2018–2019 Texas Education for Homeless Children and Youth

Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	September 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, April 3, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov, (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #			Amendment #
Del Valle ISD	227910			

Vendor ID #	ESC Region #		DUNS #
	13		

Mailing address			City	State	ZIP Code
5301 Ross Road Suite 105			Del Valle	TX	78617

Primary Contact

First name	M.I.	Last name	Title
Irma		Guerra-Scott	Grant Administrator

Telephone #	Email address	FAX #
512-386-3004	Irma.Guerra-Scott@dvisd.net	512-386-3045

Secondary Contact

First name	M.I.	Last name	Title
Jena		Gonzalez	Grant Specialist

Telephone #	Email address	FAX #
512-386-3040	Jena.gonzalez@dvisd.net	512-386-3045

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
Kelly	K.	Crook	Superintendent

Telephone #	Email address	FAX #
512-386-3010	Kelly.crook@dvisd.net	512-386-3015

Signature (blue ink preferred)

Date signed: 3/30/18

Only the legally responsible party may sign this application.

701-18-109-016

Schedule #1—General Information			
County-district number or vendor ID: 227910		Amendment # (for amendments only):	

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227910	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
X	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: 227910	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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

<table>
<tr><td colspan="2" align="center">For TEA Use Only</td></tr>
<tr><td>Changes on this page have been confirmed with:</td><td>On this date:</td></tr>
<tr><td>Via telephone/fax/email (circle as appropriate)</td><td>By TEA staff person:</td></tr>
</table>

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 227910	Amendment # (for amendments only):

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

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

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

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

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

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

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

County-district number or vendor ID: 227910			Amendment # (for amendments only):	

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name	N/A	Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #4—Request for Amendment

County-district number or vendor ID: 227910	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

N/A

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 227910	Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227910	Amendment # (for amendments only):

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

The Mission of Del Valle Independent School District, the fearless educational leader that binds a growing and progressive community, is to empower and inspire our students to be world-class visionaries who navigate challenges and think critically as valued, productive contributors and socially responsible leaders in a diverse, global society through a commitment to our beliefs, innovative practices, and collaborative efforts of all stakeholders. DVISD has one specific Board goal that this grant will help the District achieve. Goal 1: *continue to ensure every student has access to technology and online resources to achieve excellence in all areas.*

DVISD is a unique and growing district outside of a large urban district in Central Texas that served 11,240 in the 2016-2017 school year in Grades PK – 12. Each grade level consists of approximately 900 students, ranging from 473 students in Pre-Kindergarten to 1,094 in Grade 9. Student population is comprised as such, 8.8% of the students are African American; 83.4% of the students are Hispanic; 5.7% of the students are White, and less than 1% of the students are American Indian, Asian, and Pacific Islander. The student population in DVISD is overwhelmingly Economically Disadvantaged (87%), significantly higher than that at the state level (59%), and 72% of students are At-Risk of not completing high school.

DVISD will use grant monies to focus on identified homeless students in grades 9, 10, 11, and 12 enrolled at Del Valle High School and Opportunity Center. The Opportunity Center is an alternative High School for students at risk of dropping out. This Grant will enable DVISD to provide supplemental instructional and support services for homeless children and youth, with the goal of enabling them to meet the same rigorous academic standards set for all children, despite the obstacles created by their homeless condition. Becoming homeless is highly disruptive to students in many ways, manifested by school absences, changes of schools, difficulty in transferring school records, lack of adequate clothing, food, and shelter, anxiety and social/emotional issues, and even health related problems.

This grant will fund the purchase of chromebooks and kajeet smartspots for homeless students to check out for home usage. More and more each day, people rely on internet access. We use the internet to access information, either through social media or educational websites. Internet access has become more essential than it ever was before. What was once considered a luxury in the early 2000s is now becoming a basic need. People who can't afford to pay for internet access are being left behind. Not only do they miss out on learning and being current with the world's affairs, but they also face challenges for living outdated lifestyles in modern times. Internet is increasingly necessary to access education and job opportunities. At-risk students benefit from opportunities to learn that include one-to-one access to devices. One-to-one access refers to environments where there is one device available for each student in the learning environment. Being able to offer the check-out of a digital device and internet connectivity off campus will supplement the education program for homeless students. It will allow homeless students to check out a Chromebook and home Hotspot for internet connectivity to complete assignments and access online resources.

Project Overview:
- 21 Chromebook devices coupled with 21 Kajeet SmartSpot devices will be available to checkout for off campus use for Del Valle High School and Opportunity Center identified homeless students
- Device checkouts will be inventoried and managed in Follet Destiny by the campus librarian
- Devices will be equipped with loss prevention software and insurance
- Devices will be managed for responsible and safe internet use
- Funds reserved for birth certificate fees
- Funds reserved for homeless staff to attend 2018 Texas Conference on Ending Homelessness

Program Evaluation: Collecting and analyzing data that includes: student, parent, teacher, and other stakeholder surveys, GoGuardian student internet usage data, student device check-out data, student discipline/attendance data, teacher assessments, District benchmark, STAAR scores and number and percent of participating students who

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227910	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.

demonstrate proficiency on the Technology Applications Texas Essential Knowledge and Skills (TEKS) for their grade level at the beginning and end of the grant period.

Goals and Objectives: Homeless students and unaccompanied youth as identified in PEIMS that do not have a computer and internet connectivity off campus will be able to check out devices for off campus use. Having extra time to access digital instructional resources to study and complete assignments will continually increase student progress in reading and other core subjects.

Measurement Tools:
- Student, Parent, Teacher, other stakeholder program surveys
- Teacher use patterns (percentage of teachers using computer-based technologies on a variety of instructional and instruction-related tasks)
- Student use patterns (percent of students using computer-based technologies on a variety of instructional and instruction-related tasks and internet usage data)
- Student performance data (continuous academic progress made on teacher assessments, benchmarks, STARR, attendance and discipline data)
- Program evaluation data (number of students serviced, student achievement data, and condition of devices at the end of the year)

Sustainability: At the end of the grant period, the program will be analyzed by reviewing data to determine the level of success achieved. If the program is successful, additional chromebooks and smartspots will be purchased with grant funds awarded in 2019-2020 and 2020-2021.

Request:
- Total amount requested **$12,675**

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227910				Amendment # (for amendments only):	

Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)

Grant period: September 1, 2018, to August 31, 2019				Fund code/shared services arrangement code: 206/295	

Budget Summary

Schedule #	Title	Class/Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$	$	$
Schedule #8	Professional and Contracted Services (6200)	6200	$1,714.00	$	$1,714.00
Schedule #9	Supplies and Materials (6300)	6300	$10,886.00	$	$10,886.00
Schedule #10	Other Operating Costs (6400)	6400	$75.00	$	$75.00
Schedule #11	Capital Outlay (6600)	6600	$	$	$
Total direct costs:			$12,675.00	$	$12,675.00
Percentage% indirect costs (see note):			N/A	$	$
Grand total of budgeted costs (add all entries in each column):			**$12,675.00**	**$**	**$12,675.00**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$0.00	$	$0.00

Administrative Cost Calculation

Enter the total grant amount requested:	
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:	

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: 227910   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			$0.00
2	Educational aide			$0.00
3	Tutor			$0.00
Program Management and Administration				
4	Project director			$0.00
5	Project coordinator			$0.00
6	Teacher facilitator			$0.00
7	Teacher supervisor			$0.00
8	Secretary/administrative assistant			$0.00
9	Data entry clerk			$0.00
10	Grant accountant/bookkeeper			$0.00
11	Evaluator/evaluation specialist			$0.00
Auxiliary				
12	Counselor			$0.00
13	Social worker			$0.00
14	Community liaison/parent coordinator			$0.00
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			$0.00
16	ESC coordinator/manager/supervisor			$0.00
17	ESC support staff			$0.00
18	ESC other			$0.00
19	ESC other			$0.00
20	ESC other			$0.00
Other Employee Positions				
21	Title			$0.00
22	Title			$0.00
23	Title			$0.00
24			Subtotal employee costs:	$0.00
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112 Substitute pay			$0.00
26	6119 Professional staff extra-duty pay			$0.00
27	6121 Support staff extra-duty pay			$0.00
28	6140 Employee benefits			$0.00
29	61XX Tuition remission (IHEs only)			$0.00
30		Subtotal substitute, extra-duty, benefits costs		$0.00
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$0.00

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: 227910	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
	Specify purpose:	$0.00
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0.00

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1		$0.00
2		$0.00
3		$0.00
4		$0.00
5		$0.00
6		$0.00
7		$0.00
8		$0.00
9		$0.00
10		$0.00
11		$0.00
12		$0.00
13		$0.00
14		$0.00
b.	Subtotal of professional and contracted services:	$0.00
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$1,714.00
	(Sum of lines a, b, and c) Grand total	$1,714.00

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: 227910	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$10,886.00
	Grand total:	**$10,886.00**

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: 227910	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.	$0.00
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	$0.00
	Subtotal other operating costs requiring specific approval:	$0.00
	Remaining 6400—Other operating costs that do not require specific approval:	$75.00
	Grand total:	**$75.00**

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: 227910		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	$0.00
66XX—Computing Devices, capitalized				
2			$	$0.00
3			$	$0.00
4			$	$0.00
5			$	$0.00
6			$	$0.00
7			$	$0.00
8			$	$0.00
9			$	$0.00
10			$	$0.00
11			$	$0.00
66XX—Software, capitalized				
12			$	$0.00
13			$	$0.00
14			$	$0.00
15			$	$0.00
16			$	$0.00
17			$	$0.00
18			$	$0.00
66XX—Equipment, furniture, or vehicles				
19			$	$0.00
20			$	$0.00
21			$	$0.00
22			$	$0.00
23			$	$0.00
24			$	$0.00
25			$	$0.00
26			$	$0.00
27			$	$0.00
28			$	$0.00
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				$0.00
			Grand total:	$0.00

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: 227910	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	53	100%	PEIMS Report
Identified homeless students	53	100%	PEIMS Report
Students identified homeless with a 5A Crisis Code	3	6%	PEIMS Report
Students identified homeless with a 5B Crisis Code	0	0%	
Students identified homeless with a 5C Crisis Code	0	0%	
Attendance rate for identified homeless students	NA	%	
Attendance rate for economically disadvantaged students	NA	%	

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

School Type:	☒ Public	☐ Open-Enrollment Charter			

Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										10	17	14	12	53

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227910	Amendment # (for amendments only):

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

State and federal law both outline the requirement for schools to conduct a comprehensive needs assessment (CNA) as part of the planning and decision-making process. The purpose of a CNA is to examine multiple sources of data (Disaggregated STAAR, TELPAS, EOC, TPRI, PEIMS Reports, Discipline Referrals, Staff Development, Survey and Interviews of Students/Staff/Parents, and Special Student Populations, etc.) to identify the priority needs and direction for the school. Each campus forms a Campus Advisory Committee, comprised of school administrators, teachers, paraprofessionals, parents, and community members, to review data and devise the campus goals and objectives for the year. The Goals will identify the focus of the campus improvement planning for everyone in the District. The campus objectives will be measurable annual targets for achieving each stated goal. Once the CNA is completed the campus will construct its Campus Improvement Plan (CIP). The campus improvement plan (CIP) serves as the blueprint for how the campus will actually address and prioritize the needs identified from the CNA. Del Valle ISD utilizes Plan4Learning web-based software that enables the District/Campuses to develop and update campus improvement plans that are in full compliance with state and federal laws. The campuses are required to review/update their CIP four times a year in the months of November, January, March, and June.

Del Valle High School has implemented a Blended Learning instructional model which involves student access to digital instructional resources as part of the learning process. This strategy allows students access to tutorials and instruction on an individual need basis both in and outside of the classroom. Examples of Blended Learning Resources are: Duolingo, Khan Academy, digital textbooks, Google Classroom, Nearpod, and Google Read & Write. Students and teachers can collaborate, communicate, and question/comment by using these instructional resources: Google Classroom, Today's Meet, Google Docs, Social Media, YouTube, Twitter Communication, Gmail/Outlook, Remind, and Zoom or Google Hangout video conference.

Based on teaching models used and available data, Del Valle High School was identified as having the greatest academic progress potential if awarded due to homeless students lacking the availability of off campus devices and internet connectivity.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227910	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.	Ensure every homeless high school student has access to technology devices and internet to utilize District instructional resources	Students currently without access to devices and internet at home will be able to check out a Chromebook coupled with a Kajeet SmartSpot to take home for a study tool and/or assignment completion.
2.	Allow 24 hour access to online instructional resources	The Kajeet SmartSpot coupled with a Chromebook will provide anywhere and anytime internet access off campus to students.
3.	Increase student autonomy and soft skills	Autonomy will be achieved through the increased uses of technology. Technology such as laptops, iPads, and cell phones will allow kids to work independently on homework, research papers, and projects. Autonomous learners always take responsibility for their own learning by setting goals, choosing language learning strategies, and monitoring progress.
4.		
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 227910	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.	District Instructional Technology Specialist	Instructional Technology Specialists have administration rights to all instructional software, programs, and apps. Their familiarity with the programs will allow them to extract data for program review and adjustments on an ongoing basis.
2.	Campus Librarian	Campus Librarians will be responsible for student check out and tracking in the District Resource Management software, Follett Destiny. The Library will also be a centralized location at each campus for student ease in device check out.
3.	Campus Technology Assistant	Campus Technology Assistants will be available at each campus for student support services. They will troubleshoot device issues, communicate, and train students about appropriate device usage
4.	Homeless Liaison	The local liaison will provide leadership and guidance to administrators and staff in the implementation of the McKinney-Vento Act in the form of professional development and technical assistance with case-specific situations
5.	Campus Counselor	Bachelor's degree (B.A./ B.S.) from four-year college or university required. Academic Counselors identify student specific needs and interests and counsel them to fully develop their academic, career, and social abilities

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.	Student device and home/bus internet connectivity check out.	1.	September 2018 order Chromebooks/Kajeet SmartSpots	09/10/2018	09/14/2018
		2.	September 2018 receive and inventory devices in Follett Destiny	09/24/2018	09/28/2018
		3.	October 2018 devices available for student checkout	10/01/2018	05/20/2018
		4.	September 2018/ongoing – Homeless Liaison and/or Counselor will have a direct student conference to determine need and check out devices	09/03/2018	05/20/2018
2.	24 Hour Online Access to instructional resource materials	1.	October 2018 24 hour access is available through student device checkout	10/01/2018	05/20/2018
		2.	September 2018/ongoing - Homeless Liaison and/or Counselor will have a direct student conference to determine need and check out devices	09/03/2018	05/20/2018
3.	Increase academic progress achievement in all subjects	1.	Benchmark scores September/November/STAAR	10/01/2018	05/20/2018
		2.	Ongoing teacher assessments	10/01/2018	05/20/2018
		3.	Off Campus digital instructional usage data	10/01/2018	05/20/2018
4.	Increase student autonomy and soft skills	1.	Off Campus digital instructional usage data	10/01/2018	05/20/2018
		2.	Teacher/student collaboration data	10/01/2018	05/20/2018
		3.	Benchmark scores September/November/STAAR	10/01/2018	05/20/2018

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

Schedule #14—Management Plan (cont.)

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County-district number or vendor ID: 227910	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.

All campuses within the DVISD are classified as Title I schools. Each campus operates a *Schoolwide* Title I Program. State and federal law outline the requirement for schools to conduct a comprehensive needs assessment (CNA) as part of the planning and decision-making process. The purpose of a CNA is to examine multiple sources of data (Disaggregated STAAR, TELPAS, EOC, TPRI, PEIMS Reports, Discipline Referrals, Staff Development, Survey and Interviews of Students/Staff/Parents, and Special Student Populations, etc.) to identify the priority needs and direction for the school. Each campus forms a Campus Advisory Committee, comprised of school administrators, teachers, paraprofessionals, parents, and community members, to review data and devise the campus goals and objectives for the year. The Goals will identify the focus of the campus improvement planning for everyone in the District. The campus objectives will be measurable annual targets for achieving each stated goal. Once the CNA is completed the campus will construct its Campus Improvement Plan (CIP). The campus improvement plan (CIP) serves as the blueprint for how your campus will actually address the needs identified from the CNA. Del Valle ISD utilizes Plan4Learning web-based software that enables the District/Campuses to develop and update campus improvement plans that are in full compliance with state and federal laws. The campuses are required to review/update their CIP four times a year in the months of November, January, March, and June. In each of those month the reviews must include the specifics of Goals, Performance Objects, Summative Evaluations, and recommendations for the following year regarding these categories. Should adjustments in the plan be necessary, the CIP will be revised to reflect the campus needs at the current time of review. The Campus Advisory Committee will be responsible for communicating any CIP changes to all stakeholders through faculty/parent/community meetings, email, and campus/district website pages. For purposes of accountability and fidelity of the CIP, District Specialists have access to review all campus CIP's to ensure compliance regarding required reviews and offer technical support as needed.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 2018-2019 Texas Education for Homeless Children and Youth (TEHCY) Grant will help the District achieve Board-Superintendent Goals for 2017-2018 which include a focus on technology for all students. Goal 1: *continue to ensure every student has access to technology and online resources to achieve excellence in all areas.* Del Valle High School is currently implementing a Blended Learning instructional model which involves student access to digital instructional resources as part of the learning process. This strategy allows students access to tutorials and instruction on an individual need basis both in and outside of the classroom. Examples of Blended Learning Resources are: Duolingo, Khan Academy, digital textbooks, Google Classroom, Nearpod, and Google Read & Write. Students and teachers can collaborate, communicate, and question/comment by using these instructional resources: Google Classroom, Today's Meet, Google Docs, Social Media, YouTube, Twitter Communication, Gmail/Outlook, Remind, and Zoom or Google Hangout video conference. All ELA I, ESOL, and Foreign Language teachers have class sets of Chromebooks to use with their students and additional carts have been purchased to support students and teachers in science and social studies. Teachers have attended professional development in the Google Classroom instructional platform and blended learning rotation model instructional strategies. The TEHCY Grant will continue to support the District/Campus Goals that are in place by adding **Chromebooks and Kajeet SmartSpots** for student check-out to homeless students enrolled at Del Valle High School. The check-out program will supplement the current education program by providing a device and off campus internet service that homeless students are often lacking. The Grant project will be reviewed by the Campus Advisory Committee during quarterly CIP reviews to review student data related to the TEHCY Grant (student Chromebook/Kajeet SmartSpot check out data, digital instructional resource(s) data on students that have utilized technology device(s) check out system, teacher – parent – student – other stakeholder surveys, etc.) and make any adjustments necessary to maximize project success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227910	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.	Student use patterns	1.	Percent of students using computer-based technologies on a variety of instructional and instruction-related tasks
		2.	Internet usage data
2.	Student performance data	1.	Percent of students using computer-based technologies on a variety of instructional and instruction-related tasks
		2.	Internet usage data
3.	Program evaluation data	1.	Number of students serviced
		2.	Condition of devices at the end of the year
		3.	Student achievement data
4.		1.	
		2.	
		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.

Student usage reports will be monitored by campus Technology Assistant on a monthly basis. The District's resource management software, Follett Destiny, will be used to manage the student check-out process. Data will be extracted from this software to determine the number of participants that were served and the length and frequency of device use. The GoGuardian software will have a dashboard view, for quick reference, to view internet usage of each student that has checked out a device. The software program will have many different avenues for extracting usage data to analyze. If it is determined that the student is not using the device or using it improperly, the Campus Technology Assistant will be contacted at the student's campus. A discussion will take place to determine if the student needs additional support or if the device needs to be turned back in. At any time, the students participating in this program can be monitored for attendance, discipline, and academic progress to evaluate the effectiveness of the program on an ongoing basis. By continuously monitoring usage and related data, the program implementation can be adjusted to achieve desired results.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227910	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)
Check out a Chromebook and internet device for home connectivity	44	Del Valle High School/Librarian	Campus Technology Assistant	Allow 24 hour access to online instructional resources
2018 Texas Conference on Ending Homelessness	2	Conference Location Austin, Texas	District Homeless Liaison Completion Certificates	Staff Professional Development
Birth Certificate Fees	3	Department of Health and Vital Statistics	District Homeless Liaison Receipt	Provide Birth Certificate for Homeless Students

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

County-district number or vendor ID: 227910	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.	Education Service Center Region 13's Homeless Education Program	Holiday Giving Programs - Thanksgiving Basket project and Christmas Adopt-a-Family program.
2.	Texas Homeless Education Office (THEO)	State Coordinator for Homeless Education, provides guidence and training.
3.		
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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 227910	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.

Homelessness creates significant educational barriers for children and youth. Del Valle Homeless Liaison provides information to campuses to help ensure that children and youth experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies. The funds from this grant will support the educational success by providing a Chromebook, home internet connectivity with the Kajeet Smartspot, duplicate birth certificate fees (if needed to attend college), and professional development for key district personnel to attend 2018 Texas Conference on Ending Homelessness in Austin, Texas, September 26-28, 2018.

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.

Homeless parents have opportunities to meet with teachers and support staff to share information about their child and to receive information about their child's progress in school. Campus Parent Community Liaisons can discuss barriers faced by the family and help link the family to service providers. Parents and Guardians can utilize Skyward Family access to view/edit student and emergency contact information, assignments and grades, attendance, class schedules, messages from the school office or teachers and vaccination records. By providing students with chromebooks and Kajeet internet Smartspots for home use, parents and students can engage together and provide support in homework assignments and discussions regarding grades, attendance, graduation planning and communication with teachers. *The essential supports for school improvement, Sebring, et. al., 2006, indicates,* "parent awareness of upcoming homework assignments and tests resulted in a 30% INCREASE in the number of students who showed substantial improvement in reading, and a 38% INCREASE in math". *The Underutilized Potential of Teacher-to-Parent Communication: Evidence from a Field Experiment, Kraft & Rogers, 2014, shows* "weekly, tailored messages from teachers to parents resulted in improved attendance and reduced student dropout rates by a staggering 41%". *The effects of comprehensive parent engagement on student learning, Redding, et. al., 2004 indicates,* "practicing parent engagement strategies saw the number of students meeting state expectations jump from 51.3% to 55.8% over a three-year period".

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.

Del Valle ISD ensures that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. Homeless children and youth have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homelessness creates significant educational barriers for children and youth. DVISD will use grant funds to close the achievement gap between homeless and non-homeless students by providing educational resources that are not readily available to homeless youth.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 227910	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.

In determining the reservation/set-aside amounts there are currently no federal or state mandated formulas. Del Valle ISD determines the reservation amount by collaborating with the homeless liaison, reviewing data based on past homeless students' needs and setting a budget accordingly. Also, homeless student's needs are often met by using the campus Title I funds. The District does follow the U.S. Department of Education's guiding principles when spending the set-aside amount. They are: Services must be reasonable and necessary to enable homeless students to take advantage of educational opportunities and funds must be used as a last resort when services are not reasonably available from another public or private source. Each Campus has a Parent Community Liaison that helps coordinate services for identified homeless students on their campus.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	$0.00	The District used other funding sources to meet the needs of all homeless students.
Planned Set-Aside for 2017–2018	$2,000	Bus passes and other transportation cost, school supplies, birth certificates, tutoring, and activities supporting parent involvement.

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.

Del Valle ISD provides services to each homeless child and youth that are comparable to services offered to other students in the District. These services include public preschool programs and other educational programs or services for which a homeless student meets the eligibility criteria, such as programs for children with disabilities, programs for English learners, programs in career and technical education, programs for gifted and talented students, before-and after-school programs, school nutrition programs, and transportation. Del Valle ISD receives Title I Part A funding for all campuses. All homeless students enrolled in DVISD receive the same educational supports from Title I funds as all students enrolled in the District. In addition, a reservation/set-aside amount is determined by consulting with the District's Homeless Liaison to determine if any supplemental educational supports are needed. The reservation/set-aside amount is used for items or services including, but not limited to: College visits (transportation and meals), school supplies, clothing/shoes needed for physical education classes, SAT/ACT college entrance exams, Metro bus passes, toiletries for students, community engagement events, and staff homeless trainings.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 227910	Amendment # (for amendments only):

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

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

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227910	Amendment # (for amendments only):

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

In order to be able to identify students experiencing homelessness, it is important to understand the definition of homeless. This information is communicated to all campus staff. The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters are some examples communicated to staff.

DVISD uses a housing questionnaire in its enrollment process. The questionnaire is distributed universally so as to avoid stigmatizing homeless children and youths and their families. In addition, the District implements these identification strategies; ensures that referral forms used to identify and support homeless students are accessible and easy to use; provides homeless liaison's contact information on the District's website; provides materials for homeless students and parents, if necessary and to the extent feasible, in their native language; provides annual guidance for school staff on the definition of homelessness, signs of homelessness, the impact of homelessness on students and steps to take when a potentially homeless student is identified, including how to connect the student with appropriate housing and support service providers; develops interagency partnerships to serve homeless families and youths; and works with the state homeless coordinator to facilitate services to families and youths made homeless by natural disasters or other catastrophic events, such as, Hurricane Harvey.

In addition, DVISD shares information about McKinney-Vento eligibility and services in student handbooks, on the school district website, and in brochures and other informational materials distributed throughout district schools and the community.

Teachers also look for signs that students may be experiencing homelessness. Possible signs are: history of attending many schools, inadequate or inappropriate clothing for the weather, hunger and hoarding food, hostility and anger, needy behavior (seeking attention) or withdrawn behavior, poor hygiene and grooming, lack of preparation for class, and sleeping in class. If any of these behaviors are observed the teacher will investigate further by discreetly asking probing questions to determine what services or resources are available to assist the child and their family.

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

County-district number or vendor ID: 227910	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.

Educational records are requested upon students entering Del Valle ISD from programs such as Head Start and other outside educational programs. Del Valle's student management system, Skyward, tracks and makes available to appropriate personnel all student information, educational services provided, grades, testing, attendance and behavior. Intervention teams at each of the sites meet to discuss and ascertain educational background and services to be offered. If a student is on an IEP, goals will be reviewed and communicated to the appropriate educational specialist in order for services to continue. Students deemed homeless according to the McKinney-Vento Act will be immediately enrolled and receive all education services provided to other students.

The District Homeless Liaison has partnered with Education Service Center Region 13's Homeless Education Program and was trained to implement the following procedures: 1. Ensures identification of children and youth experiencing homelessness. 2. Immediately enrolls homeless children and youth, eliminating delays caused by lack of records or other enrollment requirements. 3. Ensures that homeless students are not segregated or stigmatized because of their homelessness. 4. Maintains and transfers records in a timely fashion. 5. Assists with immunizations. 6. Keeps children in their school of origin to the extent feasible, except when doing so is contrary to the wishes of parents/guardian. 7. Ensures the right to attend school of origin extends for the entire duration of homelessness and that children who become housed during the academic year may continue their education in the school of origin for the remainder of the academic year. 8. Offers services to homeless students that are offered to non-homeless students, including transportation and educational services for which the student is eligible (e.g., Head Start; Even Start; preschool; LEP/ESL/ELL programs or services; gifted; special education; etc.) 9. Ensures coordination between homeless education and Title I, Part A, programs. 10. Promotes awareness among staff of the needs of students experiencing homelessness. 11. Ensures homeless parents are fully informed of the enrollment options and educational opportunities available to their children. 12. Provides written explanation to parents should dispute arise over school selection or school enrollment and refer parents to liaisons to mediate such disputes. 13. Provides homeless parents with meaningful opportunities to participate in the education of their children.

In addition, being a member of Region 13's Homeless Education Cooperative, has these benefits: access to Homeless Education Program trainings (including the online course), luncheon sessions on issues of critical importance for homeless liaisons, a resource book of key provisions and strategies for implementation of the McKinney-Vento Homeless Assistance Act, and opportunities for networking and resource development.

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

Teachers often survey students or hold discussions to learn about their prior experiences and what is important to them (talents, interests, what music they like, etc.). This information can inform assignments and activities. Being aware of the diversity of perspectives and experiences students bring to the classroom, including socio-economic status, family structure, and community attributes helps determine any interventions needed. Additional strategies used are: teaching students to be critical readers and consumers, helping them explore different perspectives, developing lessons and activities by considering what students need to learn about themselves, classmates, community, and society, adopting student-centered methods, using a variety of assessment methods to ensure students have opportunities to demonstrate what they know and can do and encouraging interdependence and cooperative learning with flexible grouping based on students' skills and interests.

Data-driven collaboration meetings with administrators and teachers are the processes used to determine necessary revisions and adjustments for instruction. Monitoring of student performance is a continuous process and appropriate interventions are implemented to ensure students meet the state student academic achievement standards. As a part of each school's response to intervention, progress monitoring occurs to ensure the effectiveness of interventions that are applied to the students. The progress monitoring will include valid curricular and norm reference assessments.

The district as well as school sites work in cooperation with pupil services personnel-counselors, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational therapeutic, and other necessary services to provide a variety of prevention and intervention services to promote effective classroom learning and teaching. Coordination of pupil services ensures that students receive high quality instruction that is responsive to the diverse and developmental needs of all students.

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

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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.

Del Valle ISD implements numerous strategies and supports to ensure secondary homeless students graduate on schedule and are prepared to be productive working citizens. Strategies implemented include, but are not limited to: working to keep students in their schools of origin so they can avoid the challenges associated with school change, awarding credits for all courses satisfactorily completed at a prior school, awarding partial credits, offering credit recovery courses, and tutoring.

Secondary homeless youth often lack consistent guidance and support from a caring adult, and many unaccompanied homeless youths confront the challenges and stressors of homelessness on their own. DVISD supports these youths by providing targeted supports to ensure regular school attendance. This may include revising discipline policies to remove punitive consequences such as suspension and expulsion for chronically absent students and implementing supports for such students to address the underlying case of absenteeism. Connecting youths with trained and committed mentors (including academic and peer mentors) to provide support, guidance, and a sense of connection to school. Such mentors can also help monitor youths' progress and develop graduation plans. Providing resources for homeless youths to obtain mental health supports, as needed. Referring youths to community agencies that provide housing, such as U.S. Department of Health and Human Services (HHS) and U.S. Department of Housing and Urban Development (HUD) funded programs and projects for eligible unaccompanied homeless youth, physical and mental health services, clothing, food, tutoring, and mentoring,

Homeless youths often face barriers in accessing and completing postsecondary education, such as difficulties in applying for, receiving financial aid, and lacking a support network. DVISD's Homeless Liaison and Counselors ensure that all homeless high school students receive information and individualized counseling regarding college readiness, college selection, the application process, financial aid, and the availability of on-campus supports. In addition, unaccompanied youths are informed of their status as independent students and are assisted with getting verification of such status for federal student aid purposes. This status is important because independent students do not need to provide parent information on the FAFSA, and an independent student's Federal financial aid package is calculated without the expectation of parental financial support.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 227910	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: 227910	Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 227910	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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County-District Number or Vendor ID: 227910	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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County-District Number or Vendor ID: 227910	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	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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