. While at the high schools, the case managers will conduct intensive case management and ongoing needs assessments of homeless 9th – 12th graders. As of February 28, 2018, approximately 175 homeless students in grades 9th – 12th have been identified, and 68 of these students were also designated unaccompanied youth. These highly at-risk students need the support and guidance of regular case management services.

These case management services include ongoing needs assessments and referrals to other agencies or services. In addition, case managers regularly monitor attendance, grades and discipline issues. If barriers exist that effect attendance and grades, the case manager finds solutions to eliminate the barriers (including transportation issues.) Our district uses the eSchool student demographic monitoring system, and we have a number of reports in place designed to monitor the efficacy of the program. In addition the grant team (case managers and lead district social worker) meet each trimester to discuss any updates or changes that might need to be made, review options for students who are not on track to graduate, ensure all seniors have received assistance with FAFSA and college applications, and that all students have had the opportunity to participate in the TRIO college preparation program.

Reports have been written for eSchool in order to collect the necessary data to monitor the activities of the grant. These reports allow us to monitor parent involvement in the initial needs assessment of accompanied homeless students, grades, discipline, credits, case management visits, needs and resources provided to the students. New reports are being developed to closely monitor graduation rates, promotion rates, and any potential dropouts.

Our program meets all statutory requirements. This program has established collaborators both within and outside the district. These relationships allow us to better serve the homeless, unaccompanied and economically disadvantaged students in the district. The “hands on” case managers will facilitate the identification, enrollment, and educational success of the students and will ensure parent involvement in the continual needs assessment process. The Lead Social Worker is 100% Title 1 funded and is a liaison between the Title I/Federal Programs Department and the grant personnel.

HEBISD is committed to identifying, enrolling and increasing the academic success of homeless and unaccompanied students. Our program will give students a consistent person (case manager) to depend on and to advocate for their needs. The goal is to ensure all homeless students graduate and have the opportunity to pursue post-secondary education. Students that cannot graduate will be steered towards Job Corp, technical programs and GED opportunities. Every student will know there is someone to guide them and direct them to a plan for their future.

Ensuring the program funding from other sources after the grant is terminated is difficult at this time. At the end of the three year cycle, we will re-evaluate all our at risk programs. Then, the district leadership team will make a determination on what other program we will cut to keep this case management system for the homeless continuing in the future. We realize the importance of addressing the needs and case managing our homeless population. With the past TxSHEp grants, we were able to see the significant increases with the homeless students regarding attendance, grades, and graduation rates. We have also seen a significant decrease in our homeless drop-out rates.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220916

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.

(This area is intentionally left blank for the applicant to provide a brief overview of the program.)

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| Schedule #6—Program Budget Summary | | | | | |
|--|--|--------------------------|---|------------|------------------------|
| County-district number or vendor ID: 220916 | | | 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 | \$46,316 | \$ | \$46,316 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$ | \$ | \$0 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$ | \$ | \$0 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$ | \$ | \$0 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$ | \$ | \$0 |
| Total direct costs: | | | \$ | \$ | \$0 |
| Percentage% <u>indirect costs</u> (see note): | | | N/A | \$2059 | \$2059 |
| Grand total of budgeted costs (add all entries in each column): | | | \$ | \$ | \$48,375.00 |
| Shared Services Arrangement | | | | | |
| 6493 | Payments to member districts of shared services arrangements | | \$ | \$ | \$ |
| Administrative Cost Calculation | | | | | |
| Enter the total grant amount requested: | | | | | \$48,375 |
| 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: | | | | | \$3870 |

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: 220916 | | 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 | | \$0 |
| 2 | Educational aide | | \$0 |
| 3 | Tutor | | \$0 |
| Program Management and Administration | | | |
| 4 | Project director | | \$0 |
| 5 | Project coordinator | | \$0 |
| 6 | Teacher facilitator | | \$0 |
| 7 | Teacher supervisor | | \$0 |
| 8 | Secretary/administrative assistant | | \$0 |
| 9 | Data entry clerk | | \$0 |
| 10 | Grant accountant/bookkeeper | | \$0 |
| 11 | Evaluator/evaluation specialist | | \$0 |
| Auxiliary | | | |
| 12 | Counselor | | \$0 |
| 13 | Social worker | 1 | \$19,819 |
| 14 | Community liaison/parent coordinator | | \$0 |
| Education Service Center (to be completed by ESC only when ESC is the applicant) | | | |
| 15 | ESC specialist/consultant | | \$0 |
| 16 | ESC coordinator/manager/supervisor | | \$0 |
| 17 | ESC support staff | | \$0 |
| 18 | ESC other | | \$0 |
| 19 | ESC other | | \$0 |
| 20 | ESC other | | \$0 |
| Other Employee Positions | | | |
| 21 | Bilingual Family Support Service Specialist | 1 | \$19,522 |
| 22 | Title | | \$0 |
| 23 | Title | | \$0 |
| 24 | Subtotal employee costs: | | \$39,291 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | |
| 25 | 6112 | Substitute pay | \$0 |
| 26 | 6119 | Professional staff extra-duty pay | \$0 |
| 27 | 6121 | Support staff extra-duty pay | \$0 |
| 28 | 6140 | Employee benefits | \$6,925 |
| 29 | 61XX | Tuition remission (IHEs only) | \$0 |
| 30 | Subtotal substitute, extra-duty, benefits costs | | \$6,925 |
| 31 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | \$46,316 |

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: 220916 | | 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 | \$0 |
| | Specify purpose: | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$0 |
| 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 | | \$0 |

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

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| Schedule #9—Supplies and Materials (6300) | | |
|--|---|---|
| County-District Number or Vendor ID: 220916 | | Amendment number (for amendments only): |
| Expense Item Description | | Grant Amount Budgeted |
| 6300 | Total supplies and materials that do not require specific approval: | \$0 |
| Grand total: | | \$0 |

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

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| Schedule #10—Other Operating Costs (6400) | | |
|---|--|---|
| County-District Number or Vendor ID: 220916 | | 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. | \$0 |
| 6412/ 6494 | Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally. | \$0 |
| Subtotal other operating costs requiring specific approval: | | \$0 |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$0 |
| Grand total: | | \$0 |

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: 220916 | | | 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 | \$0 |
| 66XX—Computing Devices, capitalized | | | | |
| 2 | | | \$ | \$0 |
| 3 | | | \$ | \$ |
| 4 | | | \$ | \$ |
| 5 | | | \$ | \$ |
| 6 | | | \$ | \$ |
| 7 | | | \$ | \$ |
| 8 | | | \$ | \$ |
| 9 | | | \$ | \$ |
| 10 | | | \$ | \$ |
| 11 | | | \$ | \$ |
| 66XX—Software, capitalized | | | | |
| 12 | | | \$ | \$0 |
| 13 | | | \$ | \$ |
| 14 | | | \$ | \$ |
| 15 | | | \$ | \$ |
| 16 | | | \$ | \$ |
| 17 | | | \$ | \$ |
| 18 | | | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | |
| 19 | | | \$ | \$0 |
| 20 | | | \$ | \$ |
| 21 | | | \$ | \$ |
| 22 | | | \$ | \$ |
| 23 | | | \$ | \$ |
| 24 | | | \$ | \$ |
| 25 | | | \$ | \$ |
| 26 | | | \$ | \$ |
| 27 | | | \$ | \$ |
| 28 | | | \$ | \$ |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | |
| 29 | | | | \$ |
| Grand total: | | | | \$0 |

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

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds | | | | | | | | | | | | | | |
|--|----------------|--------------------|---|---|---|---|---|---|---|------------------------------------|----|----|----|-------|
| County-district number or vendor ID: 220916 | | | | | | | | | | 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 | 175 | .75 % | The grant will only serve 9 th – 12 th grade students. All homeless students are also economically disadvantaged. | | | | | | | | | | | |
| Identified homeless students | 175 | .75% | | | | | | | | | | | | |
| Students identified homeless with a 5A Crisis Code | 4 | .02% | 4 students in grades PK – 12 | | | | | | | | | | | |
| Students identified homeless with a 5B Crisis Code | 0 | 0% | | | | | | | | | | | | |
| Students identified homeless with a 5C Crisis Code | 0 | 0% | | | | | | | | | | | | |
| Attendance rate for identified homeless students | NA | 92% | This is the attendance rate for homeless/economically disadvantaged 9 th -12 th grade students. | | | | | | | | | | | |
| Attendance rate for economically disadvantaged students | NA | 92% | | | | | | | | | | | | |
| Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program. | | | | | | | | | | | | | | |
| School Type: <input checked="" type="checkbox"/> Public <input type="checkbox"/> Open-Enrollment Charter _____ _____ _____ | | | | | | | | | | | | | | |
| Students | | | | | | | | | | | | | | |
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 40 | 45 | 70 | 200 |

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| Schedule #13—Needs Assessment | |
|---|------------------------------------|
| County-district number or vendor ID: 220916 | Amendment # (for amendments only): |
| <p>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.</p> <p>Each parent/guardian completes a Student Residency Survey (SRS) for their student(s) at the time of enrollment. When an SRS indicates a student or family lives somewhere other than in their own home or apartment it is forwarded by the campus to the district Lead Social Worker. The Title I funding provides social workers and a Bilingual Family Support Service Specialist who contact the parent/guardian of accompanied youth and conduct a thorough needs assessment. As of February 28, 2018, 619 students have been qualified under the McKinney-Vento Homeless Program for the 2017-2018 school year. The social workers and Bilingual Family Support Service Specialist contacted and interviewed each unaccompanied youth and each parent/guardian of accompanied students in order to complete a Family Needs Assessment (FNA.) The data collected indicates:</p> <ul style="list-style-type: none"> • 95% requested assistance with food • 96% requested assistance with clothing • 93% requested assistance with medical care services • 10% needed assistance with enrollment • 16% had a need that required the social worker to consult with other district personnel <p>In addition to this initial needs assessment, the grant personnel (Social Worker and Bilingual Family Support Service Specialist) case manages homeless and unaccompanied high school students. As of February 28, 2018, 175 students in grades 9th-12th have been qualified under the McKinney-Vento Homeless Program and received case management services. 68 of these students were also designated unaccompanied youth. During each case management visit, the case manager reassesses the student's needs. 534 case management visits have been conducted and those needs assessments indicate:</p> <ul style="list-style-type: none"> • 45% of the visits focused on student attendance issues and identifying barriers to attendance • 26% addressed student academic performance and identifying strategies to increase student's grades and student achievement • 25% identified transportation issues, and • 10% identified food insecurity <p>Grant personnel work intensively with 10th-12th grade students at Trinity, High School, LD Bell High School, and KEYS High School, the three campuses in HEB ISD that 10th-12th grade students can attend. In addition to comprehensive, in person, case management at these campuses, the grant personnel monitor the grades, attendance and credits for all homeless 9th grade students at the five junior high campuses. HEBISD is targeting 9th-12th grade homeless students because they are the most at risk for becoming unaccompanied or dropping out. The extra support they receive will help to meet their basic needs and ensures barriers to enrollment and attendance are addressed and removed.</p> <p>Based on these identified needs, grant personnel are able to secure food for students and give referrals to local community food pantries, get students into community clothes closets, refer families to community medical clinics, and ensure students are enrolled immediately without barriers. In addition, case managers are able to work with high school students on attendance issues, and uncover and remove barriers to attendance including transportations issues. Needs are prioritized by identifying the issue that is biggest barrier to the student's academic success and attendance, and eliminating that barrier.</p> <p>In January 2018 , grant personnel distributed a High School Student Residency Survey to all 10th-12th graders at Trinity High School, LD Bell High School and KEYS High School. This form was completed at school and the grant team reviewed approximately 5,000 surveys. Through these efforts, 15 additional students have been identified under the McKinney-Vento Program.</p> | |

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220916

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. | Academic Achievement: Monitor grades, attendance and credits of 10th-12th grade MV students | Grant team personnel will case manage 10th-12th grade homeless students by monitoring credits, attendance and academic needs on an ongoing basis. In addition, staff will meet with each student a minimum of once per trimester (many higher needs students are seen much more often.) Staff will identify academic needs and barriers to student success. Staff will assist with credit recovery and advancement programs and tutoring resources. |
| 2. | Academic Achievement: Monitor grades, attendance and credits of 9 th grade MV students | Grant team personnel will monitor the credits, attendance and academic needs of 9 th grade junior high students on an ongoing basis, and communicate concerns with students' parent/guardian and academic counselor as necessary. Staff will assist with credit recovery and advancement programs and tutoring resources. |
| 3. | Remove Barriers: Enhancing and supporting attendance | Grant team personnel will monitor and meet regularly with 10 th – 12 th grade students in order to identify attendance barriers and provide services, including transportation, to eliminate attendance issues. Grant team personnel will also secure funds to assist homeless 9 th – 12 th graders with fees required to participate in extra-curricular activities, as participation in these programs is shown to increase attendance. |
| 4. | College Preparedness: SAT/ACT test assistance, FAFSA assistance and Unaccompanied Youth verification letter | Grant team personnel will work closely with all homeless 11 th and 12 th graders in order to ensure they have no barriers taking the SAT/ACT, assisting with FAFSA application, and providing homeless verification letter to unaccompanied youth. All 9 th – 12 th grade MV students will be presented with the opportunity to participate in the UNT TRIO Talent Search program to prepare for post-secondary enrollment and degree completion. Grant team personnel also assist students with college applications and alternative programs such as Job Corp and technical education program applications. |
| 5. | Securing Basic Needs: Basic needs such as food and clothing must be secured in order for students to enroll in school, attend school, and achieve academically | Grant team personnel will continuously assess the basic needs of 9 th – 12 th grade students and directly provide food, clothing and school supplies through district food pantry and clothes closet as well as provide community agency information for food, clothing, medical care and other basic needs. |

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Schedule #14—Management Plan

County-district number or vendor ID: 220916 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. | Lead Social Worker | 12 years experience working with McKinney-Vento Program in HEBISD and 6 years of managing the district's TEXSHEP grant, LCSW |
| 2. | Social Worker | 10 years experience working with McKinney-Vento Program in HEBISD and providing intense case management of high school homeless students, LBSW |
| 3. | Bilingual Family Support Service Specialist | 8 years experience working with McKinney-Vento Program in HEBISD and providing intense case management of high school homeless students, BS |
| 4. | | |
| 5. | | |

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

| # | Objective | Milestone | Begin Activity | End Activity |
|----|---|---|----------------|--------------|
| 1. | Parent/guardian of MV students will be contacted within 5 days to participate in a thorough needs assessment and receive specific referrals which support the student's academic achievement. | 1. Parent/guardian will be contacted within 5 days of receipt of SRS. | 08/01/2018 | 06/01/2019 |
| | | 2. Family Needs Assessment form will indicate needs identified and verify contact was made within 5 days. | 08/01/2018 | 06/01/2019 |
| | | 3. Program staff will make referrals and consult with district staff as necessary to meet the identified needs. | 08/01/2018 | 06/01/2019 |
| | | 4. Report Home009 will be pulled at the end of each month to verify family contact with all accompanied students. | 11/12/2018 | 06/01/2019 |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |
| 2. | Each MV student in grades 10-12 will have a case management visit and updated needs assessment at minimum of once every trimester. | 1. All case management visits will be recorded in eSchool district defined: homeless screen. | 08/01/2018 | 06/01/2019 |
| | | 2. Report Home010 will be pulled at the end of each trimester to verify case management visit(s) occurred. | 11/12/2018 | 06/01/2019 |
| | | 3. Case Management visits will review new and existing needs and assess students' grades, attendance, discipline and credits. | 09/01/2018 | 06/01/2019 |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |
| 3. | Attendance rates for homeless 9 th -12 th grade students will be 90% or better. | 1. Attendance rates will be reviewed on-going for all MV students. | 09/01/2018 | 06/01/2019 |
| | | 2. Report Title006 will be pulled monthly to review the attendance and discipline for homeless students. | 09/01/2018 | 05/01/2019 |
| | | 3. | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220916

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.

HEBISD uses eSchool as the district's student management system. Using this program, reports have been written to ensure the grant team (Lead Social Worker, Social Worker and Bilingual Family Support Service Specialist) can monitor the attainment of goals and objectives. Each trimester the grant team will review data, examine program effectiveness and effect changes/adjustments needed. The data regularly reviewed will include case management reports, needs assessment reports, attendance information and academic progress.

Questions examined each trimester will include: Are students on track to graduate? Are students in school each day or are there students with serious attendance issues? What barriers to attendance and success are being identified? How are we assisting students and families to overcome these barriers? What progress has been made toward this year's projected outcomes? What changes or further actions are needed at this time? The grant team will review grant processes and goals and look for methods to continuously improve our efforts. If adjustments are necessary, the Coordinator of Federal Programs will communicate program changes with the appropriate personnel (administrative, teachers, counselors, parents, students and/or community partners).

Trimester data review will be conducted in November, March and June of every grant cycle.

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.

TEHCY grant funds will continue to fund grant personnel that work directly with homeless and unaccompanied 9th-12th grade students when the TEXSHEP grant terminates. The program will continue to utilize the existing grant personnel to case manage and monitor homeless students. These staff members are extremely knowledgeable of community resources, collaboration efforts, and district support services.

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| Schedule #15—Project Evaluation | | | |
|---|--|--|---|
| County-district number or vendor ID: 220916 | | 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. | Pull report Home009 at the end of each month | 1. | The program has coordinated family involvement. |
| | | 2. | 100% of accompanied students' families have been involved in the Family Needs Assessment. |
| | | 3. | 95% of families were contacted within 5 days of receipt of Student Residency Survey. |
| 2. | Pull report Home010 at the end of each trimester | 1. | 100% of identified homeless 10 th -12 th graders have met with the case manager and received updated needs assessment. |
| | | 2. | 100% of MV students in 9 th grade have credits, grades and attendance reviewed. |
| | | 3. | |
| 3. | Pull report Title006 monthly | 1. | 100% of all homeless 9 th -12 th grade students' attendance and discipline will be reviewed and parent/student and counselor contact made if necessary. |
| | | 2. | Documentation of parent/student contact will be completed as a family needs assessment follow-up. |
| | | 3. | |
| 4. | Pull report Home007 and Home008 | 1. | 100% of all homeless 9 th -12 th grade students' grades for each subject will be reviewed and parents/student or counselor contact made if necessary. |
| | | 2. | Documentation of parent/student or counselor contact will be completed as a family needs assessment follow-up. |
| | | 3. | |
| 5. | | 1. | |
| | | 2. | |
| | | 3. | |
| Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |
| <p>Reports have been written for eSchool in order for grant personnel to collect the necessary data to monitor the activities of the grant. Report Title005 gives a count of MV students identified by grade and campus and an active/inactive or graduated designation. Through this report we have a constantly updated account of MV students. Report Home009 pulls the number of students that have been qualified and the number of families involved in the Family Needs Assessment process. This allows grant personnel to ensure all parents/guardians of accompanied MV students received an in depth needs assessment. Report Home010 provides a list of every case management visit conducted, and the service/referral provided. Report Title006 lists every MV 9th-12th grade student and the number of absences and discipline referrals. Report Home007 and Home008 pulls the report card grades of all 9th-12th grade MV students. By reviewing these reports, grant personnel can easily identify academic and attendance issues, inform parents/guardians of any issues and work with the student and campus personnel to identify and remove barriers to attendance and academic success. Regular review of these reports will allow the grant team to identify and correct any issues with the delivery of the grant program.</p> | | | |

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| Schedule #16—Responses to Statutory Requirements | | | | |
|--|--|---|--|------------------------------------|
| County-district number or vendor ID: 220916 | | | 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) |
| Parents/guardians will be involved in initial Family Needs Assessment | 200 100% of all accompanied MV 9th-12th graders | Title 1 Family Support Service Office TEHCY funded grant team | PEIMS Data Clerk Eschool report Home009 | 1,2,4,5 |
| Provide intensive case management services | 155 100% of all MV 10th-12th graders | Trinity HS, LD Bell HS, KEYS HS TEHCY funded grant team | Personnel Records Case Management Report Home010 Lead Social Worker | 1,3,4 |
| Assist with resources students need for academic achievement | 200 MV 9th-12th graders | Trinity HS, LD Bell HS, KEYS HS, HEBSD Family Support Service Office TEHCY funded grant team | Case Management Report Home010 Grant Personnel | 1,2,3,4,5 |
| Conduct mid-year high school identification campaign | 4800 | Trinity HS, LD Bell HS, KEYS HS TEHCY funded grant team | Highs School Student Residency Surveys Grant Personnel | 1,2,3,4 |
| Monitor credits, grades attendance and needs of 9 th grade students | 45 100% of MV 9 th graders | HEBISD Family Support Service Office TEHCY funded grant team | Case Management Report Home010 Grant Personnel | 2 |
| Prepare students for post-secondary education opportunities | 200 100% of MV 9-12 graders | Trinity HS, LD Bell HS, KEYS HS, HEBSD Family Support Service Office TEHCY funded grant team | Case Management Report Home010 Grant Personnel | 1,2,4 |
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220916 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. | St. Philips Presbyterian Church | Holds fund raising event to provide funds for rent/utility assistance, emergency housing, child care and emergency expenses for homeless and economically disadvantaged and homeless students and families. |
| 2. | Delta Kappa Gamma Honorary Education Society | Manages funds raised by fund collaborator fundraising efforts, assists in the district food pantry, collects items needed by district families and prepares hygiene bags for unaccompanied youth. |
| 3. | Tarrant Area Food Bank | Provides a community outreach coordinator once a week to the district's Family Support Service Office so families can apply for SNAP, Medicaid and TANF in this area. |
| 4. | 6 Stones Mission Network | Provides district students and families with food, clothing, school supplies and holiday gifts. Informs HEBISD Lead Social Worker of homeless families they encounter. |
| 5. | UNT Trio Talent Search Program | The TRIO Talent Search Mission is to encourage and assist students who have a desire to pursue a college degree and demonstrate college readiness. UNT Talent Search not only prepares students for post-secondary enrollment, but also supports them to post-secondary degree completion. |
| 6. | Communities in School | Provides assistance with identifying homeless students and connecting homeless families with grant team services. |
| 7. | Tarrant County Homeless Coalition | Provides quarterly COC meetings and Boot Camp education to district staff. |
| 8. | Suburban Homeless Liaison Coalition | Provides a platform for area Homeless Liaisons and staff to meet 2 -3 times each year to share experiences, successes and barriers. |
| 9. | HEBISD Truancy Department | Assists with identifying district homeless students as well as educating families and staff on McKinney-Vento laws. Truancy personnel provides transportation so homeless families can get to a campus to enroll their children. |
| 10. | Trinity HS Student Support Services | This staff member works closely with the grant team case manager to identify homeless high school students and connect them to necessary services in order to ensure academic success. |
| 11. | LD Bell HS Student Support Services | This staff member works closely with the grant team case manager to identify homeless high school students and connect them to necessary services in order to ensure academic success. |

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| 12. | HEBISD Title 1 Department | Provides social workers to identify homeless students and conduct follow up needs assessments. Provides school of origin transportation and ensures child nutrition services begin at time of enrollment. |
| 13. | HEBISD PTA Clothes Closet | Provides shoes, clothing and school supplies to any district family in need. |
| 14. | JPS School Based Medical Clinics | Provides healthcare to uninsured/underinsured homeless students in HEBISD. |
| 15. | HEBISD PEIMS Department | Provides real time data reports weekly. |

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

County-district number or vendor ID: 220916 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.

Proposed funds will allow for a grant team social worker to be at Trinity HS and LD Bell HS approximately two days each week. The grant team member will work with the campus registrar to identify homeless students and remove any existing admission barriers. In addition, the grant team member will case manage each homeless student on the campus and assist with credit accrual and recovery, tutoring services, transportation barriers, securing basic student and family needs and college preparedness. Grant team members are available to staff, students and family members daily by phone or in person at the HEBISD Family Support Service Office.

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.

Every parent or guardian is contacted by either the Lead Social Worker, Social Worker or Bilingual Family Support Service Specialist. During this initial contact with the parent/guardian they are informed of the student's rights under the McKinney-Vento Act, and questioned about current needs to assist with their student's academic success. Parent/guardian is given the staff's direct phone number and encouraged to call if there are any questions or if they or their student is in need of an advocate. This initial contact is made within 5 days of the student residency survey being received. In addition, parents are informed that nutritional services will be established for their student within a day. Staff encourages parent/guardian to be an active participant in their child's education and to reach out if there are future and/or additional needs.

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.

Each homeless student and unaccompanied youth will be provided services comparable to services offered to other students in the school selected, including transportation services, educational services for which the child or youth meets the eligibility criteria (including Title I services, Head Start, PreK and educational programs for children with disabilities or for students with limited English proficiency), programs in vocational and technical education, programs for gifted and talented students, school nutrition programs and before-and after-school care, as needed.

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

County-district number or vendor ID: 220916 Amendment # (for amendments only):

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

The goal is to provide the best customer service to our homeless students and families while maintaining the dignity of the MV families. The Title I Coordinator meets with the Lead Social Worker for the homeless almost every week. Throughout the year, we collect a plethora of MV data. We gather the various data reports. A team comprised of the Title I Coordinator and social workers reviews and analyzes the data three times throughout the year. The team explores options to improve the system and services. The team makes recommendations and implements the new strategies during the year.

| | Reservation/Set-Aside Amount | Use/Activities |
|---------------------------------|------------------------------|---------------------------------|
| Actual Set-Aside for 2016–2017 | \$120,872 | School of origin transportation |
| Planned Set-Aside for 2017–2018 | \$125,000 | School of origin transportation |

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.

In determining the Title I MV reservation, the Title I Coordinator and the Lead Social Worker for the Homeless review and analyzes the district MV data, resources and expenditures from the previous five years. We look for trend data. We review current surrounding districts MV data, available resources and resources that are closing in our suburban area. Then, we determine the Title I reservation amount based on our projected MV needs. In HEBISD, our biggest expense is MV school of origin transportation.

The Federal Programs Coordinator trains the campus principals, assistant principals, campus secretaries and registrars. The Lead Social Worker trains the counselors, CIS (Communities in Schools) social workers, and numerous community groups.

The needs of the homeless students are in the District Plan and the Federal Programs Departmental Plan. The social workers for the homeless are at the district level and report directly to the Federal Programs Coordinator.

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| Schedule #16—Responses to Statutory Requirements (cont.) | |
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| County-district number or vendor ID: 220916 | 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 | |
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| County-district number or vendor ID: 220916 | Amendment # (for amendments only): |
| <p>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.</p> <p>A. All students, both entering and returning, receive a Student Residency Survey (SRS) in their enrollment packet or on-line forms. All SRSs are reviewed for indications of homelessness and forwarded to Lead Social Worker so a Family Needs Assessment can be conducted and necessary referrals given to the family. More in depth assessment regarding fixed, regular and adequate may be conducted with families whose living arrangements (doubled-up) have been the same for more than a year. Student Residency Surveys indicating a family may be homeless are prioritized, and social workers reach out to the family within 5 days of receiving the form.</p> <p>B. Registrars, Communities in Schools Social Workers, counselors, teachers, truancy staff, nurses and administrative staff are all trained to identify signs of homelessness and alert the Homeless Liaison or Lead Social Worker if they suspect a student has become homeless. A staff member might become suspicious if mail to the student's home is returned, if the student has excessive absences or tardies, if the student appears dirty and/or tired, or if the student complains of hunger. In addition, all high school students receive a student residency survey after returning from Holiday break in January. This allows staff to reassess homelessness and unaccompanied youth status of high school students. In Spring, district elementary campuses include the following notice in newsletters:</p> <div style="margin-left: 40px;"> <p>Are you in a transitional living situation due to financial hardship or loss of housing?</p> <ul style="list-style-type: none"> • Doubled-up with friends or family • Living in a hotel or motel • Living in a shelter • Living in a car or unsheltered <p>There are services to help you! HEBISD Family Support Services (817) 399-3470</p> </div> <p>C. McKinney-Vento posters supplied by THEO are posted in local washaterias, social service agencies, low cost hotels, pay-by-the-week hotels and apartments, and apartment complexes where families frequently double-up. McKinney-Vento social workers also meet with the staff from local social service agencies and distribute brochures and district information to assist with enrolling homeless students. In addition, the homeless staff works closely with the district Truancy Department to identify students that are not enrolled.</p> <p>D. Grant team personnel attend Pre-K registration at high needs schools at the beginning of the school year. In addition, the district Pre-K website and public announcement materials list homelessness as an eligibility category for enrollment.</p> | |

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

County-district number or vendor ID: 220916

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A. Administrative, instructional and support staff receive annual training addressing the definition of homelessness, strategies to identify homelessness and how to immediately enroll homeless students in the district. Many of the training tools used during these trainings are from the THEO website. In addition, a number of family support staff attend the Texas Homeless Network annual conference as well as Educational Service Center trainings each year.

B. The Homeless Liaison and the Lead Social Worker work closely with service providers and community collaborators in the Hurst-Euless-Bedford area. They educate agency personnel on the rights of homeless students, hang posters in agency lobbies, and ask agency staff to contact them if a homeless family or family at risk of becoming homeless goes to their agency for assistance. Due to the lack of public transportation in the area, the district has a collaboration with the Tarrant Area Food Bank that brings a Social Service Outreach Specialist to the district's Family Support Service Office so students and families can apply for SNAP, Medicaid and TANF benefits.

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

County-district number or vendor ID: 220916

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.

A. Four Year cohort graduation rate – All homeless 9th grade students will have grades and credits reviewed every 6 weeks, attendance and discipline will be reviewed monthly. Through regular needs assessments students and families will be provided necessary resources to ensure academic success in order that MV students will graduate on time with their cohort group.

B. Graduation Rate of all homeless students – Grant personnel will work with all MV high school students to ensure they have what they need to be academically successful. The ongoing process will include intensive case management to track credits, grades and attendance and remove barriers.

C. College and Career readiness programs and support services – All homeless 9th – 12th grade students will have the opportunity to participate in the TRIO post-secondary preparatory program. In addition, grant personnel will assist students with referrals to Job Corp programs and technical programs. Grant personnel will assist students with FAFSA applications and college applications.

D. Attendance and truancy interventions – Grant personnel will monitor attendance of MV students on a regular basis. The grant personnel will collaborate regularly and closely with HEBISD Truancy Department. HEBISD truancy interventions can include campus warning letter, phone contact from campus, referral to counseling program, attendance contract with campus administrator, and administrator and parent/student conference.

E. Promotion- Grant personnel monitor students' credits/grades and refers students to summer credit recovery and credit advancement programs. This allows students the opportunity to catch up on credits over the summer and progress to the next grade with their peers; staying on target to graduate with their cohort group.

F. Collaboration and coordination of services for homeless students who have been identified and are receiving other special program services – Grant personnel communicate and coordinate services with various program services, including International Baccalaureate, special education, transportation, credit recovery and truancy. This allows services to be delivered in the best interest of the student.

G. Discipline interventions- Grant personnel review all MV students' discipline referrals on a regular basis. If students are assigned to an alternative program, grant personnel ensure there are no barriers to the student attending the program. In addition, grant personnel advocate on behalf of the student in order to ensure the discipline referral can be completed by the student.

H. Advanced placement and dual credit course work – Grant personnel will assist MV students with fees for advanced placement programs and dual credit course work. Grant personnel monitor students' credits/grades and refers students to summer credit recovery and credit advancement programs.

The continual monitoring of available eSchool reports allows grant personnel to identify issues and intervene at an early stage. Grant personnel can then coordinate with campus staff and district staff to create a plan that will facilitate the students' academic success.

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

County-district number or vendor ID: 220916

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.

A. Transcript review for appropriate full or partial credit – Grant personnel will review the grades and credits of all incoming high school students and coordinate credit accrual through campus academic counselor.

B. Credit recovery or credit repair services – Grant personnel will coordinate credit recovery and credit repair services through the use of Odyssey (on-line credit recovery program) during the academic school year, and credit recovery opportunities via summer school. Funding for these credit programs can be secured through the use of our local community collaborators.

C. Attendance and truancy interventions - Grant personnel will monitor attendance of MV students on a regular basis. The grant personnel will collaborate regularly and closely with HEBISD Truancy Department. HEBISD truancy interventions can include campus warning letter, phone contact from campus, referral to counseling program, attendance contract with campus administrator, and administrator and parent/student conference.

D. Discipline interventions - Grant personnel review all MV students' discipline referrals on a regular basis. If students are assigned to an alternative program, grant personnel ensure there are no barriers to the student attending the program. In addition, grant personnel advocate on behalf of the student in order to ensure the discipline referral can be completed by the student.

E. Assessment interventions and scores – Grant personnel monitor the end of course (EOC) exam grades of all MV 9th-12th graders. If a student fails an EOC exam, grant personnel coordinate tutoring services and additional academic assistance with campus personnel. Grant personnel also assist students with summer school EOC program.

F. Graduation plan - Grant personnel will work with all MV high school students to ensure they have what they need to be academically successful. The ongoing process will include intensive case management to track credits, grades and attendance and remove barriers. Every student will be case managed and supported to facilitate graduation and post-secondary plans.

G. Post-secondary transition plan- All homeless 9th – 12th grade students will have the opportunity to participate in the TRIO post-secondary preparatory program. In addition, grant personnel will assist students with referrals to Job Corp programs and technical programs. Grant personnel will assist students with FAFSA applications and college applications.

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| Schedule #18—Equitable Access and Participation | | | | |
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| County-District Number or Vendor ID: 220916 | | | Amendment number (for amendments only): | |
| No Barriers | | | | |
| # | No Barriers | Students | Teachers | Others |
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Gender-Specific Bias | | | | |
| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Cultural, Linguistic, or Economic Diversity | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B01 | Provide program information/materials in home language | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

County-District Number or Vendor ID: 220916 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 checked="" type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

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

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

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| County-District Number or Vendor ID: 220916 | Amendment number (for amendments only): |
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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: 220916

Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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| County-District Number or Vendor ID: 220916 | | | 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: High Mobility Rates | | | | |
| # | Strategies for High Mobility Rates | Students | Teachers | Others |
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Lack of Support from Parents | | | | |
| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

County-District Number or Vendor ID: 220916

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 checked="" type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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By TEA staff person:

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

County-District Number or Vendor ID: 220916 Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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