

# Texas Education Agency Standard Application System (SAS)

<b>2018–2019 Texas Education for Homeless Children and Youth</b>		
<b>Program authority:</b>	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	September 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">18 APR - 3 PM 2: 22</div>
<b>Application deadline:</b>	5:00 p.m. Central Time, April 3, 2018	
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Cal Lopez; <a href="mailto:HomelessEducation@tea.texas.gov">HomelessEducation@tea.texas.gov</a> , (512) 463-9414	

### Schedule #1—General Information

Part 1: Applicant Information			
Organization name	County-District #	Amendment #	
Education Service Center, Region 13	227-950		
Vendor ID #	ESC Region #	DUNS #	
741590220	13	04-2979604	
Mailing address	City	State	ZIP Code
5701 Springdale Road	Austin	TX	78723-3646
Primary Contact			
First name	M.I.	Last name	Title
Cheryl		Myers	Education Specialist
Telephone #	Email address		FAX #
512.919.5462	cheryl.myers@esc13.txed.net		512.919.5155
Secondary Contact			
First name	M.I.	Last name	Title
Leticia		Serna	Sr. Coordinator: Grants, Contracts, & Procurement
Telephone #	Email address		FAX #
512.919.5236	leticia.serna@esc13.txed.net		512.919.5374

### 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
Rich		Elsasser	Executive Director
Telephone #	Email address		FAX #
512.919.5301	rich.elsasser@esc13.txed.net		512.919.5374
Signature (blue ink preferred)			Date signed

*Only the legally responsible party may sign this application.*

701-18-109-081

**Schedule #1—General Information**

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

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

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

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input 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	N/A
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.**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

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

**Part 2: Acceptance and Compliance**

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

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

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<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 requirements</u> .
<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 requirements</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances requirements</u> .

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

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

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

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

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

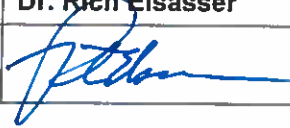
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	227-950	Dr. Rich Elsasser	512.919.5301	\$69,150
	Region 13 Education Service Center		rich.elsasser@esc13.txed.net	
<b>Member Districts</b>				
2.	075-901	Mrs. Beverly Mikulenska	361-865-2941	\$725
	Flatonia ISD		bmikulenska@flatonia.txed.net	
3.	246-905	Mr. Randy Willis	512-859-2173	\$900
	Granger ISD		rwillis@granger.txed.net	
4.	246-908	Dr. Robert Hart	512-260-5580	\$1,175
	Liberty Hill ISD		rhart@libertyhill.txed.net	
5.	028-902	Dr. Susan Bohn	512-398-0024	\$5,150
	Lockhart ISD		susan.bohn@lockhart.txed.net	
6.	028-903	Mr. Tim Glover	830-875-3191	\$3,100
	Luling ISD		tglover@luling.txed.net	
7.	027-904	Dr. Chris Allen	830-693-4357	\$1,175
	Marble Falls ISD		callen@mfisd.txed.net	
8.	105-902	Mr. Michael Cardona	512-393-6767	\$10,225
	San Marcos CISD		michael.cardona@smcisd.net	

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By TEA staff person:

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	246-912	Mr. Tommy Hooker	512-898-0062	\$1,350
	Thrall ISD		thooker@thrallisd.org	
10.	089-905	Mr. Jon Orozco	830-788-7161	\$925
	Waelder ISD		jonorozco@waelderisd.org	
11.	011904	Mrs. Cheryl Burns	512-237-2487	\$2,225
	Smithville ISD		cburns@smithvilleisd.org	
12.	246-911	Mr. Keith Brown	512-365-1391	\$2,100
	Taylor ISD		keith.brown@taylorisd.org	
13.	246-902	Mr. Paul Michalewicz	254 -793-2850	\$925
	Florence ISD		pmichalewicz@florenceisd.net	
14.	246-907	Dr. Bill Chapman	512 - 746-2124	\$1,625
	Jarrell ISD		bill.chapman@jarrellisd.org	
15.	011-905	Ms. Barbara Marchbanks	512-273-2522	\$875
	McDade ISD		barbara.marchbanks@mcdadeisd.net	
16.	227-828	Ms. Traci Berry	512-531-5500	\$2,100
	The Excel Center		traci.berry@goodwillcentraltexas.org	
<b>Grand total:</b>				<b>\$103,725</b>

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## Texas Education Agency Standard Application System (SAS)

### Schedule #3—Certification of Shared Services

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

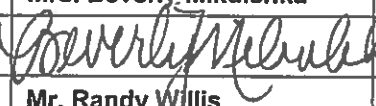
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	Region 13 Education Service Center		rich.elsasser@esc13.txed.net	
<b>Member Districts</b>				
.	Flatonia	Mrs. Beverly Mikulenka	361-865-2941	\$725
	075-901		bmikulenka@flatonia.txed.net	
3.	Granger ISD	Mr. Randy Willis	512-859-2173	\$900
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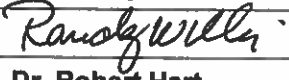
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### Schedule #3—Certification of Shared Services

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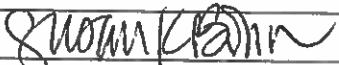
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	028-902		susan.bohn@lockhart.txed.net	
6.	Luling ISD	Mr. Tim Glover	830-875-3191	\$3,100
	028-903		tglover@luling.txed.net	
7.	Marble Falls ISD	Dr. Chris Allen	830-693-4357	\$1,175
	027-904		callen@mfisd.txed.net	
8.	San Marcos CISD	Mr. Michael Cardona	512-393-6767	\$10,225
	105-902		michael.cardona@smcisd.net	

# Texas Education Agency Standard Application System (SAS)

## Schedule #3—Certification of Shared Services

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):


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

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

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

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#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	227-950	Dr. Rich Elsasser	512.919.5301	\$49,450
	Region 13 Education Service Center		rich.elsasser@esc13.txed.net	
<b>Member Districts</b>				
.	Flatonia	Mrs. Beverly Mikulenska	361-865-2941	\$725
	075-901		bmikulenska@flatonia.txed.net	
3.	Granger ISD	Mr. Randy Willis	512-859-2173	\$900
	246-905		rwillis@granger.txed.net	
4.	Liberty Hill	Dr. Robert Hart	512-260-5580	\$1,175
	246-908		rhart@libertyhill.txed.net	
5.	Lockhart ISD	Dr. Susan Bohn	512-398-0024	\$5,150
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	105-902		michael.cardona@smcisd.net	

# Texas Education Agency Standard Application System (SAS)

## Schedule #3—Certification of Shared Services

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

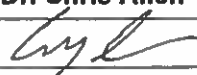
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## Texas Education Agency Standard Application System (SAS)

### Schedule #3—Certification of Shared Services

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):


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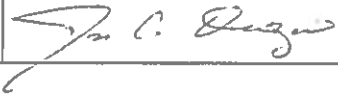
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<b>Member Districts</b>				
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3.	246-905	Mr. Randy Willis	512-859-2173	\$900
	Granger ISD		rwillis@granger.txed.net	
4.	246-908	Dr. Robert Hart	512-260-5580	\$1,175
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	Marble Falls ISD		callen@mfisd.txed.net	
8.	105-902	Mr. Michael Cardona	512-393-6767	\$10,225
	San Marcos CISD		michael.cardona@smcisd.net	

Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 227-950			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	Thrall ISD	Mr. Tommy Hooker	512-898-0062	\$1,350
	246-912	<i>Tommy Hooker</i>	thooker@thrallisd.org	
10	Waelder ISD	Mr. Jon Orozco	830-788-7161	\$925
	089-905		jonorozco@waelderisd.org	
<b>Grand total:</b>				<b>\$74,175</b>

*Tommy Hooker 3/26/18 for Thrall ISD (Superintendent)*

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #3—Certification of Shared Services (cont.)</b>				
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<b>Member Districts</b>				
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	246-912		thooker@thrallisd.org	
10.	Waelder ISD	Mr. Jon Orozco	830-788-7161	\$925
	089-905		jonorozco@waelderisd.org	
<b>Grand total:</b>				<b>\$74,175</b>

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<b>Member Districts</b>				
9.	246-912	Mr. Tommy Hooker	512-898-0062	\$1,350
	Thrall ISD		thooker@thrallisd.org	
10.	089-905	Mr. Jon Orozco	830-788-7161	\$925
	Waelder ISD		jonorozco@waelderisd.org	
11.	011904	Mrs. Cheryl Burns	512-237-2487	\$2,225
	Smithville ISD	<i>Cheryl Burns</i>	cburns@smithvilleisd.org	
12.	246-911	Mr. Keith Brown	512-365-1391	\$2,100
	Taylor ISD		keith.brown@taylorisd.org	
13.	246-902	Mr. Paul Michalewicz	254 -793-2850	\$925
	Florence ISD		pmichalewicz@florenceisd.net	
14.	246-907	Dr. Bill Chapman	512 - 746-2124	\$1,625
	Jarrell ISD		Bill.chapman@jarrellisd.org	
15.	011-905	Ms. Barbara Marchbanks	512-273-2522	\$875
	McDade ISD		barbara.marchbanks@mcdadeisd.net	
16.				
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<b>Grand total:</b>				<b>\$97,425</b>


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	Waelder ISD		jonorozco@waelderisd.org	
11.	011904	Mrs. Cheryl Burns	512-237-2487	\$2,225
	Smithville ISD		cburns@smithvilleisd.org	
12.	246-911	Mr. Keith Brown	512-365-1391	\$2,100
	Taylor ISD	<i>TKB</i>	keith.brown@taylorisd.org	
13.	246-902	Mr. Paul Michalewicz	254 -793-2850	\$925
	Florence ISD		pmichalewicz@florenceisd.net	
14.	246-907	Dr. Bill Chapman	512 - 746-2124	\$1,625
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	McDade ISD		barbara.marchbanks@mcdadeisd.net	
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<b>Grand total:</b>				<b>\$97,425</b>

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## Texas Education Agency Standard Application System (SAS)

### Schedule #3—Certification of Shared Services

County-district number or vendor ID: **227-950**

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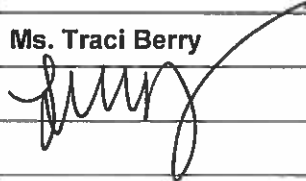
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
	246907 Jarrell ISD	Bill Chapman 	512-746-2124 x1001 Bill.chapman@jarrellisd.org	\$1,625.00
<b>Fiscal Agent</b>				
1.	227-950	Dr. Rich Elsasser	512.919.5301	\$64,950
	Region 13 Education Service Center		rich.elsasser@esc13.txed.net	
<b>Member Districts</b>				
2.	075-901	Mrs. Beverly Mikulenska	361-865-2941	\$725
	Flatonia ISD		bmikulenska@flatonia.txed.net	
3.	246-905	Mr. Randy Willis	512-859-2173	\$900
	Granger ISD		rwillis@granger.txed.net	
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	Luling ISD		tglover@luling.txed.net	
7.	027-904	Dr. Chris Allen	830-693-4357	\$1,175
	Marble Falls ISD		callen@mfisd.txed.net	
8.	105-902	Mr. Michael Cardona	512-393-6767	\$10,225

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<b>Grand total:</b>				<b>\$97,425</b>

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	Jarrell ISD		bill.chapman@jarrellisd.org	
15.	011-905	Ms. Barbara Marchbanks	512-273-2522	\$875
	McDade ISD		barbara.marchbanks@mcdadeisd.net	
16.	227-828	Ms. Traci Berry	512-531-5500	\$2,100
	The Excel Center		traci.berry@goodwillcentraltexas.org	
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<b>Grand total:</b>				<b>\$103,725</b>

**For TEA Use Only**

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: <b>227-950</b>	Amendment # (for amendments only):
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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.

Education Service Center Region 13 seeks to support schools serving homeless students in the Central Texas area. This grant application was created to expand upon existing services and resources to better meet the needs of homeless students and their families. Per the TEA guidelines, smaller districts can only apply via shared services arrangements. Emphasis on schools with less than 67 homeless students were invited to participate as an SSA in the grant with Region 13. The goals of this program are to promote academic achievement, promotion, timely graduation, improved attendance and increased collaboration with federal programs. The LEAs districts include Flatonia ISD, Florence ISD, Granger ISD, Jarrell ISD, Liberty Hill ISD, Lockhart ISD, Luling ISD, Marble Falls ISD, McDade ISD, San Marcos CISD, Smithville ISD, Taylor ISD, Thrall ISD, Waelder ISD and the Excel Center of Goodwill Industries.

The budget was developed through meetings with the partner districts. The partner districts reporting not having sufficient resources to help meet basic needs and educations supplies students and their families. Resources were allocated for supplies, so that schools can provide for these students. Ms. Cheryl Myers is the Homeless Education Specialist at Education Service Center Region 13 will facilitate grant activities. She has 8 years of experience working with the Texas Support for Homeless Students and Youth grant program. Her work will ensure that all objectives and activities of the grant are achieved. Based on yearly outcomes recommendations for improvements will be offered. The Homeless Education Specialist will collect and report feedback from partner homeless liaisons and community agencies during end of year meeting, mid year report and end of year report.

ESC 13 is a leader in training, technical assistance and support for school districts in Central Texas. ESC 13 Education Specialists are regularly brought into trainings and meetings to address specific topics. Past trainings include professional development on strategies for identification, enrollment and attendance for homeless students, best-practice activities, dispute resolution, unaccompanied youth and services available, housing, and renter's rights. ESC 13 offers a wide-variety of training on behavior training, restorative discipline, and strategies for at-risk students and family engagements. Finally, ESC 13 has hosted the regional Homeless Institute for the past 10 plus years. For the schools, teachers, paraprofessionals, volunteers and community partners participating in this grant, ongoing training is critical to achieve success and meet the stated objectives. ESC 13 will offer a range of learning opportunities to meet the needs of all LEAs.

ESC 13 will visit participating LEAs a minimum of one time per year and more frequently if there are issues to troubleshoot. Homeless Liaisons will attend one meeting tri-quarterly at ESC 13. ESC 13 will tap the expertise of Education Specialists in English/Language Arts, Math, Science, Educational Leadership, College and Career Readiness, Homeless and Behavior to assist with needs and challenges at the participating LEAs

This proposal seeks to serve a minimum of 1,383 students at the fifteen participating LEAs. Established collaborations with one social service agency will continue without any funding to the social service agency. These numbers were derived based on the TEA TEHCY Program grant eligibility list. As a result of several needs assessment conducted the last one in February 2018, the following program objectives were created:

**Objectives:**

1. By May 2019, homeless students will accurately be identified and immediately enrolled.
2. By May 2019, the attendance rates will increase to 90% as measured by the average daily attendance rate.
3. By May 2019, 80% of all homeless students will pass all sections of STAAR/EOC testing
4. By May 2019, the number of students graduating in a timely manner will increase to 85%.
5. By August 2019, increase in coordination and collaboration of special programs.

The Homeless Education Specialist will work collaboratively with LEA homeless liaison to ensure tutorials, enrichment and activities, range of career readiness opportunities for high school students.

**For TEA Use Only**

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

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

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

Family engagement strategies seek to increase bonding between families and schools and improve family member's capacity to advocate for themselves and their children. Given the small schools, cultural barriers and geographic challenges of regular parent involvement, Each LEA will offer targeted parent and family learning opportunities, including strategies to support student learning, English as a Second Language classes, technology training, and college/career preparation activities. These classes seek to build on existing parenting skills in an informative and relational manner

A comprehensive evaluation with all partners will help to guide the homeless education program toward achieving its stated goals and objectives. Bi-annually, evaluation reports and feedback will highlight the achievements of the LEAs. The evaluation will provide opportunities for ongoing program and system-level improvement.

ESC 13, the SSA districts and community partners agree to comply with all federal, state and local requirements. All partners will follow grant guidelines and submit reports per instructions. ESC 13 has decades of experience in working collaboratively with districts and monitoring compliance. This application responds to all statutory requirements.

Just as ESC 13 has provided resources to assist school districts to better serve homeless students prior to receiving these funds, ESC 13 is fully committed to continuing services and supports after the grant period ends. ESC 13 leaders are fully committed to continuing training, technical assistance and online learning to support districts, homeless liaisons, students and families. ESC 13 has received state and private funding to host a range of activities that support the grant goals and will continue to do so beyond the grant period. Finally, ESC 13 will build upon the current relationships with community partners to better serve the targeted population, to sustain further supports.

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By TEA staff person:



<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: <b>227-950</b>			Amendment # (for amendments only):		
Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)					
Grant period: September 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 206/295		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$59,457.00	\$0	\$59,457.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$3,843.00	\$0	\$3,843.00
Schedule #9	Supplies and Materials (6300)	6300	\$34,904.00	\$0	\$34,904.00
Schedule #10	Other Operating Costs (6400)	6400	\$650.00	\$0	\$650.00
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$98,854.00	\$0	\$98,854.00
7.578% <u>indirect costs</u> (see note):			N/A	\$4,871.00	\$4,871.00
Grand total of budgeted costs (add all entries in each column):			<b>\$98,854.00</b>	<b>\$4,871.00</b>	<b>\$103,725.00</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$34,575.00	\$0	\$34,575.00
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$103,725.00
Percentage limit on administrative costs established for the program (8%):					× .08
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$8,298.00

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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<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 227-950			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15	ESC specialist/consultant		1	\$47,150.00
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
<b>Other Employee Positions</b>				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$47,150.00
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$12,307.00
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$12,307.00
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$59,457.00</b>

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

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: <b>227-950</b>		Amendment # (for amendments only):
<b>NOTE:</b> 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.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$3,843.00
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$3,843.00</b>

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

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: <b>227-950</b>		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$34,904.00
<b>Grand total:</b>		<b>\$34,904.00</b>

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

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: <b>227-950</b>		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$650.00
<b>Grand total:</b>		<b>\$650.00</b>

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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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 227-950			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

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: 227-950										Amendment # (for amendments only):				
<b>Part 1: Student Demographics of Population To Be Served With Grant Funds.</b> 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	16,649	64.38%	Overwhelming majority of students are economically disadvantaged											
Identified homeless students	885	10.9%	LEAs continue to improve the identification of homeless students. One of the SSA LEA's indicated there probably are more unidentified secondary homeless students where students are reluctant to divulge their nighttime residence situation.											
Students identified homeless with a 5A Crisis Code	209	2.82%												
Students identified homeless with a 5B Crisis Code	2	0.14%												
Students identified homeless with a 5C Crisis Code	20	63.70%												
Attendance rate for identified homeless students	NA	94.8%	The percentage reflected is only for five participating SSA LEAs.											
Attendance rate for economically disadvantaged students	NA	93.3%	The percentage reflected is only for three participating SSA LEAs.											
<b>Part 2: Students To Be Served With Grant Funds.</b> 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 checked="" type="checkbox"/> Open-Enrollment Charter												
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
79	83	91	78	85	78	69	44	56	60	97	44	39	65	968

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: <b>227-950</b>	Amendment # (for amendments only):
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**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.

The needs assessment is an ongoing process conducted at multiple points during the year and which includes all of the SSA LEAs homeless liaisons within the Region 13 ESC collaboration. The first needs assessment is conducted prior to the beginning of the program year, at a spring meeting of the homeless partners. In a roundtable format, participants identify the most pressing needs of the homeless families that they serve. Data, including PEIMS, TEA academic reports, anecdotal information from Liaisons, feedback from districts' transportation departments and information from nonprofits that serve sheltered populations is used. After discussion, needs are ranked by priority and goals are established for the next program year. The group then plans activities that address the objectives of the goals. For example, in a recent activity to prioritize needs for the coming program year, information was presented from liaisons related to high percentages of homeless students in need of special education and ESL services. Consensus was that this need is high and the group made a decision to establish a goal of adding Special Education and ESL program staff to this collaboration.

A second meeting is held at the start of the program year to reexamine needs and modify planned project activities. The grant activities, developed by the group, is reexamined and partners participate in more detailed planning. If a gap or barrier has been identified, solutions and activities to mitigate the concerns are implemented. At this phase of needs assessment, the value of a group effort really makes a difference: many individuals, representing diverse perspectives and resources can amplify problem solving. Particularly for smaller school districts, broadening the pool of available resources is crucial to success. Participants identify resources to meet needs. Partners will accept assignments, such as planning college visits, facilitating parental involvement activities, etc. The group will determine the most appropriate form of documentation for each activity and establish time lines for completion.

A third meeting is held during the spring semester to evaluate progress towards meeting objectives and goals and to prioritize needs for the coming year. Liaisons and nonprofit partners provide data from their respective districts that document progress towards meeting identified needs, i.e. the attendance and passing rate of 12<sup>th</sup> grade students, successes and barriers to coordinating transportation between school districts. Through presentation of data and discussion, a picture emerges of the changing needs of the homeless student population. This progress assessment guides the need assessment for the coming year. Needs are prioritized and an updated action plan for the coming year is put in place.

**Needs Identified:**

1. Identification of students experiencing homelessness need to be accurately identified
2. Attendance is necessary for students experiencing homelessness in order to meet academic success
3. Support Academic success, in order to succeed prompt enrollment is crucial
4. Need for increased family/guardian engagement
5. Regular staff development activities necessary in order for Homeless Liaison to keep current on best practices information, community resources
6. Basic needs and school supplies

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## Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227-950

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<p><b>Improve Identification and Enrollment</b></p> <p><b>Objective 1:</b> By May 2019, homeless students will accurately be identified and immediately enrolled.</p>	<ul style="list-style-type: none"> <li>• Student Residency Questionnaire (SRQ) included with student registration packet</li> <li>• SRQ completed and returned/submitted</li> <li>• Homeless Liaison follow up on SRQ which need clarification</li> <li>• Homeless Liaison verification of SRQ</li> <li>• Homeless student identification</li> <li>• Homeless student immediately enrolled</li> </ul>
2.	<p><b>Improve Attendance</b></p> <p><b>Objective 2:</b> By May 2019, the attendance rates will increase to 90% as measured by the average daily attendance rate.</p>	<ul style="list-style-type: none"> <li>• Monitoring homeless student attendance weekly</li> <li>• High engagement school activities</li> <li>• Parent information sessions focusing on the importance of regular attendance, health/wellness and goal-setting</li> <li>• Social/emotional learning activities to increase protective factors</li> </ul>
3.	<p><b>Improve Academic Performance</b></p> <p><b>Objective 3:</b> By May 2019, 80% of all homeless students will pass all sections of STAAR/EOC testing</p>	<ul style="list-style-type: none"> <li>• Monitoring grades minimum of twice monthly for homeless students</li> <li>• Intensive TEKS-aligned tutorials in language arts, math, science and social studies</li> <li>• Homework help and monitoring sessions before and after-school</li> <li>• High engagement enrichment activities that are aligned with school-day curriculum</li> <li>• Computer lab tutorials and extended access before and after school</li> </ul>
4.	<p><b>Improve Graduation Rates</b></p> <p><b>Objective 4:</b> By May 2019, the number of students graduating in a timely manner will increase to 85%.</p>	<ul style="list-style-type: none"> <li>• Monthly monitoring of credits for 12<sup>th</sup> grade students</li> <li>• Offer tutorials for students who are failing one or more classes</li> <li>• Partial credit option and credit recovery</li> <li>• Career development activities</li> <li>• College awareness and career goals and events</li> <li>• School to career activities</li> </ul>
5.	<p><b>Collaboration and Coordination of Services for Homeless Students</b></p> <p><b>Objective 5:</b> By August 2019, increase in coordination and collaboration of special programs.</p>	<ul style="list-style-type: none"> <li>• Collaboration and coordination with special programs staff e.g., Special Education, ESL, homeless students are receiving</li> <li>• Regular meetings for status updates on progress of homeless students in program</li> <li>• Meetings and professional development workshops for all specific program staff to receive current information, resources such as credit recovery options, postsecondary resources and other information in order to remove barriers for student learning and achievement.</li> </ul>

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**Schedule #14—Management Plan**

County-district number or vendor ID: **227-950** Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Homeless Specialist	Cheryl Myers has over 21 years of experience working at the Education Service Center. The last 7 years she has served as the Homeless Education Specialist for the Education Service Center Region 13. She has managed the school health grant and served as the school health specialist. Mrs. Myers has presented at the National Association for the Education of Homeless Children and Youth conference.

**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.	By May 2019, homeless students will accurately be identified and immediately enrolled.	1. Identification of homeless students	09/01/2018	08/31/2019
		2. Verification of Student Residence Questionnaire	09/01/2018	08/31/2019
		3. Remove barriers for enrollment	09/01/2018	08/31/2019
		4. Immediate enrollment of homeless student	09/01/2018	08/31/2019
2.	By May 2019, the attendance rates for homeless students will increase to 85 % as measured by the average daily attendance rate	1. Train campus staff on youth protective factors	09/01/2018	08/31/2019
		2. Offer career exploration programs for PK-12 students	09/01/2018	08/31/2019
		3. Offer high interest school programs	09/01/2018	08/31/2019
		4. Conduct parent sessions on the importance of regular attendance and health/wellness	09/01/2018	08/31/2019
		5. Work collaboratively with district truancy personnel	09/01/2018	08/31/2019
3.	By May 2019, 80% of all homeless students will pass all sections of STAAR/EOC testing.	1. Train campus staff on student retainment	09/01/2018	08/31/2019
		2. Increase access to library and campus technology	09/01/2018	08/31/2019
		3. Offer sessions on Critical Thinking Skills	09/01/2018	08/31/2019
		4. Link with tutorials and STAAR preparation events	09/01/2018	08/31/2019
		5. Provide information on testing to parents/guardians	09/01/2018	08/31/2019
4.	By May 2019, the number of students graduating in a timely manner will increase to 85%.	1. Train secondary campus staff on dropout prevention	09/01/2018	08/31/2019
		2. Offer a range of career training for secondary students	09/01/2018	08/31/2019
		3. Provide college exploration and readiness activities	09/01/2018	08/31/2019
		4. Conduct parent information sessions	09/01/2018	08/31/2019
		5. Link with college recruiters	09/01/2018	08/31/2019
5.	By August 2019, increase in coordination and collaboration of special programs.	1. Regular meetings of special programs staff and the homeless liaison students are receiving	09/01/2018	08/31/2019
		2. Share information on relevant collaboration opportunities with partners.	09/01/2018	08/31/2019
		3. Participate in RtI and ARD meetings as appropriate	09/01/2018	08/31/2019

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

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Region 13 Homeless Education Specialist and SSA District Homeless Education Liaisons will use established procedures for conducting **regular communication** about the progress of the grant and any challenges encountered in the implementation of grant activities. **The implementation will be monitored with site visits as needed, email queries on progress of grant activities to ensure homeless students are being monitored on a regular basis.** The Homeless Education Specialist will ensure all program activities are executed according to grant guidelines. The Homeless Education Specialist will collaborate and coordinate with homeless liaisons if there are issues with implementation of activities and achieving activity goals.

After the beginning of each semester, the SSA homeless liaisons will attend a training session led by the Homeless Education Specialist. This training will highlight the previous semester activity outputs and outcomes. Each homeless liaison will continuously monitor and evaluate the extent to which the homeless program grant objectives are being achieved as designed (through process evaluation) and the quality of effectiveness of the program (via outcome evaluation). The Homeless Education Specialist will identify best practices of a homeless education program and provide recommendations for program improvements based on those practices. The Homeless Education Specialist will solicit continuous feedback from school district homeless liaison and will utilize that feedback to make modifications in the activities for the purpose of improvement. At least once a year each homeless liaison will share the achievements and challenges of the activities with the other liaisons included in the grant program.

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

The SSA LEAs and community organizations/agencies, which are collaborators with the LEA, will collaborate to maintain assistance and available resources for homeless students and their families. LEAs homeless liaisons will communicate bi-annually with collaborators to determine if resources remain available. Homeless liaison will have data from the three-year grant period which hopefully will indicate improvement for identification, enrollment, attendance, graduation, district internal collaborations and external collaborators, all best practice strategies to ensure positive outcomes for homeless students. LEAs homeless education program will continue to identify, enroll, and provide assistance to help students achieve academically.

**Year 1 Strategies:**

- Region 13 will engage with school districts and collaborators included in homeless SSA.
- Disseminate and review ESC Region 13 homeless education activity plan.
- Region 13 will provide professional development for SSA LEAs and collaborate to provide resources and training.

**Year 2 Strategies:**

- Share Year 1 Region 13 outcomes with SSA partners
- LEAs continue to improve outcomes of goals and objectives
- SSA partners maintain collaboration and strengthen community partnerships
- Incorporate volunteers and in-kind resource donation

**Year 3 Strategies:**

- Continue strategies from Years 1 and 2 as appropriate.
- Strengthen community partnerships
- Increase volunteer and other in-kind services.

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<b>Schedule #15—Project Evaluation</b>		
County-district number or vendor ID: <b>227-950</b>	Amendment # (for amendments only):	
<p><b>Part 1: Evaluation Design.</b> 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.</p>		
#	Evaluation Method/Process	Associated Indicator of Accomplishment
1.	Phase 1: Preparation	1. ESC Region 13 Homeless Education Specialist and Program Manager planning
		2. Review activity goals and desired outcomes
		3. Review and approve the Evaluation Strategy
2.	Phase 2: Planning	1. Develop a Logic Model
		2. Develop Evaluation Plan
		3. Identify Data sources and collection methods
3.	Phase 3: Implementation	1. Prepare evaluations tools and methods
		2. Collect Data: Qualitative and Quantitative
		3. Data analysis and interpretation
4.	Phase 4: Reporting	1. Interim Reports
		2. Region 13 Homeless Education Specialist prepare and disseminate mid-year report
		3. Region 13 Homeless Education Specialist Prepare and disseminate final report
5.	Phase 5: Using results and disseminations	1. Review data and narrative results
		2. Conduct meeting with SSA LEAs to communicate results to SSA homeless liaisons
		3. Share with stakeholders, via press releases and social media.
<p><b>Part 2: Data Collection and Problem Correction.</b> 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>		
<p>Data is collected from the district PEIMS Data Report, Attendance reports, state assessment test, attendance records, student grades and graduation percentages of homeless students. Activities listed for the grant and the number of participants served are reported and reviewed twice a year by the homeless education specialist. The data is also reviewed and discussed twice a year at the Region 13 grant partner participant meetings. If there are any suggestions, or recommendations for the grant activities or the delivery of the activities in order to meet the needs of the homeless students they are addressed at the Region 13 partner meetings. Needs assessment is conducted twice yearly in order to determine the priorities for homeless students, especially addressing any barriers to the education of homeless students.</p>		
<p>Student Data: LEA homeless liaison will collect Student Residency Questionnaire data, enrollment data, attendance data, report card data, state assessment data, demographic data, and discipline data, for each homeless students.                  Descriptive Grant Level data: Needs Assessment data, Student Achievement                  Achievement data: AEIS, PEIMS, STAAR, graduation data.</p>		
<p>A variety of methods will be used to gather both qualitative and quantitative data for the formative and summative evaluation to assess the impact of program activities including number of participants, student attendance and student behavior data. <b>Evaluation results and other data to identify and improve the homeless education program.</b> The intent of ongoing formative evaluation will be to assess the impact of project activities and provide information to improve the program. These strategies will include measurement of identification, enrollment, and attendance, gains in student achievement of knowledge and skills, graduation rates as well as evidence of program impact on all objective performance measures that are clearly related to the intended outcome of the project. The Homeless Education Specialist will make sure the evaluation results will be utilized for making suggestions and recommendations to implement in a timely manner to refine, improve and strengthen the program.</p>		

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Liaisons will identify, enroll student immediately, and remove barriers for homeless students.	1,383	School District Homeless Liaison	Student Residency Questionnaire, PEIMS Data Procedures in place – Homeless Liaison, registrar will collect information	1
Liaisons will monitor students' attendance and grades. Total attendance rates percentage for all SSA LEAs will be 94%. If tutorials or other academic assistance is needed referrals are made as appropriate. Liaisons are encouraged to monitor students frequently.	1,383	School District Homeless Liaison, teachers	Student records: Attendance records, PEMS Data report, student report cards Responsible Person: Homeless Liaison, PEIMS Coordinator, teachers	2
Academic enrichment, tutoring, before and after school homework assistance, state assessment preparation will be provided to homeless students.	1,383	School District Homeless Liaison, teachers, tutors	Student grade reports, state assessment test scores, teacher referrals Responsible Person: Teacher, testing coordinator, homeless liaison	3
Graduation rates will be improved to 80%. Liaisons will monitor students' attendance, grades, and make referrals as appropriate. Liaisons are encouraged to monitor students frequently.	63	School District Homeless Liaison	Assessment test scores: Responsible Person: Testing Coordinator	4
Liaisons will collaborate with school district Special Education Department, ESL, Career and Technology, Gifted and Talented programs or other identified special program for homeless students that have dual identification to receive special services from designated program.	138	School District Liaison, Special Program Coordinators, parent/guardian	Special Program assessment, District Records Responsible Person: Teacher, Special Program Coordinator, Homeless Liaison	5

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

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

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
1.	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
2.	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
3.	Flatonia ISD - Celebration Food House/Pantry; Lions Club	Provide food for students and their families; assist with glasses
4.	Jarrell ISD – Jarrell ISD Food Service	Provide meals
5.	Taylor ISD - Shepherds Heart Food Pantry; Shepards Heart Clothes Closet; Remax Associates Group	Food and household goods; household goods; Food bins and backpacks
6.	Liberty Hill ISD - Operation Liberty Hill	Clothing, food, hygiene products, financial assistance for gas/rent
7.	Lockhart ISD – Lockhart Department of Curriculum; STS Bus Service	Ensure homeless students are receiving services needed; Transportation service used for students in Lockhart ISD to transport homeless students. In some instances, there is collaboration with other districts to ensure student has efficient transportation to school
8.	Luling ISD - School Nurse; Migrant Program	Nurse gives eyeglass vouchers for homeless students that need glasses; Collaboration of homeless program and migrant program for students that are in both programs. Assistance with clothing, school supplies and minimal medical emergency expenses.
9.	Marble Falls ISD - Bluebonnet Trails Community Services; Phoenix Center	Provide mental health services for homeless students in Marble Falls ISD; Mental Health Services as needed regarding trauma- informed behavior management
10.	McDade ISD-McDade Food Pantry; McDade ISD;McDade Baptist Church	Food; Transportation to doctor appointments, school supplies; Food and supplies delivered to homeless students
11.	San Marcos CISD- City of San Marcos Housing Authority; Central TX Food Bank – Café and Backpack programs; Hays Food Bank, San Marcos CISD	Teen group to help teenagers develop in a positive direction; help youth learn personal responsibility, goal setting, communication skills, importance of community involvement ; family in need; emergency food; Teaching, Learning, Assessment-credit recovery, test preparation
12.	Smithville ISD	The public library provides training and resource. The school nurses provide health and medical services and resources.
13.	The Excel Center	Provides job training and coaching.
14.	Taylor ISD - Shepherds Heart Food Pantry; Shepards Heart Clothes Closet; Remax Associates Group	Food and household goods; household goods; Food bins and backpacks

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

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

**Statutory Requirement 2b:** Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It is a requirement for districts to determine the nighttime residence of all students. Each district identifies students in homeless situations by using a district Student Residency Questionnaire (SRQ). The SRQ is included in the student registration packet /or online registration for all students when they register, whether a returning student to the district or new student. Based on the SRQ the registrar or homeless liaison identifies homeless students and unaccompanied youth. The homeless liaison reviews the SRQ and will make follow up phone calls and/or visits with parent/guardian or unaccompanied youth if necessary for SRQ response clarification. The homeless liaison is responsible to verify student as homeless and ensure the student can enroll in school and receive designated services. Homeless students are enrolled immediately even if they do not have the normal required documents for enrollment. By law, unaccompanied youth can enroll in school immediately without a parent or legal guardian.

School staff are trained on the identification, and immediate enrollment of homeless students and the student's McKinney- Vento rights. The homeless liaison is the advocate for the homeless student and emphasizes the importance of removing barriers for homeless students and unaccompanied youth so they can enroll in school and receive services. Grant funds are utilized to remove barriers for homeless students and unaccompanied youth so they will have the right to a free and appropriate public education. Allowable use of funds include purchase of school supplies, testing fees, enrichment activities, emergency food and clothing. The educational success of homeless students and unaccompanied youth hinges on services and resources for basic needs, enrichment activities, school and community resources, referrals, and support.

**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.

Region 13 Education Service Center will provide training for homeless liaisons. The School District's Parent Engagement Specialist will be invited to attend the training. Parent Engagement Specialist will share their experience and expertise for working with parents. Strategies to get the parent/guardian involved in the education of their child will be reviewed. Some strategies to use with parents/guardian to get them involved:  
 Host several sessions for parents at the beginning of each semester to inform the parent/guardian the importance of communication mutual with parent/guardian and teacher/school staff. Establish at the initial contact with the parent/guardian that the homeless liaison, counselor, teacher and other school staff want to support and align goals with the parent for the best interest of the student. Emphasize when there is parent involvement it promotes academic achievement for the student. The parent/guardian should be respected and valued and be welcomed at school. It is important to educate the parent/guardian on how to navigate the school system provide easy access to school related information.

**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.

Approximately 1383 homeless children and youth including unaccompanied youth will receive support from schools to achieve academic success. These students and unaccompanied youth attending school will receive supports, interventions and service set forth in the McKinney- Vento act. The students will have expedited access to extracurricular activities that support academic achievement, college and career readiness, health and wellness and their personal growth.

The success of unaccompanied youth is challenging, given their highly mobile living situation. Partner schools provide these students with consistency, stability and normalcy. Schools offer the support for unaccompanied homeless youth with their non-traditional living arrangements. The Homeless Liaisons will work collaboratively with these students and their support systems to accommodate their needs, so that they may function and thrive in a general learning environment. Accommodations will vary by school and district, with the overall goal of providing as much support as possible for these students to progress to the next grade level and graduate in a timely manner.

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

County-district number or vendor ID: **227-950** Amendment # (for amendments only):

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

The School District Title I Coordinator and Homeless Liaison collaborate about the needs for homeless students. First, it must be established the ESSA requirements for allocating Title 1, Part A set-aside funds. Required funds are to be allocated sufficient to provide comparable service to students in homeless situations **NOT** served on a Title 1 campus. If all district campuses are Title 1 campuses, then it not required to set-aside Title 1, Part A to provide services for students experiencing homelessness. However, set –aside **MAY** still be used to pay for the Homeless Liaison salary, and to cover **excess costs** to transport homeless students to and from their School of Origin.

It is the responsibility of the district to make sure the homeless student receives services. There must be a verification process to indicate all homeless students received services comparable to other homeless students on Title 1 campuses. The funds may be used to provide additional support services to students on BOTH Title 1 and non - Title 1 campuses that go beyond the services provided through the "regular" campus Title 1 program. The services may be different from those received by other Title 1 eligible students. The Title 1, Part A program should be designed so students experiencing homelessness have access to all educational opportunities offered by the district. It is important for the Homeless Liaison to be included in all decision regarding the Title 1 Program and the use of the funds.

When determining Title 1 set-aside for the upcoming year there should be consideration of the previous year set-aside amount for homeless students. **The total set-aside for 2016-2017 was \$16,924.62 compared to approximately \$20,451.00 for 2017-2018. For individual district data, please see the attached document.**

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	<b>\$16,924.62</b>	School Supplies, emergency medical, dental, vision , necessary supplies for homeless students and families. Secondary use for programs designed to support homeless students and their families
Planned Set-Aside for 2017–2018	<b>\$20,451.00</b>	School Supplies emergency medical, dental, vision, primary necessary supplies for homeless students and families. Secondary use for programs designed to support homeless students and their families

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

The district Homeless Liaison and Title 1 Coordinator share with the school staff the requirement to set aside Title 1 funds. The process as to how it was determined the amount to set-aside funds is explained. It is explained to the school staff the use of the set aside Title 1, Part A funds should be used to most effectively impact the children.

Homeless Liaison is included in the Campus Improvement Plan (CIP) meetings for each campus. Homeless Liaison informs CIP committee of the needs for homeless students. Homeless Liaison ensures the services for homeless students are listed in the CIP. The CIP members request teachers communicate with the homeless liaison. The attendance, grade monitoring and progress of the student is a successful process to assist students stay on course. The homeless liaison encourages school staff to collaborates with CIP members to ensure lunch/breakfast, transportation, academic assistance, and needed resources are identified and referrals made for homeless students and unaccompanied youth.

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<b>Schedule #16—Responses to Statutory Requirements (cont.)</b>	
County-district number or vendor ID: <b>227-950</b>	Amendment # (for amendments only):
<b>Statutory Requirement 4:</b> 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)
<b>School Selection:</b> 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
<b>Enrollment:</b> 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
<b>Transportation:</b> 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
<b>Services:</b> Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
<b>Disputes:</b> 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
<b>Free meals:</b> Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
<b>Title I:</b> Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
<b>Training:</b> Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
<b>Coordination:</b> Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
<b>Pre-School:</b> Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
<b>Transition to Higher Education:</b> Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

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

The district identifies students in homeless situations by using a district questionnaire to determine the status of the student's nighttime residence. Most districts use a Student Residency Questionnaire (SRQ). It is a requirement for ALL students to answer about their nighttime residence status. When a student registers/enrolls the SRQ or other questionnaire is included in the student registration packet /or online registration. School staff are trained on the identification, and immediate enrollment of homeless students and the student's McKinney-Vento rights. Based on the answers to the SRQ the registrar or homeless liaison determines if a student meets the criteria to be identified as homeless student or/and unaccompanied youth. Homeless students are enrolled immediately even if they do not have the required documents for enrollment. By law, unaccompanied youth can enroll in school immediately without a parent or legal guardian.

A. For students returning to the same district after the summer break the student usually has been contacted during the summer by the Homeless Liaison to determine if there has been any change in the nighttime residence status. The student will already be verified as homeless. When the homeless liaison does the McKinney- Vento training for registrars and staff the staff is informed to contact the homeless liaison when a new student registers after the beginning of the school year and indicates on the SRQ the criteria as being homeless.

B. The homeless liaison is the advocate for the homeless student and emphasizes the importance of removing barriers for homeless students and unaccompanied youth so they can enroll in school and receive services. If a student become homeless after the school year begins, the campus administrators, counselors and/or registrars will contact the homeless liaisons as soon as possible to inform the liaison of the change in the student's nighttime residence status. The homeless liaison will make contact with the parent/guardian/or unaccompanied youth caretaker to discuss the student's status and the McKinney- Vento rights. School staff are trained on the identification, and immediate enrollment of homeless students and the student's McKinney- Vento rights. The homeless liaison will update the student's SRQ to reflect the date the student was verified as homeless.

C. Students who are not currently attending school will receive outreach from the district truancy personnel or local law enforcement tasked with truancy prevention. Likewise, teachers and administrations will contact the homeless liaison to reach out to these students, their families and support systems. The homeless liaison may conduct home visits in an attempt to engage these students in education and inform the student and their support system about their rights and resources available to them through the McKinney-Vento Act. The personnel performing outreach will provide support and encouragement to return to school or find a suitable alternative for these students to continue progress on their education.

D. Early childhood and/or prekindergarten programs are available for homeless children. A Head Start program must make specific efforts to locate and recruit children who are homeless. If the early childhood and/or prekindergarten has siblings that have been identified as homeless, the homeless liaison will inform the parent/guardian of the rights for the early childhood/prekindergarten to attend Head Start. If a homeless child is attending Head Start, the Head Start must make an effort to keep the child enrolled at the Head Start location even if the family or child moves. If it is not possible for the child to remain at the current Head Start the Head Start should assist in finding the child a service area program, which meet the needs of the family. The Head Start program may reserve slots for homeless children when there is a vacancy. However, there may not be more than 3% of the program's funded enrollment slots reserved. Different from K -12 grade Head Start programs must allow homeless children to attend the Head Start for up to 90 days or as long as allowed by the state licensing requirements without immunizations records and other required records. If a family needs transportation assistance to get the child to the Head Start program the Head Start should collaborate with community agencies to provide resources to assist the family. It is also important for the Head Start program to communicate with the district Homeless Liasion in the area of the area served by the Head Start.

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

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

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

ESC Region 13 training and professional development in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth include:

(a) Administrative, instructional, and support staff:

- Frequent communication with SSA district’s Homeless Liaison via email and phone, and in person to discuss any concerns about the identification or enrollment of homeless or unaccompanied students
- Homeless Liaisons will provide McKinney – Vento training for all district personnel: registrars, counselors, teachers, campus leaders, food service staff, bus drivers and others regarding the rights and provisions for homeless children and youth.
- Employees that begin after new year receive McKinney- Vento training. May utilize the **Region 13 Balancing the Equation: Homeless Does Not Equal Hopeless online training**
- Homeless Liaison will share other resources available for homeless education information e.g., ESC Region 13 Homeless Education website, Texas Homeless Education Office, Schoolhouse Connection, National Center for Homeless Education, and National Association for the Education of Homeless Children and Youth
- Homeless Liaisons will inform school staff usual documents needed to enroll are not required immediately for homeless children and youth or unaccompanied youth
- Homeless Liaison will inform school staff barriers must be removed for the identification, enrollment of homeless children and youth, and unaccompanied youth
- Homeless Liaison will verify the identification of homeless children and youth, and unaccompanied youth. Any clarification needed the Homeless Liaison will contact parent/guardian or unaccompanied youth
- Homeless Liaisons will ensure the Student Residency Questionnaire is included for all students when they register
- Region 13 Homeless Education Specialist and the SSA District's Homeless Liaisons will share strategies and problem solve for the identification, enrollment and increase of capacity for homeless students and unaccompanied youth at Region 13 meetings

(b) Service providers and community collaborators:

- Identify collaborators in the community
- Establish collaboration
- Maintain communication with collaborators and organizations which particularly assist homeless children, youth, and their families, and unaccompanied youth, in their community and other agencies/organizations e.g., Advocacy Outreach, Lifeworks, Goodwill, social service agencies, community clinics, tenant council/housing assistance, mental health providers, law enforcement, juvenile and family court, and other agencies and organizations
- Provide McKinney- Vento training or awareness and rights of homeless children, youth, and unaccompanied youth
- Discuss with agencies/ organizations sensitivity and not being judgmental
- District’s Homeless Liaison participate on community coalitions which assist homeless children, youth, their families, and unaccompanied youth
- Provide McKinney Vento posters and brochures for the agency/organization to display and give to parents/guardians, or unaccompanied youth
- ESC Region13 conduit to connect agencies/organizations in region
- ESC Region13 invite agencies/organizations to present at Region 13 Homeless Education Focus Meetings

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

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Early Interventions strategies and ongoing monitoring will be implemented to address the academic needs of homeless children and youth.**

**Interventions and Progress Monitoring:**

- Identification, and enrollment of homeless children, youth, or unaccompanied youth
- Eliminate barriers for homeless children, youth and unaccompanied youth for enrollment
- Explain to the student, parent /guardian, or unaccompanied youth the importance of consistent attendance for achieving academic success.
- Provide a positive, supportive, caring, and safe environment to promote regular attendance
- Regular monitoring of the homeless student and unaccompanied youth attendance. Communicate with registrar, attendance clerk, truancy officer
- Regular monitoring of the homeless student and unaccompanied youth grades. Communicate with teachers, review grade reports.
- Communicate with student about academic progress
- Communication with parent/guardian about the academic status as well -being of student
- Encourage parent/guardian support, input to help student achieve academic success
- Review State Assessment data
- Ensure the student remains on target for achieving academic success.
- Teachers, counselors and special program staff will collaborate with the Homeless Liaison on the progress of homeless students or unaccompanied youth.
- If there are, any barriers that hinder attendance, progress of student academically or social and emotional well-being staff will collaborate on strategies to assist the student. Needs may range from assistance with basic needs (e.g., place to shower, clothes) so they do not feel isolated or embarrassed, food after school, before or after school assistance with homework, tutorials, or other resources or services.
- Foster welcoming atmosphere at school for homeless students and unaccompanied youth
- Develop personal connections for the homeless children, youth, and unaccompanied youth
- Implement instructional strategies
- Provide tutorials, homework opportunities before and after school
- State assessment test preparation
- Services that enhance academic enrichment
- Implement appropriate retention strategies to ensure student remains in school to achieve academic success.

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

County-district number or vendor ID: **227-950**

Amendment # (for amendments only):

**TEA Program Requirement 4:** Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Listed are 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.**

**Grade-level promotion:**

- Homeless Liaisons with the assistance of counselors consistently monitor secondary students' grades.
- Student's performance measures examined for academic progress and if on track student
- Grades are reviewed weekly for some of the SSA District's and twice monthly for the other SSA districts.
- Homeless Liaisons collaborate with student's counselor
- Homeless Liaison and Special Program staff e.g., special education staff, ESL staff meet regularly to review homeless student or unaccompanied youth student progress
- State assessment test scores reviewed
- Homeless Liaisons review the number of credits for homeless students and unaccompanied youth.
- Alternative school within the district may be utilized to catch the student up
- Students receive tutorials if needed
- Educational resources available for students
- Homeless students' needs in Campus Improvement Plan

**Graduation:**

- Graduation plan reviewed
- State assessment testing
- Seniors transcript is reviewed in the fall and again in January to determine the number of credits
- Plan is created if senior does not have enough credit
- Credit recovery, partial credit
- When a homeless student changes to a different district the two districts collaborate to determine if partial or full credit will be awarded to the student
- Tutorials implemented for student borderline for failing class
- Alternative school within the district may be utilized to catch the student up

**College and career readiness:**

- Counselor visits with student to determine college and career goals
- Students encouraged to take dual courses
- Counselor and teachers share college information with students
- College recruitment fairs
- Career recruitment fairs
- Attend FAFSA workshops to assist with completing FAFSA application
- Scholarship opportunities shared with students
- Student connected to Mentor for area of career interest
- Students attend career symposium
- College campus visit
- Community resource fairs for college and career readiness
- Attend Region 13 Project Pathway- life skills preparation sessions

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: **227-950** | Amendment number (for amendments only):

**No Barriers**

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

**Barrier: Gender-Specific Bias**

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

**Barrier: Cultural, Linguistic, or Economic Diversity**

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

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **227-950**

Amendment number (for amendments only):

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

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

**Barrier: Gang-Related Activities**

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

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

County-District Number or Vendor ID: **227-950** Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

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

**Barrier: Drug-Related Activities**

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

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: **227-950**      Amendment number (for amendments only):

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: **227-950** Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: **227-950** Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 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 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input checked="" 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	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			
Z99	Other barrier	□	□	□
	Other strategy			

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