

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);"> DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION TEA'S EDUCATION AGENCY RECEIVED APR -3 PM 3:10 </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 #	
East Central ISD	015-911		N/A	
Vendor ID #	ESC Region #			DUNS #
741562392	20			078488327
Mailing address		City	State	ZIP Code
6634 New Sulphur Springs		San Antonio	TX	78148-
Primary Contact				
First name	M.I.	Last name	Title	
Meredith	A	Rokas	Director of Federal Programs	
Telephone #	Email address		FAX #	
210-634-6143	Meredith.rokas@ecisd.net		210-581-1257	
Secondary Contact				
First name	M.I.	Last name	Title	
John		Hernandez	Director of Student Services	
Telephone #	Email address		FAX #	
210-649-4481	John.hernandez@ecisd.net		210-649-1729	
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
Roland		Toscano	Superintendent of Schools
Telephone #	Email address		FAX #
210-648-7861	Roland.toscano@ecisd.net		210-648-0931
Signature (blue ink preferred)			Date signed

3/28/2018

Only the legally responsible party may sign this application.

701-18-109-077

Schedule #1—General Information	
County-district number or vendor ID: 015-911	Amendment # (for amendments only): N/A
Part 3: Schedules Required for New or Amended Applications	

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-911 | Amendment # (for amendments only): N/A

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-911

Amendment # (for amendments only): N/A

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

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

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

County-district number or vendor ID: 015-911	Amendment # (for amendments only): N/A
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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.	N/A	N/A	N/A	N/A
	N/A		N/A	
Member Districts				
2.	N/A	N/A	N/A	N/A
	N/A		N/A	
3.	N/A	N/A	N/A	N/A
	N/A		N/A	
4.	N/A	N/A	N/A	N/A
	N/A		N/A	
5.	N/A	N/A	N/A	N/A
	N/A		N/A	
6.	N/A	N/A	N/A	N/A
	N/A		N/A	
7.	N/A	N/A	N/A	N/A
	N/A		N/A	
8.	N/A	N/A	N/A	N/A
	N/A		N/A	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 015-911			Amendment # (for amendments only): N/A	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	N/A	N/A	N/A	N/A
	N/A		N/A	
10.	N/A	N/A	N/A	N/A
	N/A		N/A	
11.	N/A	N/A	N/A	N/A
	N/A		N/A	
12.	N/A	N/A	N/A	N/A
	N/A		N/A	
13.	N/A	N/A	N/A	N/A
	N/A		N/A	
14.	N/A	N/A	N/A	N/A
	N/A		N/A	
15.	N/A	N/A	N/A	N/A
	N/A		N/A	
16.	N/A	N/A	N/A	N/A
	N/A		N/A	
17.	N/A	N/A	N/A	N/A
	N/A		N/A	
18.	N/A	N/A	N/A	N/A
	N/A		N/A	
19.	N/A	N/A	N/A	N/A
	N/A		N/A	
20.	N/A	N/A	N/A	N/A
	N/A		N/A	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015-911

Amendment # (for amendments only): N/A

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.

Community factors contributing to homelessness in the East Central area are

- Cost of living increases (i.e.: taxes, food, gas, utilities, etc.)
- Limited accessibility to transitional housing facilities (None exist in district boundaries and those outside remain fully occupied)
- Lack of affordable housing (Rentals average \$800+)
- Limited Public Transportation (Only 2 to 3 routes services 1/3 of the district's 270 square miles)
- Minimal access to low cost, quality childcare facilities.

Direct factors besides those related to unexpected natural disasters, medical emergencies, divorce, violence, or other criminal elements include but not limited to: mental health, illiteracy, lack of employable skills or credentials, generational poverty, dependencies, budget mismanagement, language, deficit thinking, and limited scope about ways to "win" in life. The focus of the ECISD's Texas Education for Homeless Children and Youth project (i.e. EC Cares Program) will be therefore embedding clear and precise understandings across the district and its campus team members as to the intentions, evaluation, and services related not only to the TEHCY grant, but to promote the vision of removing barriers, building capacity, and expanding opportunities for customers and themselves whose time is frequently consumed maneuvering through an array of unfathomable experiences and hardships. In this particular case, customers are deemed particularly as homeless or unaccompanied youth and one who traditionally and consistently poses significant challenges to the district's support systems, accountability and average daily attendance when not monitored and addressed in a timely manner.

An EC Cares Committee Team will be formed and will possess the key responsibility of implementing a well-choreographed list of TEHCY grant and Title 1 activities under the pretense to meet vast needs like those listed above, build capacity through a depth services and streamlined systems, remove physical and mental barriers, and expand opportunity beyond traditional tutoring, transportation, and professional development practices as well as ensure ECISD's communication, including those linked to media and physical resources are more impactful and meaningful to all its shareholders than ever before. For example, program's EC Cares Coaches/Tutors will be orchestrated and utilized in manner not only to assist in accelerating academic growth through innovative, high yielding enrichment for McKinney-Vento/Unaccompanied Youth (M/UY) students to meet or exceed grade level state assessment standards but also facilitate them and/or families towards accessing to additional services and essential supports to counteract distracters. The success of these interactions, efforts, and overall project thus will lie heavily on relationship and effective communication efforts placed on transparency and comprehensively utilizing all its granted resources either in capacity of defined opportunity, partnership or reliable resources to ensure the district can continually services highly mobile families, make timely connections, and most importantly address student academic deficiencies in an efficient and effective manner. Time of these services will also not be limited by school calendar, but run with seamless transition throughout the grant cycles; Thus, activities will be provided during the school year and throughout the summer

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015-911

Amendment # (for amendments only): N/A

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.

months for the purpose to provide support when it is even more vital to communicate, address, monitor and academically engage a student, including their family in best practices.

TEHCY grant's role in the EC Cares Program is then to efficiently and effectively address needs that arise from the daily duties and responsibilities related to enrollment, identification, monitoring, and orchestrating of services directly for MV/UY students and families across the district and county as well as throughout the school year. This support will mostly align to providing compensation for time spent by the EC Cares Coaches/Tutors, Bus/Shuttle Drivers and professional development consultants. In addition, TEHCY will cover supports around:

- 1) Expanding student accessibility to extended learning opportunities by means of literature, transportation and/or registration waivers,
- 2) Strengthening school to home relationships with high level of personalization and communication,
- 3) Bringing further clarity and organization to the current systemic processes, information and services, especially as they related to providing authentic learning environments.
- 4) Specialized professional development associated with ensuring the district's EC Cares Committee remains highly trained during transition periods and Director of Student Service/Homeless Liaison may able to fully attend as required by the TEHCY grant all applicable trainings, too.

ECISD's Title 1 program will compliment and complete the additional fiscal support needed to commit the district to its comprehensive vision of a multi-faceted EC Cares Program. The Title I program activities will include but are not limited to ensuring each campus has:

1. Continual access to highly trained EC Cares Coaches/Tutors and/or first line staff members,
2. Menu of supplemental academic interventions and assistance
3. Develop a depth of knowledge regarding wrap around services that are accessible and available to students/families experiencing homelessness, poverty, or other like traumatic events;
4. Access to extended learning transportation resources not only for student when applicable but for parents to fully engage in extended learning opportunities, too.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015-911	Amendment # (for amendments only): N/A
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	\$11,550	\$0	\$11,550
Schedule #8	Professional and Contracted Services (6200)	6200	\$2,250	\$0	\$2,250
Schedule #9	Supplies and Materials (6300)	6300	\$1,500	\$0	\$1,500
Schedule #10	Other Operating Costs (6400)	6400	\$4,275	\$0	\$4,275
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$19,575	\$0	\$19,575
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$19,575	\$0	\$19,575

Shared Services Arrangement

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

Enter the total grant amount requested:	\$19,575
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result.	\$1,566
This is the maximum amount allowable for administrative costs, including indirect costs:	\$1,566

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: 015-911			Amendment # (for amendments only): N/A	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	N/A	N/A	\$0
2	Educational aide	N/A	N/A	\$0
3	Tutor	N/A	N/A	\$0
Program Management and Administration				
4	Project director	N/A	N/A	\$0
5	Project coordinator	N/A	N/A	\$0
6	Teacher facilitator	N/A	N/A	\$0
7	Teacher supervisor	N/A	N/A	\$0
8	Secretary/administrative assistant	N/A	N/A	\$0
9	Data entry clerk	N/A	N/A	\$0
10	Grant accountant/bookkeeper	N/A	N/A	\$0
11	Evaluator/evaluation specialist	N/A	N/A	\$0
Auxiliary				
12	Counselor	N/A	N/A	\$0
13	Social worker	N/A	N/A	\$0
14	Community liaison/parent coordinator	N/A	N/A	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant	N/A	N/A	\$0
16	ESC coordinator/manager/supervisor	N/A	N/A	\$0
17	ESC support staff	N/A	N/A	\$0
18	ESC other	N/A	N/A	\$0
19	ESC other	N/A	N/A	\$0
20	ESC other	N/A	N/A	\$0
Other Employee Positions				
21	EC Cares Bus/Shuttle Drivers	0	1-5	\$750
22	N/A	N/A	N/A	\$0
23	N/A	N/A	N/A	\$0
24	Subtotal employee costs:			\$750
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$0
26	6118	Professional staff extra-duty pay: EC Care Coaches/Tutors		\$9,750
27	6121	Support staff extra-duty pay		\$0
28	6140	Employee benefits: FICA/Worker Com/TRS and estimated at 10% of total pay costs		\$1,050
29	61XX	Tuition remission (IHEs only)		\$0
30	Subtotal substitute, extra-duty, benefits costs			\$10,800
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$11,550

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: 015-911		Amendment # (for amendments only): N/A
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
	N/A	
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	Rental Car Fees: To ensure ECISD Homeless Liaison and EC Cares Team members attending grant related trainings and professional development opportunities outside of the San Antonio geographical are able to be safely transported to/from in the most efficient and effective manner.	\$250
2	N/A	\$0
3	N/A	\$0
4	N/A	\$0
5	N/A	\$0
6	N/A	\$0
7	N/A	\$0
8	N/A	\$0
9	N/A	\$0
10	N/A	\$0
11	N/A	\$0
12	N/A	\$0
13	N/A	\$0
14	N/A	\$0
b. Subtotal of professional and contracted services:		\$250
c. Remaining 6200—Professional and contracted services that do not require specific approval: Education Services Center, Region 20 consultant and/or other like individuals able to come to East Central ISD to expand awareness and best practices related to addressing the needs students/families who are experiencing homelessness, traumatic events, financial hardships, etc. as well as related to the focus and intentions of the grant.		\$2,000
(Sum of lines a, b, and c) Grand total		\$2,250

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: 015-911		Amendment number (for amendments only): N/A
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: Acquisition of tangible materials, literature, postage, storage/organization devices and other such related items that will be reasonable in cost and able to efficiently and effectively address needs, expand communication/awareness, expedite registration/services, and build capacity in the understanding of academic/professional services available to the intentions of EC Care Team Members, and homeless students/families, including unaccompanied youth.	\$1,500
Grand total:		\$1,500

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: 015-911		Amendment number (for amendments only): N/A
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. Cover registration fees and travel expenses (Hotel, Ground/Air-Travel, and Meals) related to building capacity in an untrained EC Cares Team Leader to either the 2018 National Dropout Prevention Network Conference (Columbus, Ohio) or The Wounded Student Conference (Kissimmee, FL)	\$1,500
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally. Provide accessibility to enriching extended learning experiences for identified homeless families and students; Items to include but not limited to district transportation costs, registration/admission fees, and lite meals when applicable as well as deem essential to a fulfilling experience; All such events will be appropriately documented and meet program standards/guidelines.	\$1,275
Subtotal other operating costs requiring specific approval:		\$2,775
Remaining 6400—Other operating costs that do not require specific approval:		
	Homeless Liaison and/or designee to attend specialized grant required conference/workshops for the purpose to ensure that the district has primary shareholders will verse in best practices and services for identifying, managing, and serving students/families experiencing homelessness (Registration, Hotel, Ground/Air-Travel, and Meals)	\$1,500
Grand total:		\$4,275

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: 015-911			Amendment number (for amendments only): N/A	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	N/A	N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2	N/A	N/A	\$0	\$0
3	N/A	N/A	\$0	\$0
4	N/A	N/A	\$0	\$0
5	N/A	N/A	\$0	\$0
6	N/A	N/A	\$0	\$0
7	N/A	N/A	\$0	\$0
8	N/A	N/A	\$0	\$0
9	N/A	N/A	\$0	\$0
10	N/A	N/A	\$0	\$0
11	N/A	N/A	\$0	\$0
66XX—Software, capitalized				
12	N/A	N/A	\$0	\$0
13	N/A	N/A	\$0	\$0
14	N/A	N/A	\$0	\$0
15	N/A	N/A	\$0	\$0
16	N/A	N/A	\$0	\$0
17	N/A	N/A	\$0	\$0
18	N/A	N/A	\$0	\$0
66XX—Equipment, furniture, or vehicles				
19	N/A	N/A	\$0	\$0
20	N/A	N/A	\$0	\$0
21	N/A	N/A	\$0	\$0
22	N/A	N/A	\$0	\$0
23	N/A	N/A	\$0	\$0
24	N/A	N/A	\$0	\$0
25	N/A	N/A	\$0	\$0
26	N/A	N/A	\$0	\$0
27	N/A	N/A	\$0	\$0
28	N/A	N/A	\$0	\$0
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	N/A			\$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 #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 015-911										Amendment # (for amendments only): N/A				
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	7063	70.28%	District Enrollment – 10,116 as of Feb, 2018; All 12 campuses eligible to be Title I, serve 10											
Identified homeless students	241	2.3%	50 Unaccompanied Youth; 142 Families											
Students identified homeless with a 5A Crisis Code	13	0.10%	Hurricane Harvey impacted students											
Students identified homeless with a 5B Crisis Code	6	0.06%	Hurricane Irma impacted students											
Students identified homeless with a 5C Crisis Code	DNA	DNA	DNA											
Attendance rate for identified homeless students	NA	89.59%	Percentage is actually averaging between 3% to 5% points below the district daily average.											
Attendance rate for economically disadvantaged students	NA	92.75%	Percentages include MV student daily attendance data, too.											
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
12	17	20	15	25	20	23	14	19	20	11	16	14	15	241

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015-911

Amendment # (for amendments only): N/A

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.

East Central ISD follows the continuous improvement framework and its relationship to the critical success factors to acquire perspective for the district's and each Campus Improvement Plan's comprehensive needs assessment. Current state of ECISD will show that student achievement on state assessments and average daily attendance continues to be at all-time low for many of the district specialized student populations. Frustration and concerns arise daily regarding students being caught within political bureaucracy, not academically growing and having limitations regarding accessing extended learning opportunities. And with the McKinney-Vento populations significantly contributing to the districts extremely poor STAAR/EOC results, the sense of urgency from stakeholders regarding high absenteeism/mobility rates, specific growth measures per student to meet state standards and capacity of staff to address deficiencies are of most concern. As a result, discussions went even more in depth and formatted around how to adjust, maximize, expand, current practices as means to build capacity of all shareholders, including the students/families, as well as, ensure the servicing programs can efficiently and effectively support any like student with high mobility, low attendance, and academic gaps and/or under other dire circumstances.

Common ideas shared to counter concerns primarily focus on the district's need to streamline, strengthen core instruction a build the abilities (confidences) of staff to meet state expectations for ALL students. However the thoughts that were more aligned to homelessness tended to focus on how to continually build capacity in families/students, and expand communication efforts both internally as well as externally regarding the various levels of services/supports that ECISD's EC Cares Program is able to provide McKinney-Vento families and students. The trials, tribulations and progress of the program were thus recognized as good practice and defends that the path of the TCHEY grant, even though, more limited in funding, should continue in the manner for which was written three years ago under the TEXSHEP umbrella.

Shareholders valued the accessibility to varied resources/literature for families/students, the continual guidance and support of the District of Student Services/Homeless Liaison, and the ability to have highly invested campus based personnel (i.e. EC Cares Coaches/Tutors) to innovatively address academic gaps, build bridges and share in case managing the McKinney Vento students/families.

100% of ECISD Traditional Campuses to be served:

- East Central Development Center
- East Central High School
- Harmony Elementary
- Heritage Middle School
- Highland Forest Elementary
- Legacy Middle School
- Oak Crest Elementary
- Pecan Valley Elementary
- Salado Intermediate
- Sinclair Elementary
- Tradition Elementary

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015-911

Amendment # (for amendments only): N/A

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.	Expand accessibility and awareness of ECISD's EC Cares Program and its services, including transportation for McKinney-Vento students and families, while improving the efficiency and effectiveness of established service providers of the school district and those related to addressing unique family and student circumstances. District personnel need to learn to be proactive and creative regarding ways to help expand accessibility for McKinney-Vento students/families to fully engage with their schools.	Knowledge is power, minimizes barriers and can successfully counter deficit thinking, which significantly limits an individual's ability recognize opportunity and respond timely to the needs or crisis of another.
2.	Recruit, strategically place and assign well-trained staff to service homeless families and unaccompanied youth who need advocacy, professional guidance, sensitivity, and patience in the acquisition of varied services from internal and external services providers, including school systems. Homeless students and families need timely, competent contacts and services	Addressing needs directly and timely will build necessary bridges, relationships, and trust with those most vulnerable – Maslow's Hierarchy of Need.
3.	Connect families/students with high quality and effective academic interventions, services, and programs that are designed to increase achievement, expand learning opportunities, engage in life changing alternatives and/or minimize academic regression related to mobility. Homeless students need academic support beyond the traditional school day and environments.	Student receiving direct positive, engaging instruction, timely interventions, and continuous programming have higher probability of countering academic backslides, preventing achievement gaps from developing and increasing their ability to successfully meet academic achievement goals.
4.	Institutionalize an effective systemic process that revolves around a cohesive vision, awareness, communication, accurate databases, and best practices for those students/families most transient and with significant needs in effort to increase district/campus/student attendance, support needs around high quality extended day/year programming and provide optimal services.	Data empowers, prioritizes need, and minimizes errors or barriers forming for those traditionally without a voice or can stray easily away from an academic focus due to survival needs being greater than one can handle.
5.	Build capacity of the district by providing a comprehensive listing of high quality trainings and professional development opportunities from experts with ground level experiences in best practices around working/servicing high need students/families, including unaccompanied and at-risk youth.	Increasing involvement, attendance, and academic growth is imperative to the success of ECISD schools, students, and families for without these changes fiscal resources and programming will continue to significantly be impacted.

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Schedule #14—Management Plan

County-district number or vendor ID: 015-911

Amendment # (for amendments only): N/A

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Student Services/Homeless Liaison	Mr. John Hernandez has 19 years of experience working with students that are economically disadvantaged and at-risk. His responsibilities have included teaching the Strategies for Success Course, overseeing students/programming associated with the district's Optional Flexible School Day for its most highly at-risk students, leading the district's Student Services Department and having the direct oversight of ECISD's Attendance/Tuancy efforts. Mr. Hernandez has also become a diverse and vital expert in the orchestrating of services for students/families who have experienced significant hardships and traumatic events.
2.	District Social Worker/Homeless Advocate	Mrs. Raquel Hernandez is a licensed social worker with 15 years of experience in ECISD and has had direct oversight of the district's Teen Parent Program and special needs services, including resources related students/families experiencing hardships and homelessness for majority of these years. Raquel has also been trained annually at the THEO conferences during these past 6 years.
3.	Secretary to Social Services Department	Ms. Rosalinda Alegria has 4+ years as secretary to Mrs. Hernandez and works under the supervision of Mr. Hernandez as well. For these years, Mrs. Alegria has assisted in the collecting, organization, and documentation of ECISD's McKinney Vento and Foster Care databases.
4.	Director of Federal Programs	Mrs. Meredith Rokas has 10+ years in current position, with 1 year as the district's Homeless Liaison. Prior to this, she was one of East Central High School's Assistant Principal, At-Risk Facilitator, Credit Recovery Lab Manager, and a math teacher. All positions had responsibilities associated with fiscal management, servicing highly at-risk students, and removing barriers for students/families. Mrs. Rokas role requires her to directly oversee the district's Title I allotment and reservations, which includes the Homeless Reservation, too.
5.	Director of Transportation	Mr. Glenn Arismendez has substantial years in the oversight of ECISD's transportation department and services; Mr. Arismendez is very knowledgeable regarding McKinney-Vento, coding of specialized services, and designing collaborative cross district boundary services.

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.	EC Cares-Awareness	1.	Review and update all ECISD website links related to MV/unaccompanied youth.	April 9, 2018	Oct.31, 2018
		2.	Define and purchase applicable literature, resources and supplies necessary to effectively and efficiently deepen knowledge base of customers and partners.	September 1, 2018	April 15, 2019
		3.	Incorporate EC Cares information within Federal Programs section of the Curriculum & Instructions Bi-Monthly Newsletter.	Sept. 1, 2018	August 31, 2019
		4.	Schedule opportunities with all pupil service departments to provide in-district EC Cares awareness trainings and establish communication streams related to acquisition of services and student identifications.	July 1, 2018	December 21, 2018
		5.	Strategically invite and/or send out monthly to quarterly Family Engagement and specialized	September 1, 2018	August 31, 2019

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015-911

Amendment # (for amendments only): N/A

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.

Besides the primary EC Cares Committee/Team members meeting as needed to review and monitor programmatic issues/changes, budgetary allocations, program goals, service providers, and family need inventories to ensure optimal services and data on student population is being collected, there will be additional shareholder interviews, participant surveys, quarterly program progress meetings and data reviews over student growth measures and attendance patterns. These will be documented by sign in sheets, agenda, journal notes, District Improvement Plan changes, and/or other applicable written forms of communication that are able to facilitate change and improvement.

Director of Student Services/Homeless Liaison is also supervised by the Director of Executive Services and communicates at times directly to the Superintendent of Schools, who in turn oversees Campus Principals. The Director of Federal Program fully participates in various district leadership meetings and facilitate the district's Family & Community Education Advisory council on behalf of the Curriculum & Instruction Department; Thus, both directors have timely access to discuss and facilitate information at all levels of the ECISD organization and ensure a variety of viewpoints can provide perspective to program trends, impact and improvement opportunities. In addition, the Director of Federal Programs oversees the district's entire District and Campus Improvement Plan process and has direct responsibility with ensuring that plans includes all state, fiscal, and supplemental program requirements as well as that plans are quarterly review for effectiveness, including each and every activity related to closing the achievement gap, addressing student deficiencies and addressing needs of their sub-population. (I.e. at-risk & economic disadvantage, homelessness, etc.)

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.

East Central ISD is a proud community and a diverse family, brought together by a tradition of quality education. ECISD stands united in times of celebration and adversity as well as is committed to what services it provides and recognizes the importance of its role in the world of education. ECISD therefore purposely aims to cultivate literate problem solvers who are prepared to thrive in an inter-connected world with a dynamic economy. In order to reach these standards, ECISD will customize learning experiences so that every student is continuously challenged to advance their knowledge and ability in every classroom in every school, every day. This is not contingent upon a student being enrolled for an amount of days or years in its school system, but that when one enters the ECISD school system that all are taught what it means to read critically, write compellingly, think logically, and solve problems creatively. EC Cares Program and its committee of shareholder thus will be merely the catalyst to accelerate the district's effort, ensure achievement gaps created out of circumstance and effectively prepare those it serves for life, equipping them with the ability to build skill sets and earn credentials they find most appealing and of value to the world they live.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 015-911		Amendment # (for amendments only): N/A	
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.	Monthly/Quarterly Data Reviews	1.	80% of all Monthly/Quarterly data review meetings have full-EC Care shareholder participation.
		2.	Increase in documented services as compared to 2017-2018 data.
		3.	90% Extended Learning MV/UY students, including those participating in SUMMER@ECISD show academic growth in the area of math and/or reading.
2.	Daily to Monthly Attendance Reports	1.	3 to 5% increase in overall MV/UY ADA for first year of grant cycle; 1 to 25 for years 2 and 3.
		2.	100% of campus ADA rates for MV/UY is 90% or above
		3.	Attendance of extended learning MV/UY students is higher than those not and/or equal to their non-MV/UY peer group.
3.	One-on-one Interviews/Reflective Dialogue	1.	EC Cares extended learning programs have a minimum of 25% of its MV/UY population participating.
		2.	Each EC Cares Extended Learning Program has an onsite Fall/Spring Review with the Director of Federal Programs..
		3.	50% of MV/UY population will participate in at least one extended learning offering/activity
4.	Professional Development Plans	1.	100% of participating campus have one highly trained EC Cares Team Member as defined by PD design plan.
		2.	100% district attendance at grant required professional development
		3.	100% of EC Care Committee/Team members participate in a minimum of one professional learning opportunities annually and aligned to the betterment of MV/UY student populations.
5.	Mid-year Self-Assessments	1.	10% increase in number of identified MV/UY students and families
		2.	80% of campuses have an active EC Cares Extended Day Program
		3.	Increase in MOY attendance results by 2% of the previous year.
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>The EC Care Team Members have equitable access to pull and extract data on an as needed basis for whatever level of the program for which they are associated with; District level team leaders basically are the only ones with full access to all district level and specific campus reports. The key to success though in any program evaluation is being purposeful with time and opportunities to collect, review, and collaborate over the timely data at and for all levels and programing within the system; This is most vital as the additional filtered layers of attention to the grant and program brings a richer perspective and the ability to make strategic, systemic changes. In addition, this practice will allow the shareholders more opportunity to timely engage with the program's processes and respond accordingly to students and family needs. And if needed, make necessary adjustments in expand the evaluative process for the purpose of proactively offsetting issues, further concerns or daunting dilemmas in a proactive manner and may eliminate any potential interference with the efficiency and effectiveness of program and the optimal services/communication for which it desires to provide. Collections of data to include but not limited to: Service logs, Attendance Reports, EC Team Rosters, Professional Development Certificates/Transcripts, Literacy/Math Growth levels and charts, Agency/Service Referrals, Family Needs Inventories, MV Transportation Databases, Enrollment/Withdraw Data, Family & Community Education Plan/Data, etc.</p>			

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-911 Amendment # (for amendments only): N/A

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)
Provide timely access, literature and other like resources about rights, services, district contacts, community partners, campus/district opportunities, registration, extended day/year programs information, etc. to families identified as McKinney-Vento and serviced by the ECISD EC Cares Program. Parent newsletters will also be mailed out quarterly.	241-400	GL: Campuses and/or Residences of families/UY, Student Service Center, Multi Services Center. PR: EC Cares Program/Committee, including Social Services Department.	DE: Purchase Requisitions and postage charges, Copy of literature distributed, List of parents participating, Copies of the newsletters or invitation/expenditures/service logs. PR: Director of Federal Programs, Secretary to Social Services, Family & Community Education Facilitator, Federal Administrative Clerk.	#1,#2,#3,#4
Provide efficient and effective transportation services for MV students/families, to include school of origin, emergencies related to transitional needs, and/or when needed to ensure participation in extending learning opportunities.	25-50	GL: District, including campus sites and student residencies. PR: Director of Transportation, Director of Student Services/Homeless Liaison, District Social Worker/Homeless Advocate, Director of Federal Programs.	DE: Job Descriptions, Supplemental Agreements, Transportation Services Database, Expenditure Reports. PR: Director of Transportation, Homeless Advocate, Director of Federal Programs.	#1,#2,#3,#4
Provide a Homeless Advocate and EC Cares- Coaches/Tutors or certified VIPs as means to expand and assist Homeless Liaison and EC Care Campus Teams with registration or the identification processes, marketing/ referring of families to EC Cares Program, and ensuring students are academically growing by being provided optimal academic intervention/services.	241-400	GL: Student Services Center, Multi Services Center, All Campuses. PR: Director of Student Services/Homeless Liaison, District Social Work/Homeless Advocate, Director of Federal Programs	DE: Job Descriptions, Rosters, Attendance Sheets, Service Logs/Databases. PR: Director of Federal Programs, Secretary to Social Services, Federal Administrative Clerk	#1,#2,#3,#4,#5
Orchestrate and provide a comprehensive listing of high quality trainings and professional development opportunities from experts with ground level experiences in best practices around working/servicing high need	241-400	GL: In state/Out of State, District/Campus PD location sites. PR: Director of Student Services/Homeless Liaison, EC Cares Program	DE: District Improvement Plan, School Business Reports, Travel Request & Reimbursement Forms; Family & Community Education Plan, Eduphoria PR: Director of Students	#2,#3,#5

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

County-district number or vendor ID: 015-911 Amendment # (for amendments only): N/A

Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Northside Independent School District – Guidance & Counseling – CONNECTIONS Program	Assist ECISD with school of origin transportation needs for eligible students in homeless situations residing in NISD boundaries to transfer points for students enrolled in ECISD; Maintain a working relationship with ECISD to identify issues faced by MV eligible students, too.
2.	Northeast Independent School District – Family Support Services	Organization of Transportation Officials for homeless transportation; Collaboration for legislative updates/implementation; Regional Collaboration/Support for best practices in homeless education; Homeless family transition assistance between districts.
3.	Harlendale Independent School District –State & Federal Programs	Provide school of origin transportation services between school district boundaries to designated transfer points for eligible students in homeless situations; Maintain a working relationship to reduce any barriers to reduce any barriers in referrals, identification, and enrollment services of identified students.
4.	Education Services Center, Region 20 – McKinney-Vento Homeless Program	Collaborate with East Central ISD to support the needs of homeless students on an ongoing basis; Provide updates on programs and resources available for students and families experiencing homelessness; Host conference and professional development workshops to meet the various needs of students experiencing homelessness.
5.	Schertz Cibolo Universal City ISD – Student Academic Services McKinney-Vento Program	Assist and organize transportation services for homeless students so that they may continue in their school of origin; Collaboration with legislative updates/implementation; Regional Collaboration and support to identify issues faced by MV eligible students and for best practices in education for homeless students; Maintain a working relationship with other school districts coordinated services, referrals, identification, enrollment and transition assistance for MV eligible students who may transfer to another school district.
6.	Judson ISD –McKinney-Vento Program	Coordinate transportation services/transition for homeless students; Work with other school districts to support families

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

County-district number or vendor ID: 015-911	Amendment # (for amendments only): N/A
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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.

EC Cares professional development plan, supported with TEHCY and Title I Homeless reservation, will provide from basic to a depth of complex trainings to a diverse, committed group of shareholder from across the district. This will therefore be a vital component of the program as it will be the main mechanisms to embed a transparent, systemic common vision of supports and expand levels of competency of the district to effectively and efficiently identify, enroll and services McKinney-Vento, Unaccompanied Youth and other like students/families experiencing hardships.

The other contributions of the coordinated funds will be focus around the educational success of the district's identified and enrolled homeless children and unaccompanied youth. These efforts will be allocated in a manner to provide a reasonable amount of compensation for time spent by specified, high trained staff in the successful delivering of high yielding, enriching educational experiences for the targeted populations as well as ensure any potential fiscal or accessibility barriers are removed in an expedited manner to ensure each and every applicable student and families can fully access any reasonably desired capacity building, extended learning opportunity provided by program and district.

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.

High quality family and community engagement and educational practices are embedded into everything that ECISD's EC Cares program exemplifies. The entire EC Cares program is even written as a significant strategy and activity within the District Improvement Plan's Family Engagement Plan and Policy section as well as is supported in other areas like that of Professional Development to ensure shareholder are well trained and verse in working with diverse populations and student needs, including way to expand relationship and how to effectively communicate. Funding from both that of TEHCY grant and the District Title I reservation have also been allocated towards the acquisition of informative literature around district needs and initiative like "Be Safe Be Respectful Be Responsible" as well as consumable supplies to send out timely notification about district events, services, and supports available to their child(ren) or them personally. For example, ECISD has developed a growing partnership with Dr. Consuelo Kickbusch and Education Service Center Region 20 that has resulted in a menu of upcoming Parent Institutes and symposium. Each parent/guardian will be provided a personalized flyer and phone call regarding the opportunity to attend and if transportation is needed, the district could facilitate resource toward covering the costs of district transportation.

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.

ECISD homeless and unaccompanied youth are required to be timely enrolled, identified, and provided equitable access to their most least restrictive environment for which is able to reasonably complement the students given academic records and effectively grow the student ability levels. This is not only stated in law and statue, but is the core business of the district and the define purpose of the EC Cares Team. These rights are also bestowed to any student and family who are in a position to invoke their school of origin rights in effort to stay and ensure there are not have any further disruptions to the academic career.

All homeless/unaccompanied youth are also required to attend daily and optimize their opportunity to learn through daily engagement with provided foundational instruction, positive peer groups and applicable academic TEIR interventions as that of any other ECISD student would, too. EC Cares Program however is again the catalyst and extension of the traditional learning environment by providing the additional high-yielding learning opportunities that frequently are needed to accelerate not only academic growth, but social/emotional learning as well.

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

County-district number or vendor ID: 015-911 Amendment # (for amendments only): N/A

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.

ECISD's Title I program is designed around filling gaps and extending services for which the TEHCY grant is not able to fully support. These coordinated strategies are all listed within the District's Improvement Plan as well as reviewed annually to ensure optimization of all resources and alignment to intentions of the EC Cares Program, which fully incorporate the services for ECISD's McKinney-Vento and Unaccompanied Youth populations.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$16,048	Title I, part A plan and set aside have been budgeted in the following manner to cover: <ul style="list-style-type: none"> • Tuition fees for Summer School, • Expanded learning student transportation services, including those attached to SUMMER@ECISD, • Expand current TEXSHEP grant's capacity regarding covering extra-duty pay expenses for Transition Coaches/Tutors, including SUMMER@ECISD activities, • Additional supplies and literature, including postage as they related to providing exceptional learning, services and communication streamlines, • Registration, travel and like expenses for Secretary to Social Services Department to attend annual THEO conference. • If needed, funding reserve for expanded School of Origin Transportation expenses
Planned Set-Aside for 2017–2018	\$16,880	Same USE/Activities as listed within 2016-2017. The only difference is the word "Transition" was dropped and the new EC Cares language became the customary verbiage to be utilized around services related to Coaches/Tutors for McKinney Vento/UY students programing. In addition the idea of utilizing Title I Reservation for School of Origin Transportation was dropped due to the change and decrease in concerns related to the legislative updates around Foster Care youth.

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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.

Homeless students are to be served from both district Title I funds and Title I, Part A, set-aside funds. ECISD sets aside annually a minimum of 1.0% of its Title I allocation for serves. The design and official determination around the 1% reserved allocation is contingent then upon the agreed upon intentions made by that of the district' Director of Student Service/Homeless Liaison and Director of Federal Programs. 2017-2018 intentions were based on the following three criteria:

- 1) Increase knowledge base of shareholders, including McKinney-Vento families and students, through receipt of additional supplemental literature, materials, training and external professional development, when applicable and expanded beyond the scope of TEXSHEP grant.
- 2) Increase student achievement and build relationship by providing additional coaches and learning opportunities when most applicable to meeting the needs of the families/students.
- 3) Expand school of origin services or extended learning opportunities to include, but not limited to covering salary, tuition assistance, and specialized transportation costs for homeless students or parents to participate fully.

Again, ECISD's comprehensive District Improvement plan contains all these aspects associated with the vision and intention of its EC Cares Program which includes all services and supports to address McKinney-Vento and Unaccompanied Youth. Campus Improvement Plan expand upon the District Improvement Plan by merely having activities and intentions focused more directly to addressing the specific campus needs of related to increasing student achievement levels for their at-risk, economically disadvantage, and other specialized sub-populations. McKinney-Vento and Unaccompanied Youth are therefore deemed a part of their at-risk plans.

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

County-district number or vendor ID: 015-911 | Amendment # (for amendments only): N/A

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

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-911	Amendment # (for amendments only): N/A
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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.

Evidence of homelessness and/or unaccompanied youth (MV/UY) factors may be obtained anytime of the year, including during pre-registration times and SUMMER@ECISD programming. Collection of such MV/UY identifiable evidence may also be obtained through a variety of recourses and interactive dialogues between the suspected student/family, EC Cares members, and/or applicable ECISD staff members assigned to any campus and grade level within the district. Examples of such evidence can include but are not limited to complete Student Enrollment Forms, Address Change forms, Family Needs Inventory Surveys, and written email/notes from a family/student interviews acquired by any trained district/campus level staff member. It is the expectation of ECISD that any and all such collected and viable information be forwarded to the district’s Director of Student Services/Homeless Liaison for an official determination. The district’s Social Worker/Homeless Advocate or Secretary to Social Services then follows up with a personal phone call to schedule appointment when possible to further discuss program information as well as ensure where the department would be most successful in providing students/families with physical information around their educational rights as well as what future processes can be take regarding transportation, assistance, services and extended learning opportunities.

The unlimited approach and accessibility to acquire essential information as defined above has been deemed effective for a period of years within the district; however further awareness and reminders are always provided to keep staff alert to the silent and under the radar McKinney-Vento and unaccompanied youth student. Evidence for these cases usually present themselves when looking at campus based data like attendance and behavioral records as well as grading reports. When these situations arise, again the procedure is the same regarding collecting as much information related to the case of the student and/or family as well as forwarding the evidence to the Director of Student Services/Homeless Liaison for the final determinations and dissemination of program.

EC Cares Team members who are consistently and highly trained in program statues, laws, and MV/UY tendencies however remain consistently entwined and abreast of their campus level role as well as responsibilities related to the MV identification and enrollment process as well as program offerings. They are pretty much the in the trenches expert and a valued extension to the Director of Student Services/Homeless Liaison and Social Service Department. They are able to fully filter the information and collect evidence, including respectfully engage in the discussion and were applicable inform students/parents of MV as well as begin designing available educational and extended learning opportunities to address the student/family needs.

Another facet within ECISD process is that administrators and staff members annually go out into the community in search of documented drop-outs and to acquire any information on those students who were once enrolled, but had not returned or had records requested from another entity. This process is actually facilitated through the Director of Student Service/Homeless Liaison’s office and when cases arise, the information is rightful directed straight back to key EC Cares members. In addition, area homeless liaisons also communicate and collaborate on the like services to ensure HL students are not lost and may transition as seamless as possible between districts.

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

County-district number or vendor ID: 015-911 | Amendment # (for amendments only): N/A

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.

EC Cares Committee members and campus based registration teams are the pivotal factors behind the district's abilities to expedite identification, enrollment, and capacity to service and respond accordingly to the specific educational needs of homeless children and unaccompanied youth. It is the goal and purpose of the shareholders to ensure academic achievement is not scarified due to bureaucracy, lack of knowledge regarding options/services for such families or even ignorance to the McKinney-Vento laws.

EC Care Committee members are comprised of the following ECISD positions: Director of Student Services/Homeless Liaison, District Social Worker/Homeless Advocate, Secretary of Social Services Department, Secretary of Student Services, Director of Federal Programs, Family & Community Education Facilitator, Transportation Director(s), Child Nutrition Director/Lead, Academic Support Facilitator, Behavior Specialist, and one to two campus representatives. These staff members maybe defined as a principals, assistant principal, academic facilitator and/or counselors.

Registration Teams include many of the already listed professional level positions as well as a campus's front office staff, lead teachers and the rest of teacher campus's administrative teams.

The training and professional development for all the above shareholders and on the roll they provide is done annually through direct contact of either the Director of Student Services/Homeless Liaison or the District Social Work/Homeless Advocate. EC Care Extended Learning opportunities, processes, and program over views of how to work or recruit specialized programing is traditionally provided through EC Cares Team Meetings and on individualized basis for campus leadership, coaches, and tutors.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015-911	Amendment # (for amendments only): N/A
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 a smaller than 10 point.	
<p>Major challenge of educating homeless students and/or those living in poverty situations is that they are traditionally plagued with truancy behavioral issues, and academic deficits comparisons to peers. Contributing factors to such delinquency and lack of academic growth revolves around habits associated with generational poverty, transportation barriers, family mobility, poor health/hygiene, lack of parent education, embarrassment to circumstances, dependencies and society's economic temptations, expectations (legally and criminally).</p> <p>Additional challenges that ECISD has had in educating these youths are unfortunately common to what hinders the district's overall population, which is limited resources, vocabulary, and academic deficiencies in the area of math, reading and writing. The district and campuses are continually addressing its systemic problems in these content areas; however, the increasing and very transit practices of the homeless population makes the ability to respond according in a timely manner to the transition student's needs a barrier to the program, itself.</p> <p>EC Cares program is therefore design to look passed all the above in order to address and meet the student/family where they are at and where they desire to grow from. In addition, the district has taken a more deliberate approach of ensuring all students are timely assessed at the onset of their enrollment and periodically assessed throughout the year in reading and math. These practices are also in place to obtain behavioral patterns and tendencies. With this data, each campus therefore develops TEIR and level up times to address the needs within their instructional school day to support intensive plans of instruction for each and every one of their children/ Student who are demonstrating to be academically and behaviorally sound continue to be provide enriching learning opportunities as well for ECISD has adopted a 1 year plus worth of growth for all its students. If a student is not only a MV/UY student but qualifies under another specialized program they are to receive all applicable assistances as needed and when not in conflict within the other program.</p> <p>Unfortunately, the instructional school day is not enough for many and this is where the EC Cares extended learning Coaches/Tutors and programing come in to address specialized need, including advocating where needed to ensure they have accessibility to SUMMER@ECISD and other high yielding interventions/strategies.</p>	

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015-911	Amendment # (for amendments only): N/A
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.	
<p>ECISD's sole traditional high school has had embedded layers of support in place for years to review, monitor, and implemented academic support services in a timely manner for its most highly at-risk students, including for those that carry the MV/UY identifier. If a student enters or even begins possessing at-risk tendencies or achievement gaps within their graduation plans, then their transcript and EOC assessment results are flagged by the campuses Academic Support Facilitator or Counseling Department to be scrutinized for patterns, academic/behavioral outliers and any other evidence that would in essence provide the necessary data to plan accordingly.</p> <p>For attendance issues, the campus offers reasonable, alternative choices to students to become compliant with state compulsory attendance laws such as Saturday school, before/after school tutoring, and the comparable course in a blended learning format. ECISD uses standard's based grading practices to assess students; Therefore, demonstration of the skill-sets and knowledge of the content standards is what drives student programming and learning.</p> <p>Students with extreme academic needs and evidently in a position of not graduating in timely manner are referred to the campus's Vice-Principal to determine if one the campus's limited "school within a school" model placements would be applicable to providing them the hope and opportunity necessary to accelerate them back to either a position of being classified with their original cohort/grade level or to at least at a level where they may graduate with a high school diploma under a 5 year plan. If the student chooses to turn down the alternative school setting option, then main campus academic supports are full engaged and accessibility to SUMMER@ECISD credit recovery mapped out in a manner to ensure academic goals again can be reached.</p> <p>ECISD dropout rates are also traditionally one of the lowest in the area. Contributing factors for this is that at the onset of every school year, Director of Student Services/Homeless Liaison orchestrates various supplemental program leads in a way to where each is provided a listing of their identified students who did not return and/or where there is basically minimal evidence showing either a high diploma was obtained or they reenrolled in another school district. It is then the task of the program leads to investigate and track the missing student until further evidence or information can be obtained around their enrollment/program status. It is the extended design of the EC Cares program to provide the additional staff and resources to make the personal outreach to the MV/UY students and their families to ensure all means and supports have been thought of or planned out to ensure the student is able to complete their academic career with ECISD.</p>	

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015-911			Amendment number (for amendments only): N/A	
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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 015-911 | Amendment number (for amendments only): N/A

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 015-911 Amendment number (for amendments only): N/A

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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: 015-911

Amendment number (for amendments only): N/A

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

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

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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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

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

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