

Texas Education Agency Standard Application System (SAS)

2018–2019 Texas Education for Homeless Children and Youth

Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	September 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, April 3, 2018	Place date stamp here.
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY 2018 APR -2 PM 2:54</div>
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov, (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Waco ISD	161914			
Vendor ID #	ESC Region #		DUNS #	
74-6002532	12		075123661	
Mailing address	City	State	ZIP Code	
501 Franklin Avenue	Waco	TX	76703-0027	
Primary Contact				
First name	M.I.	Last name	Title	
Dr. Robin		McDurham	Asst. Superintendent, Student Services & Family Engagement	
Telephone #	Email address		FAX #	
254-755-9601	robin.mcdurham@wacoisd.org		254-750-3457	
Secondary Contact				
First name	M.I.	Last name	Title	
Sharla	J	Garcia	Coordinator of Grants Management Department	
Telephone #	Email address		FAX #	
254-710-9230	sharla.garcia@wacoisd.org		254-750-3457	
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 Dr. A. Marcus	M.I. Last name Nelson	Title Superintendent of Schools
Telephone # 254-755-9421	Email address marcus.nelson@wacoisd.org	FAX # 254-755-9690

Signature (blue ink preferred)

Date signed

3/16/18

701-18-109-019

Only the legally responsible party may sign this application.

Schedule #1—General Information	
County-district number or vendor ID: 161914	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161914	Amendment # (for amendments only):
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Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161914	Amendment # (for amendments only):
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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.
18.	The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 161914	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.

"For too many students, food insecurity, inadequate housing, lack of transportation and access to health care have become barriers to learning. Addressing these needs is a key component of Dr. Nelson's (Waco ISD's Superintendent of Schools) recommendations to transform underperforming campuses."

– Kyle DeBeer, Executive Director of Communications & Community Engagement,
Waco Independent School District

Waco Independent School District (WISD) faces approximately 10% of its students who are identified as homeless children and/or unaccompanied youth – this staggering statistic, which is consistently rising, makes serving these students an unequivocal need to be addressed. By using this grant program, the District's current Homeless Outreach Services will be able to expand in vital ways that provide a more efficient identification process, and more consistent ongoing monitoring. The homeless students being served will be provided with: case management for academic and rights advocacy, necessary resources to enroll in and attend school, and pathways that provide stability and support through the removal of barriers. The grant program goals directly align with the District's mission of *ensuring innovation and excellence in education for all learners*, as well as aligning with the initiative to address the barriers of WISD's homeless student population that is currently being driven by the Waco ISD Superintendent of Schools.

The program budget was developed through a rigorous process involving countless meetings and broad collaboration with internal (district) and external (community) individuals. By initially assessing all of the services homeless students need, alongside the services they currently receive (through other funding sources), the District was able to pinpoint the exact resources that will need grant funding, as well as discover the types of resources that require substantial expansion in order to boost quality. Although Waco ISD is committed to using District funds (Title I, Part A) to cover the salary of a full-time Homeless Liaison, the District deemed maintaining a Homeless Outreach Population Specialist (HOP Specialist) position essential to retaining the current level of services to students; this position is funded through the proposed program. In addition to the HOP Specialist position, other budgetary expenditures considered crucial include adding a part-time clerk to manage student data information, providing basic school supplies and clothing/uniforms for homeless students, furnishing HOS personnel with professional development opportunities, contracting for services aimed at identifying and enrolling students, and supporting academic needs (i.e. tutoring).

By the end of this school year, Waco ISD will serve over 1,000 students identified at homeless between grades Pre-K and 12th. The purpose of this grant program is for Waco ISD to provide support for this student demographic that removes the specific barriers that they are working to overcome – for the elementary and middle school students, parents and campus staff need more education on, and advocating for, rights under the McKinney-Vento Act. These students also require tangible items, such as backpacks, school supplies, and uniforms. The District's high school students require those needs as well, but ultimately need pathways that allow for equal academic opportunities and access to stay on track for graduation, and to graduate college and/or career ready. WISD's homeless student population also contributes to the 85% of the District's economically disadvantaged population – which adds an additional component of aligning the grant goals with current District goals to best serve this demographic.

The needs assessment process acted as the foundation for the creation of the entire proposal. Through this process, the District was able to identify grant program goals, develop an effective program budget, and create a comprehensive management design and program evaluation plan. To ensure accuracy, HOS designed the needs assessment process in collaboration with District personnel from the Compensatory Services departments, (which includes Title I, Part A), Attendance & Truancy, PEIMS, Transportation, and Child Nutrition Services, as well as campus principals and counselors. To ensure there was a broad perspective of homeless students needs, HOS also collaborated with families of WISD homeless students and community partners, such as: Caritas of Waco, Heart of Texas Hunger Coalition, Seventh and James Baptist Church, Salvation Army, The Family Abuse Center, and Compassion Ministries.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 161914	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.

WISD’s Grants Management Department (GMD) provided further support to ensure the **efficacy of the process** was maintained, and that the proposed program will continue to be sustainable. The Homeless Liaison will work closely with the Grants Management Department throughout the life of the grant to assess when the process needs to be updated, and what steps will be taken to make any necessary changes.

In addition to ensuring efficacy of the program’s needs assessment, the GMD will act as a key component in overseeing the management plan developed for the proposed program. The management plan will follow the continuous improvement process model to ensure uninterrupted progress towards the attainment of goals and objectives. Although the GMD will not provide any services directly to students, they will ensure **consistent, high-quality management** of grant funds through meeting regularly with HOS staff and reviewing program and fiscal reports to ensure appropriate progress is made. Some of the key individuals who are responsible for the direct implementation of the program include:

- HOS personnel (Homeless Liaison, Homeless Outreach Population Specialist, and Homeless Data Clerk)
- Student Transportation Services
- The Cove staff (*The Cove is a non-profit that partners with WISD, and serves WISD high school homeless students afterschool from 4 p.m. – 8 p.m. through providing academic support and meeting basic needs*)

These individuals will be responsible for monitoring the attainment of goals and objectives, assessing necessary adjustments to attain the goals, and communicating those adjustments to all WISD administrators, campus staff, community partners, students, and parents.

The program will be evaluated through collecting and compiling data from both internal (district) and external (community partners) systems such as enrollment forms, attendance reports, administered services, tutoring logs, case notes, referral logs, agency usage reports, transportation requests, training agendas and materials, and various sign-in sheets to measure progress. The methods and processes of data collection will also directly support the needs identified through the needs assessment progress (identifying, enrolling, and equipping students, aiding in academic supports, expanding resources, and providing education on legal rights, etc.). Furthermore, the collected and assessed data will be compared to data gathered on WISD homeless children and unaccompanied youth for the previous five years, to track progression and/or digression. If any problems are identified, they are immediately documented, discussed with the HOS team and any other relevant parties, necessary adjustments are implemented, and changes communicated accordingly.

The WISD Grants Management Department is responsible for the oversight and submission of all competitive, discretionary grants for Waco ISD. The GMD, as well as multiple proofreaders and editors, diligently work to ensure this Texas Education for Homeless Children and Youth program application **completely and accurately answers all statutory and program-specific requirements**, as well as all TEA requirements. The compliance of these requirements was verified in each schedule, and reviewed during multiple steps of the writing process.

Through designated internal funding, District collaboration, and long-standing community partnerships, Waco ISD demonstrates a commitment to educate and serve its homeless student population. Beyond the systems and fiscal commitments already in place, Waco ISD has a newly appointed Superintendent of Schools, who committed to an initiative that prioritizes addressing the barriers WISD students face – food insecurity, inadequate housing, lack of transportation, and access to health care. Simultaneously, the District states the following commitment:

We are committed to high levels of academic achievement by every student, as well as strong fiscal management that supports student learning.

The need for funding is imperative in order to provide immediate and highly-effective services to Waco’s continuing increase of homeless children and youth – more importantly, years of evidence predict a steady, ongoing commitment from Waco ISD and the Waco community will be present during the implementation of this program and beyond.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 161914			Amendment # (for amendments only):		
Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)					
Grant period: September 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 206/295		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$65,445		\$65,445
Schedule #8	Professional and Contracted Services (6200)	6200	\$8,908		\$8,908
Schedule #9	Supplies and Materials (6300)	6300	\$12,452		\$12,452
Schedule #10	Other Operating Costs (6400)	6400	\$10,175		\$10,175
Schedule #11	Capital Outlay (6600)	6600			
Total direct costs:			\$96,980		\$96,980
Percentage% <u>indirect costs</u> (see note):			N/A	\$3,595	\$3,595
Grand total of budgeted costs (add all entries in each column):			\$96,980	\$3,595	\$100,575
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements				
Administrative Cost Calculation					
Enter the total grant amount requested:					\$100,575
Percentage limit on administrative costs established for the program (8%):					× .08
Multiply and round down to the nearest whole dollar. Enter the result.					\$8,046
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 161914			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1				
2				
3				
Program Management and Administration				
4	Homeless Liaison		1*	\$0
5	<i>*this position is 100% funded through Waco ISD Title I, Part A funds</i>			
6				
7				
8				
9				
10				
11				
Auxiliary				
12	Homeless Outreach Population Specialist	1		\$43,528
13				
14				
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21	Homeless Data Clerk – <i>part-time position</i>	1		\$8,480
22				
23				
24	Subtotal employee costs:			\$52,008
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		
26	6119	Professional staff extra-duty pay		\$1,000
27	6121	Support staff extra-duty pay		\$1,000
28	6140	Employee benefits		\$11,437
29	61XX	Tuition remission (IHEs only)		
30	Subtotal substitute, extra-duty, benefits costs			\$13,437
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$65,445

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 161914		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	City of Waco – Homeless Management Information Systems (HMIS) to access and coordinate data on the services that are provided to homeless students in WISD.	\$460
2	Afterschool tutoring to provide additional academic support at non-school locations for homeless children and unaccompanied youth.	\$7,248
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
b. Subtotal of professional and contracted services:		\$7,708
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$1,200
(Sum of lines a, b, and c) Grand total		\$8,908

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$12,452
Grand total:		\$12,452

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$3,500
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:		\$3,500
Remaining 6400—Other operating costs that do not require specific approval:		\$6,675
Grand total:		\$10,175

In-state travel for employees does not require specific approval.

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

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 161914										Amendment # (for amendments only):				
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	12,240	85%	The percentage of students in Waco ISD who are identified as economically disadvantaged is 85% , which is significantly higher than the state average of 59% (2016-2017 TAPR Waco ISD District Profile).											
Identified homeless students	994* <i>*as of 02.28.2018</i>	7%* <i>*approximately 10% at year end</i>	Each school year, Waco ISD Homeless Outreach Services aids over 1,000 students by the end of the school year. According to the <i>Institute for Children, Poverty, & Homelessness</i> , there are only 18 school districts in Texas with over 1,000 students who are homeless (November 2016, newsletter).											
Students identified homeless with a 5A Crisis Code	24	< 1%	Definition: Students who must change LEAs either because their home campus was damaged or they had to move to another LEA because their home was impacted; only for students related to Hurricane Harvey.											
Students identified homeless with a 5B Crisis Code	0	0%												
Students identified homeless with a 5C Crisis Code	0	0%												
Attendance rate for identified homeless students	NA	92%	All homeless students are economically disadvantaged. See notes below on attendance for economically disadvantaged students.											
Attendance rate for economically disadvantaged students	NA	94%	The most critical area for attendance is high school, where the average attendance rate is 90%. All other grades' average attendance rate ranges from 94-96%, which is consistent with the District's non high school year-to-date average of 95%. Overall, Waco ISD excels at providing supports that enable students to attend school, regardless of the challenges they face.											
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter										
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
55	70	80	80	80	70	64	79	66	52	105	61	61	71	994

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Schedule #13—Needs Assessment

County-district number or vendor ID: 161914	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.

With over a thousand students in Waco ISD (10% of the total student population) identified as homeless by the end of the school year, including 142 unaccompanied youth, the District is acutely aware of how critical it is to have a thorough and holistic needs assessment process that identifies the **greatest needs** of this student population, and also prioritizes the needs to allow for appropriate allocation of time and resources.

The assessment process began prior to the start of the 2017-18 school year, with HOS conducting meetings with an array of participants, including community partners, parents/families of homeless students, campus staff, and District personnel. Information was gathered through face-to-face discussions, data from prior years was assessed, and areas of service with identified gaps were analyzed. Through countless meetings and diverse collaboration, the District was able to comprehensively identify the greatest needs of the homeless student population (HSP). These needs were then prioritized in an order that was determined to have the greatest influence on academic success and holistic provision.

- **Identifying, enrolling, and equipping students with resources on a more consistent basis** – Throughout Waco ISD, approximately 5-10 additional students become homeless **each week**, creating a greater need than what can be met through current staff and resources. Identifying, enrolling, and equipping students with resources in a timely manner is key to their success in school. Although Waco ISD designates a full-time person as the Homeless Liaison, with over 1,000 homeless students served annually, one person can barely scratch the surface of the enormous volume of needs. The assessment process resolved that additional staff (i.e. the HOP Specialist funded in this proposal) and **additional training for district personnel on identifying homeless students** would result in a more accurate and efficient process, and in return, yield higher level of achievement for the HSP.
- **Increased accessibility to academic supports** – As a school district, the need to create internal systems that provide equal access to and opportunities for the HSP was identified as an overarching, pressing need. The barriers to this need include attendance and truancy issues, as well as a lack of resources needed to attend school (i.e. transportation, shelter). The collaboration to create effective educational pathways included conversations with campus principals, counselors, and WISD Compensatory Services, Attendance & Truancy, and PEIMS personnel, on removing barriers and ensuring academic needs are being addressed.
- **Expanded partnerships that provide resources for homeless students** – Waco ISD's list of current partnerships is extensive and represents years of collaborative efforts, but the District is all too aware that more needs to be done in order to adequately meet the needs of its HSP. On several occasions throughout the assessment process, the need to expand the District's current partnerships proved to be a solution that was both feasible and fruitful. This expansion will focus on addressing the following primary needs of HSP and their parents:
 - Food – Provide free meals during school, and access to the Supplemental Nutrition Assistance Program (SNAP)
 - Clothing – Provide necessary uniforms and clothing
 - Transportation – Allow for operational flexibility that provides accommodation for the unique busing needs
 - Housing – Provide referrals for all phases of housing needs (emergency, transitional, permanent)
- **Providing education on the McKinney-Vento Act and on the available community resources** – It was identified through meetings with parents of homeless students, as well as meetings with campus staff, that the District needs to increase its role and efforts in educating parents and unaccompanied youth of their rights and resources, and campus staff of rights under the McKinney-Vento Act. This need can be met by scheduling additional trainings, ensuring information is accessible, and assessing progress throughout the school year.

The students that make up the homeless population within WISD are located on all of Waco ISD's 24 campuses. Therefore, **all of the District's campuses** will be served through this program – which includes 15 elementary, 4 middle, and 5 high schools.

To ensure alignment with WISD's greatest needs, the barriers identified above serve as the foundation for creating and prioritizing the program's goals and objectives.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 161914 | 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.	Waco ISD identified the need to more consistently identify, enroll, and equip homeless children and unaccompanied youth with necessary resources to attend school throughout the school year.	<ul style="list-style-type: none"> ▪ Provide Homeless Outreach personnel to work alongside and train District staff on how to best identify and enroll homeless students in accordance with the McKinney-Vento Act. ▪ Purchase bus passes, backpacks, school supplies, graduation cap and gowns, and required uniforms, all of which are necessary for students to attend school and be equipped in the classroom.
2.	Waco ISD identified the need to provide an increase of accessible pathways for homeless students to receive academic supports, such as guidance and tutoring.	<ul style="list-style-type: none"> ▪ Contract with tutors to provide academic tutoring outside of the school day at non-campus locations (i.e. The Cove, public libraries, housing shelters). ▪ Supplement travel costs for Homeless Outreach social work interns to aid students (during the school day) with academic guidance through intervention plans created by District instructional personnel.
3.	Waco ISD identified the need to enhance community partnerships that provide resources for homeless students and families to access housing, food, and clothing needs.	<p>Provide Homeless Outreach personnel to:</p> <ul style="list-style-type: none"> ▪ Work alongside community partners and WISD resources that provide resources such as Supplemental Nutrition Assistance Program (SNAP) referrals, free/reduced lunch, uniform donations, transportation services, and housing. ▪ Provide Waco ISD protocol training to staff of new and existing community partners that work with WISD students.
4.	Waco ISD identified the need to increase efforts related to educating unaccompanied youth and parents of homeless students on their rights under the McKinney-Vento Act, as well as the District resources and services available to them.	<ul style="list-style-type: none"> ▪ Educate Homeless Outreach personnel through state and national trainings to be equipped with best strategies, training material, and resources. ▪ Purchase supplies needed to create resource fliers and pertinent information for unaccompanied youth and parents of homeless students to be distributed throughout the year.
5.	Waco ISD identified the need to heighten District staff understanding of needs for homeless students, effects of poverty on children and youth, and homeless student identification strategies.	<ul style="list-style-type: none"> ▪ Provide additional trainings from Homeless Outreach personnel to "front line" campus personnel, including but not limited to: campus administration, registrars, receptionists, PEIMS and attendance clerks, counselors, and teachers.

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Schedule #14—Management Plan

County-district number or vendor ID: 161914 | 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 Liaison	Master's degree, Social Work preferred; extensive knowledge of the McKinney-Vento Act; experience working with homeless populations; experience collaborating with multiple partners.
2.	Homeless Outreach Population Specialist	Bachelor's degree in Social Work or related field, Master's degree preferred; understanding of the McKinney-Vento Act; experience utilizing crisis intervention methods, working with and advocating for homeless populations, collaborating with local agencies, conducting training on the indicators and needs of homelessness, and supervising interns is strongly desired.
3.	Homeless Data Clerk	Associate's degree; experience working at a rapid pace, maintaining accurate records in an organized manner, and balance working in a team environment with being self-directed; skills in typing at a proficient level, data entry, file management, and familiarity with Excel.
4.	Student Transportation Services	Record of successful contracts with public school districts; designate a person to serve as point-of-contact for WISD Homeless Outreach Services staff; a history of reliability; knowledge and understanding of how the McKinney-Vento Act applies to transporting homeless students.
5.	The Cove staff	Previous experience working with homeless students coupled with an understanding of the daily challenges they face; an understanding of the McKinney-Vento Act; experience coordinating a multi-faceted program; experience collaborating with local partners.

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.	Increase consistency of identifying, enrolling, and equipping students.	1. Review enrollment procedures and student data	09/04/2018	09/14/2018
		2. Identify gaps in services and areas for improvement	09/04/2018	09/14/2018
		3. Conduct meeting with key District staff	09/14/2018	09/28/2018
		4. Review District systems; plan implementation	09/14/2018	09/28/2018
		5. Communicate changes; implement action plan	10/01/2018	08/31/2019
2.	Increase academic resources for homeless students; ensure access.	1. Review prior years' historical academic data	09/04/2018	09/28/2018
		2. Identify trends and patterns of academic failure	09/04/2018	09/28/2018
		3. Consult with teachers around designing supports	09/04/2018	08/31/2019
		4. Develop resources based upon individual needs	09/24/2018	08/31/2019
		5. Connect student with resources; monitor and adjust	10/01/2018	08/31/2019
3.	Enhance community partnerships to meet students' needs.	1. Assess current partnerships; align with needs	09/04/2018	09/28/2018
		2. Identify gaps in services and unaddressed needs	09/04/2018	08/31/2019
		3. Identify appropriate partners to meet identified gaps	09/04/2018	08/31/2019
		4. Initiate new partnership; create an action plan	09/24/2018	08/31/2019
		5. Monitor effectiveness; adjust plan as needed	10/01/2018	08/31/2019
4.	Increase efforts to train parents and youth on their rights under McKinney-Vento Act.	1. Review prior trainings to parents/youth on the law	09/10/2018	09/28/2018
		2. Talk with parents/youth; gauge understanding of law	09/17/2018	10/05/2018
		3. Identify gaps in knowledge base	10/01/2018	10/12/2018
		4. Develop training and create educational handouts	10/08/2018	10/26/2018
		5. Conduct trainings, distribute handouts, get feedback	11/05/2018	08/31/2019
5.	Provide additional training to heighten WISD staff's understanding of homelessness.	1. Assess data for areas of ineffective implementation	09/04/2018	09/14/2018
		2. Meet with HR; advise on required online training	09/04/2018	09/21/2018
		3. Determine specific topics for HOS led trainings	09/17/2018	09/28/2018
		4. Select specific staff in need of additional training	09/17/2018	09/28/2018
		5. Conduct additional trainings, reassess, and adjust	10/01/2018	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: 161914	Amendment # (for amendments only):
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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.

Waco ISD utilizes the continuous improvement process model in an effort to ensure progress towards the attainment of goals and objectives is uninterrupted. Multiple systems are in place to ensure problems are identified and corrected in a timely manner, feedback is secured from multiple sources, and changes are communicated to all pertinent parties.

Monitoring the attainment of goals and objectives is an ongoing process. HOS staff maintain detailed records (i.e. the number/types of contacts with students, parents, and partners, etc.). Student and parent data is updated daily, and other data (i.e. collaborations) is updated as needed. WISD’s Grants Management Department (GMD) adds another layer of accountability. HOS and GMD staff meet regularly to discuss progress, concerns, and adjustments. Between the detailed data and the internal accountability, HOS staff are well positioned to regularly monitor and measure progress.

Adjustments to the attainment of goals and objectives often have an easy and obvious solution. For example, if HOS staff are experiencing difficulty identifying Pre-K students, and they discover there is a new local agency providing social services to parents of Pre-K children, the obvious solution is for HOS to pursue a partnership with the agency and establish a referral process. However, identifying the most effective adjustment is not always as simple as the previous example. In more difficult situations where the solution is less obvious, HOS staff can collaborate with internal departments to brainstorm new solutions, seek guidance from the TEHCY State Coordinator, and/or access resources provided by the National Association for the Education of Homeless Children and Youth.

Communicating adjustments is one of the most critical pieces in the process. Without accurate and comprehensive communication, all of the previous procedures are futile. To ensure the desired level of communication is achieved, several measures are in place to address all of the groups who need information, including: conducting meetings to outline the changes (administrators, staff, teachers, partners), sending emails detailing the changes (all groups), posting changes on the HOS website (all groups), and face-to-face meetings to discuss changes (students and parents).

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.

Schedule 16.2a details 15 existing collaborations that serve Waco ISD’s homeless students, speaking to the depth and breadth of the community’s **commitment**. For over five years, the Homeless Liaison has spearheaded an effort to create an extensive network of wrap-around services to ensure those experiencing homelessness have the resources needed to receive a quality education. Grant funds allow for the expansion of these services in critical areas like case management of high school students and the purchase of city bus passes and school supplies (i.e uniforms, backpacks).

These existing efforts directly relate to the proposed project, and serve as an example of model wrap-around services by taking a holistic approach to addressing needs in the following areas: **housing** (Compassion Ministries, The Family Abuse Center, Sanctuary House), **food** (Caritas of Waco, Salvation Army, The Cove, WISD Child Nutrition Services), **clothing** (Seventh & James Baptist Church, Salvation Army), **transportation** (GoldStar Student Transportation Services, City of Waco Transit), **academic assistance** (The Cove, Communities in Schools [CIS]), **case management** (WISD Homeless Outreach Population Specialist, Baylor School of Social Work [SoSW], Homeless Veterans Program), **mental health services** (Klaras Center for Children, Salvation Army), and **general referrals** (Baylor SoSW, CIS).

Waco ISD demonstrates its commitment to educate homeless students not only through maintaining long-standing community partnerships, but also through internal collaboration and designated funding. The process referenced in Schedule 14.3 details the internal systems required to ensure educating homeless students remains a priority. Additionally, Waco ISD has not wavered in its **commitment** to allocate the necessary resources to ensure the Homeless Liaison remains a full-time position (details in Schedule 16.3a). Like many districts in Texas, Waco ISD has experienced budget cuts of gigantic proportions. Even so, Waco ISD stands firm in its commitment to budget level funding for HOS.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 161914 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment
1.	Method/Processes: enrollment forms, attendance records, tracking log of services offered	1. The majority of homeless student identification is at the beginning of school.
		2. Students who become homeless after the year starts are identified quickly.
		3. Students are connected with and using resources addressing their needs.
2.	Method/Processes: tutoring logs, case notes providing information and access	1. Students lacking adequate academic supports are identified.
		2. Appropriate academic supports for students in need are secured.
		3. Students are utilizing academic supports.
3.	Method/Processes: Shared Services forms; referral logs, usage reports from agencies	1. Continued and new collaboration with local community agencies.
		2. HOS staff participation in homeless-focused community meetings/boards.
		3. Changes in collaborative efforts resulted in additional services for students.
4.	Method/Process: training sign-in sheets, agendas, and materials, notes on feedback	1. Assessment of target population's understanding of their rights.
		2. Training/educational materials are directly tied to documented assessment.
		3. Feedback from participants that demonstrates increased understanding.
5.	Method/Process: training sign-in sheets, agendas, training materials, and training calendar	1. Increased number of trainings provided for Waco ISD staff.
		2. Decrease in staff violation of students' rights due to lack of knowledge.
		3. Observe an increase in staff displaying a respect for student privacy.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Similar to most of the interactions of HOS staff, data collection and problem correction is one that involves collaboration and coordination on two levels: internal and external.

Internal data collection is initiated by HOS staff who are charged with gathering data from across the District. Examples of the types of data collected can be divided into two categories: program-level data and student-level data.

- > **Program-level data** secured includes *documentation of local partners* (EHY Collaboration Form), *confirmation of all WISD staff completing training on homeless awareness* (Human Resources), *attendance of additional trainings for Waco ISD staff and for parents and unaccompanied youth* (HOS sign-in sheets, training calendar), *phone logs* (HOS staff), and *a comprehensive list of all students identified with services provided* (HOS master tracking spreadsheet).
- > **Student-level data** such as *Student Residency Questionnaires* (registrars, technology online enrollment report), *attendance records* (PEIMS staff, Parent Court Liaison), *student intake forms and case notes* (HOP Specialist & social work interns), and *academic achievement* (counselors) is maintained on all students who receive services.

External data collection systems in place ensure HOS staff have the most current information available. Shelter staff provide referral information to HOS, and The Cove submits a daily report to HOS describing which students were in attendance and what services were provided. Other data collected by HOS staff includes referrals to partners such as transportation requests (sent by HOS to Student Transportation Services), clothing requests (sent by HOS to Seventh & James Baptist Church), and referrals for food (sent by HOS to Salvation Army and/or Caritas).

Problem correction is a part of the previously mentioned continuous improvement process (Schedule 14.3). At any point in service delivery, those involved in the process are encouraged to identify problems. Whether it is a Parent Court Liaison reviewing attendance or a Cove staff observing changes in a student, HOS staff promote the identification *and* sharing of problems. HOS trainings place an emphasis on how to identify problems within the system. HOS staff openly ask partners about any concerns, and HOS staff and interns diligently work to maintain an atmosphere of openness. All identified problems are documented, discussed as a team, and adjusted as needed. Thorough communication of any changes to all invested parties takes place via phone, email, written procedures, and face-to-face meetings.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161914 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)
Identify, refer and enroll homeless students; assess students' needs.	1,050 students 30 WISD staff 8 agency staff	Campuses, shelters, and The Cove; HOS, campus and agency staff, interns.	Enrollment forms, referral logs; HOS and campus staff and interns.	1, 2, 3, 4, 5
Coordinate with Child Nutrition Services (CNS) to enroll identified students; follow up to ensure services are received.	1,050 students 2 HOS staff 4 interns 2 CNS staff	HOS and CNS offices; relevant campuses; HOS staff, CNS staff, and interns.	Referral forms, emails, case file documentation; HOS staff, CNS staff, and interns.	1, 3, 4
Make referrals to and work with Student Transportation Services staff (STS); follow up to ensure student is able to attend school of origin.	150 students 2 HOS staff 2 TSS staff	HOS and STS offices; relevant campuses; HOS and STS staff.	Referral forms, emails, case file documentation; HOS and STS staff.	1, 2, 3
Provide students (assessed with the need for) school supplies, including backpacks.	100 students 2 HOS staff 4 interns	Campuses, office and storage area for HOS; HOS staff and interns	Referral forms, emails, phone logs, case notes; HOS staff and interns.	1, 2
Conduct parent trainings in shelters (twice a year); other training as requested.	35 parents 2 HOS staff 5 agency staff	Local shelters and The Cove; HOS staff.	Sign-in sheets, handouts and training materials, and agenda; HOS staff.	1, 3, 4
Provide case management services for high school student; supervise Baylor Social Work interns.	298 students 1 HOS staff 4 interns	Local shelters, The Cove, and all high school campuses; HOS staff and interns.	Case documentation, meeting notes, emails, and phone logs; HOS staff and interns.	1, 2, 4
Collaborate with community partners (see Schedule 16.2a) to meet students' needs; train WISD staff on referral process.	1,050 students 2 HOS staff 14+ agencies	Campuses, various WISD offices; HOS staff and relevant WISD and agency staff.	Emails, meeting notes, work orders; HOS staff and relevant WISD and agency staff.	1, 2, 3, 4, 5
Serve on WISD Student Services team; collaborate internally with applicable departments (PEIMS, IT, etc.).	12 WISD staff from various departments	Various WISD offices; HOS and relevant WISD staff.	Emails, meeting notes, work orders; HOS staff and relevant WISD and agency staff.	1, 2, 3, 4, 5
Serve on local committees to advocate for the needs of the homeless in WISD.	2 HOS staff	Various local agencies; HOS staff.	Meeting agendas, sign-in sheets, notes, emails; HOS staff and relevant agency staff	1, 3
Equip HOS and WISD staff with professional development and training (i.e. identify, reduce barriers, maintain privacy).	2 HOS staff All WISD staff	Individual staff offices, WISD Administration Building, and campuses; HOS staff and Human Resources staff.	Completion certificate for required WISD SafeSchools training (all WISD staff); other trainings – agendas and notes; HOS staff	1, 4, 5

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

County-district number or vendor ID: 161914		Amendment # (for amendments only):
Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students.
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Compassion Ministries	Provides shelter and transitional housing for homeless families.
2.	Caritas of Waco	Assigns staff for campus-based appointments with unaccompanied youth applying for SNAP (nutrition assistance) benefits.
3.	Seventh and James Baptist Church	Directs the Uniform Recycling Program, providing uniform donations as well as uniforms to purchase for the District's homeless population.
4.	Family Abuse Center	Provides meals, counseling, and shelter for homeless students who are victims of domestic violence.
5.	City of Waco	Provides access to the Homeless Management Information System (HMIS), a data collection application to track services provided to homeless students.
6.	Salvation Army	Offers clothing, food, case management, emergency housing through the Sanctuary House, and transitional housing through Sally's House.
7.	Baylor School of Social Work	Allocates social work interns to work with homeless youth on Waco ISD campuses.
8.	Communities in Schools	Provides crisis intervention, tutoring, mentoring, and community referrals.
9.	Homeless Veterans Program	Furnishes housing, case management, and medical and mental health resources to homeless veterans and their families.
10.	Unbound Ministries	Educates Waco ISD staff on human trafficking issues and awareness, and equips staff with resources for students.
11.	The Cove – Heart of Texas, Inc.	Assists with tutoring, homework, and college readiness; provides hygiene facilities, meals, and evening shelter (until 8 pm).
12.	Klaras Center for Families	Deliver school-based mental health services for homeless students who demonstrate significant emotional and/or behavioral difficulties.
13.	GoldStar Student Transportation Services	Provides free transportation to and from school, including to/from a student's school of origin.
14.	Waco ISD Student Services and Child Nutrition Services	Extends needed student support for Fine Arts, Athletics, and other extracurricular activities; supplements free breakfast and lunch on school days and in the summer.
15.	Waco ISD Campus Support: Counselors, Nurses, and Truancy & Drop Out Prevention Department	Provide medical support, academic guidance, counseling, referrals, and attendance and truancy monitoring for homeless students on campuses.

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

County-district number or vendor ID: 161914	Amendment # (for amendments only):
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Statutory Requirement 2b: Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Efforts to facilitate the identification, enrollment, and educational success of the homeless student population (HSP) at WISD is two-fold: getting students *to school* and keeping them *in school*. The proposed funding will allow WISD to retain a Homeless Outreach Population Specialist (HOP Specialist), who is responsible for overseeing: trainings on homeless student identification and enrollment rights through the McKinney-Vento Act, developing and building rapport with community resources that provide the HSP with wrap-around services, and case management of unaccompanied youth. To support both enrollment and attendance, funds will cover a part-time data clerk, as well as local travel costs for social work interns to have a consistent presence on WISD middle and high school campuses to build relationships with and help advocate for equal academic opportunities for homeless students and unaccompanied youth. Funding to support educational success of homeless students includes tutoring, and the purchase of school supplies (i.e. backpacks, classroom supplies), required uniforms, graduation caps & gowns, and bus passes. Ensuring that **all WISD homeless students** are identified, provided a pathway for immediate and quality education, and integrated with their peers through the provision of necessary resources, are the driving factors behind determining the most effective use of grant funds.

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.

To ensure parents and guardians of Waco ISD’s homeless children and youth are informed and provided pathways to participate in the education of their children, the Homeless Outreach Services Department (HOS) will work closely alongside WISD and community partners. The annual kick-off event, Family Fest, is held at the beginning of each school year, which allows for a built-in opportunity for HOS to be available for outreach to any homeless families in attendance. This grant allows for additional resources and information to be created and accessible to the families attending Family Fest, and throughout the school year. Additional resources created through the grant includes: information that outlines District and community resources for academic support, the Early Childhood Intervention programs at many of the WISD elementary school campuses, and the rights that homeless children and youth have for equal access to academic and extracurricular opportunities. In addition to this event, HOS intends to significantly expand their outreach through monthly information sessions at local shelters, as well as rotating to campuses during monthly family nights.

Beyond resources from The National Center for Homeless Education, grant funds will provide additional resources to be distributed to campuses, and be available at outreach events, meetings, and family consultations. Grant funded personnel also allows for the maintenance of updated information available on the District and campus websites.

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.

The HOS factors the integration of homeless children and unaccompanied youth as a priority when developing the outreach support and services provided. When homeless students are identified, the HOS will provide both intervention services advocating for immediate enrollment in school and for any supplies, clothing, and transportation needs that allow students to participate in the regular education program without hindrance. Once enrolled, additional needs are assessed and any further referrals deemed necessary are carried out on the students’ behalf. When initial needs are met for identified students, the HOS will maintain ongoing tracking of attendance, grades, and bus-change requests. These indicators will inform the HOS of any potential transportation, housing, or related needs. With the HOP Specialist and social work interns being given access to this information through confidentiality forms, immediate provision of support can be addressed to keep students in the classroom. As additional homeless students are identified or new students enroll, they will receive the same support and monitoring to assure integration into the regular education program.

To ensure confidentiality is upheld beyond privacy waivers (signed by unaccompanied youth and parents of homeless children), any services that take place specifically for the WISD homeless population that would segregate homeless students (i.e. tutoring, meetings regarding housing and community support, referral meetings, case management), are coordinated to take place with sensitivity of privacy, or at off-campus locations.

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

County-district number or vendor ID: 161914 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.

With the designation of a full-time position for the Homeless Liaison (Liaison) funded through *Title I, Part A reservations/set-aside*, the Liaison and HOS staff executes all coordination of services for homeless students.

- External coordination starts with the Liaison and HOS staff serving on both the Homeless Coalition and the Continuum of Care committees. These committees are the core of the resources for homeless students in the community. Through active participation, the Liaison and HOS staff are able to develop plans for coordinating services with other community organizations, maintain an awareness of the vast resources within the community, and advocate for the needs of homeless students and their families.
- Internal coordination of services touches almost every department within Waco ISD, and the established procedures for this coordination has been in place for years. The key internal coordination takes place between HOS and campus registrars and IT (enrollment), PEIMS (data reports), Parent Court Liaisons (attendance), Child Nutrition Services (food), Student Transportation Services (transportation), and the Title I Coordinator (budget).

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$75,000	Salary/fringe benefits for a full-time Homeless Liaison who oversees all tasks related to homeless students including but not limited to: training Waco ISD staff and community partners on identifying homeless students, ensuring students have transportation to school of origin and are enrolled through Child Nutrition Services, and distributing uniforms & schools supplies.
Planned Set-Aside for 2017–2018	\$75,000	The set-aside funds for 2017-2018 are also being used to fund the salary/fringe benefits for a full-time Homeless Liaison and because of this, the activities resulting from the use of these funds is the same as those listed for 2016-2017.

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 process for determining the District's reservation/set-aside amount is a collaboration of three key entities:

- The **Campus Leadership Teams** develop Campus Improvement Plans (CIP), which identify the specific needs of homeless students (i.e. tutoring), and address how to meet those needs. The means of meeting needs directly ties to each campuses' budget (i.e. funds for tutoring). The CIP process increases the level of accountability for educating homeless students, as all CIPs are shared with the Homeless Liaison, and submitted to the District Leadership Team for final approval.
- The **Homeless Liaison** performs an annual district wide assessment to project the needs of homeless students. The HOS assessment includes an estimate of the amount of District set-aside funds needed, and becomes an integral part of the annual budgeting process for the District Leadership Team.
- The **District Leadership Team (DLT)** reviews the CIPs and the Homeless Liaison's needs assessment as a part of determining the amount of reservation/set-aside funds. Comparing the projected needs alongside the projected capacity to meet those needs, the DLT determined that 70% of Title I, Part A funds would be allocated directly to campuses, and 30% would be reserved/set-aside.

The Title I, Part A Coordinator is charged with the responsibility of training district-level and campus-level staff on Waco ISD's procedures outlining the use of Title I, Part A funds to support homeless students. The Coordinator provides annual training (more frequently if needed and/or requested), furnishes written guidelines, and approves all Title I, Part A expenditures in the District to ensure compliance. Furthermore, the Homeless Liaison supports the Coordinator's efforts by regularly conversing with principals throughout the school year about the use of Title funds.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 161914	Amendment # (for amendments only):
Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes (updated 2016.07.21) Admissions – Homeless School Stability
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes (2016.07.21) Admissions – Homeless (a) Immediate enrollment, barriers, (b) Immunizations; Identification Child Find
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes (2016.07.21) Transportation of Homeless Students
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes (updated 2016.07.21) Admissions – Homeless (a) Comparable Services, (b) Equal Educational Opportunity-District Liaison; Identification Child Find
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes (updated 2016.07.21) Student Rights and Responsibilities; Complaints
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes (updated 2016.07.21) Special programs – At-risk
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes (updated 2016.07.21) Special programs – Dropout prevention services
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied to youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes (updated 2017.05.17) Human Resources – Annual required training for District staff
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes (updated 2016.07.21) Equal Educational Opportunity – District Liaison
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes (updated 2016.07.21) Special Program Pre-K Eligibility
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes (updated 2016.07.21) Academic Achievement (a) Graduation, (b) Award of credits, (c) Attendance

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161914

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.

All students enrolling in Waco ISD are required to complete a Student Residency Questionnaire (SRQ). This form explains its purpose at the beginning by stating "...to ensure...compliance with McKinney-Vento..." and "...to help school staff determine if the student is eligible for...supportive services." For those who indicate they are experiencing homelessness, their information is passed along to Homeless Outreach Services (see explanation of enrollment below).

Students who are entering and/or returning to their schools from summer or holiday break can enroll by one of two methods: electronic or paper. Students are required to re-enroll each school year (when returning to their school after summer), but they are not required to re-enroll after a holiday break if they are already enrolled.

- **Electronic enrollment** is conducted online and does not require students and/or their parents to submit the information in person. The WISD Technology Department provides HOS staff with a report of all students who indicated they were experiencing homelessness on the SRQ. During crucial enrollment periods, this report is produced weekly. After school begins, the report is provided less frequently, but available as often as needed by HOS staff.
- **Paper enrollment** requires the student and/or parent to deliver the enrollment forms in person. Since the forms are exactly the same as those online, a SRQ is completed. When the forms are submitted, the campus registrar reviews the SRQ *while the student/parent is still present*. If the form indicates the student is experiencing homelessness, the registrar gives the student/parent a Homeless Outreach Services packet, which includes a description of their rights under the McKinney-Vento Act, a list of available services and resources, and the HOP Specialist contact information. Students and/or parents are encouraged to follow up with HOS. Registrars also provide the HOP Specialist with information regarding who received the HOS packets, allowing HOS staff to be proactive, and initiate contact with homeless students and/or their parents

Students who become homeless after the school year has started are typically identified and/or enrolled by campus staff. HOS staff conduct training for campus staff once a year (at a minimum), focusing on how to recognize the indicators of homelessness (i.e. change in appearance, change in behavior). Additionally, all Waco ISD staff are required to complete Homeless Awareness training online at the beginning of the school year, and subsequently pass the online quiz indicating mastery. Throughout the school year, HOS staff provide more intensive trainings for specific staff who are more likely to come in contact with students who become homeless after the school year has started. Registrars, PEIMS (data) clerks, counselors, teachers, and Parent Court Liaisons, are examples of staff that receive additional training.

Students who are not currently enrolled or attending school are one of the most challenging categories of homeless students to identify. In the past, HOS staff have found the most successful avenue to identify this group of students is to work with local organizations and agencies that might come in contact with these students. Although a student may not be enrolled in school, he/she might be receiving services from an agency on a regular basis, thus making the agency's staff those most inclined to identify that student as homeless.

Students who are eligible for early childhood and/or prekindergarten programs are most often identified when an older sibling is identified and/or enrolled. On the second page of the District's student enrollment form, parents are asked to list the name(s), grade(s), and school(s) of siblings. This information reaches HOS staff by the process described above (electronic and paper enrollment). For students who do not have older siblings in the District, there are several avenues HOS staff use to **identify and or enroll** students who are eligible for early childhood (EC) and/or prekindergarten (Pre-K) programs such as: training staff at local shelters on the procedures for identifying and referring students, collaborating with Parents as Teacher (who provide parenting education for Waco ISD parents with young children), and Pre-K Roundup (a summer effort to contact parents of EC and Pre-K students). Students who are identified as homeless are contacted by HOS staff and strongly encouraged to participate in WISD's programs and services.

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

County-district number or vendor ID: 161914

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.

Homeless Outreach Services (HOS) staff recognize that quality training provided to administrative, instructional, and support staff, and service providers and/or community collaborators, functions as a form of prevention. Early and proper identification and enrollment of homeless students allows for immediate intervention, which in turn increases the likelihood of academic success.

Over the past five years, Waco ISD’s HOS staff remained diligent in their pursuit to establish an effective training and professional development program. As a result of their persistence, Waco ISD’s Homeless Awareness trainings are not only comprehensive, but also embedded as a required annual training for every District employee, including maintenance and auxiliary staff.

HOS staff have access to a plethora of resources to supplement their trainings. The National Center for Homeless Education offers identification and awareness resources in the form of informational booklets advising schools on how they can be of assistance to homeless youth, and posters and brochures (English and Spanish) that explain the educational rights of homeless students. The Texas Homeless Education Office also supplies HOS staff with an array of resources including sample forms and handbooks, research on best practices, law updates, and a directory of every Liaison in the State of Texas. With an abundance of materials available, HOS staff can be confident in knowing the materials distributed through Homeless Awareness trainings are both current and of high quality.

Training for administrative, instructional, and support staff – HOS staff consider the initial steps of identifying and enrolling homeless students as the most critical, and for this very reason, allocate a significant amount of training time to thoroughly address these steps. The majority of HOS training sessions take place at the beginning of the school year with a focus on how to recognize the indicators of homelessness, and how to execute the District’s protocols on referring students who are believed to be experiencing homelessness. Also occurring at the beginning of the school year are the Human Resources’ required trainings for all District employees. Homeless Awareness is one of these required trainings, and the HOS staff play an integral role in developing the materials covered in this course. Employees must not only complete the training course within a designated timeframe but upon completion, they must also pass a thorough quiz.

After the initial trainings, HOS staff provide refresher and/or more in-depth trainings in three situations: 1) training for groups of people whose jobs place them in situations of being first responders to homeless students (i.e. registrars, counselors), 2) trainings requested by a specific group (i.e. the PEIMS Coordinator requests additional training for PEIMS clerks), and 3) training needed to address an identified problem (i.e. HOS staff discover many new principals are unfamiliar with the McKinney-Vento Act and how it affects their campuses).

Training for service providers and/or community collaborators – Training outside of the District is similar in that it focuses on the identification and enrollment of homeless students. Protocols for external partnerships and collaborations are covered as well. The HOS training calendar initially schedules two general community trainings a year, one each semester. Additional trainings are coordinated with and developed for the unique needs of individual organizations. Examples of organizations receiving specifically tailored training include Family Abuse Center, The Cove, and Baylor’s School of Social Work (for interns). Unofficial trainings occur in the form of distributing informative materials through The Texas Hunger Coalition and Continuum of Care monthly meetings, which often generates further dialogue.

With an increased awareness of indicators of homeless students among all District staff, service providers, and community collaborators, there is also an increased capacity to respond to the specific educational and basic life needs of homeless students. Ideally, the HOS trainings prepare an abundance of people in diverse settings to work in tandem, all advocating for the needs of homeless children and unaccompanied youth.

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

County-district number or vendor ID: 161914

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.

Waco ISD has established five core beliefs that act as guiding principals for the academic structure and accountability of services rendered to WISD students. The District's Core Beliefs include believing that:

1. *All students shall reach their full potential.*
2. *Race, ethnicity, gender, or socio-economic status should not result in achievement gaps.*
3. *All students should graduate college or be workforce ready.*
4. *Parent and community involvement is fundamental to student success.*
5. *A well-paid, well-trained, and dedicated staff is essential to student success.*

WISD is committed to ensuring high levels of academic achievement are reached by every student, and equity and excellence in teaching and learning are offered in every classroom; this commitment to excellence *is not lowered* for homeless students. With that being said, the implementation of early interventions and dedication to ongoing progress monitoring will be a priority that thoroughly addresses all academic needs of homeless children and youth.

The first layer of addressing these academic needs will be the Homeless Liaison and Homeless Outreach Population Specialist (HOP Specialist) working closely alongside the Waco ISD Response to Intervention (RTI) Coordinator to ensure that all WISD homeless students have academic plans that allow ongoing progress to be tracked through the RTI data system. The data provided through this system will create a foundation to assess any necessary intervention support, and will be reviewed and disaggregated every six-weeks (at minimum). Through this initial and ongoing assessment, resources such as tutorials and in-school supports can be identified as needed to address the 4-year cohort graduation rate as well as the graduation rate of all homeless students.

The second layer of early intervention and progress monitoring includes ongoing case management, consisting of the HOP Specialist and social work interns. Weekly reports on every homeless youth's grades, attendance and truancy, and discipline incidents is reviewed by a member of the case management team and discussed one-on-one with the student every week. These weekly meetings also allow for the student to discuss any other pertinent needs, such as supplies, clothing, social services, or any crisis situation that has developed since the previous meeting. This process will be similar at the elementary and middle school campuses, but accomplished through school counselors and/or social work interns who are working at a local non-profit that is partnering with WISD.

The case management team will also act as resources to connect homeless youth with college and career readiness programs offered through the District. With the RTI data and weekly comprehensive reports, an assessment of graduation credits needed to stay on track, as well as identification of special program service options will be assessed – the case manager will then be able to act as a liaison to coordinate these services immediately. Additional college readiness assistance from the case management team will include: providing pathways for students to receive Career and Technical Education or Gifted and Talented services, providing letters of verification for FAFSA, making referrals to on-campus college counselors, providing graduation caps and gowns, and working closely with school counselors to ensure attendance and the passing of state tests allow for these students to graduate on track. Case managers will serve as advocates for all homeless students who desire to participate in dual-credit programs but are unable to receive a parent/guardian signature.

An equally important layer of intervention and progress monitoring includes students who are missed during the early identification at the beginning of the year, or the occurrence of a new crisis situation in the midst of the school year. These students, as well as previously identified homeless students, will be connected with opportunities through The Cove and District-run Saturday Schools to recover attendance issues and regain course credits to work towards course completion and graduation status. When needed, these students will also be scheduled an Admission, Review and Dismissal (ARD) meeting with a case manager present to be connected with ESL or Special Education services.

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

County-district number or vendor ID: 161914

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.

Of all the students who are identified as homeless in Waco ISD, 50% attend secondary schools. For the past five years, Homeless Outreach Services (HOS) have averaged serving over 1,000 homeless students a year. Using this information as a framework, there are approximately 500 secondary homeless students served annually. These students are at risk of failing, or of dropping out of school altogether. For this reason, academic support services provided to secondary homeless students is a high priority.

The Homeless Liaison (Liaison) oversees the Homeless Outreach Services, including four part-time Social Work interns (interns) and a grant-funded Homeless Outreach Populations Specialist (HOP Specialist) to case manage students at the secondary level. A part-time grant-funded data clerk provides the clerical support needed to maintain accurate records for this case management.

Case management alone falls short of what homeless students need to experience academic success. However when coupled with collaborative efforts that include community partners, not only does the volume of resources increase, the likelihood of providing holistic services to students increases as well. Scott Johnson's article "*3 Keys to Effective Homeless Case Management*" published in Social Solutions (2017 December 15), states "...evaluating and engaging in ongoing conversations with partnering agencies is critical...The more agencies work together, hold one another accountable, and share evidence-based best practices, the more they...make the most of their limited resources and truly serve their communities and constituencies."

The HOS case management model for secondary students involves regular coordination with internal departments and external partners. This model has shared responsibilities throughout; the process includes the assessing, planning, implementation, monitoring, and evaluating the options and services required to meet homeless students' needs.

Procedures to review academic support services – A review of current academic supports is initially done over the summer (in between school years). Once the HOP Specialist has final data on secondary homeless students' performance (usually by mid-summer), the effectiveness of academic support services is assessed, and any gaps in services are identified. Thereafter, the Liaison and the HOP Specialist confer with instructional staff on how to best address any identified gaps. Examples of academic supports already in place include tutoring services on high school campuses (provided by the campuses' budget allocation for homeless students), and tutoring and online credit recovery at The Cove. Through this grant, academic supports services will be expanded to middle school campuses as well.

Procedures to implement academic support services – The implementation of academic support services requires multi-level communication and coordination. The HOP Specialist and interns confer with various individuals including counselors, PEIMS clerks, teachers, The Cove staff, and others as needed to ensure adequate supports are both in place and accessible. Supports for each student are documented at onset, and used as a baseline for the future monitoring of progress. In addition to tutoring and credit recovery, academic supports also include Saturday School to ensure grade-level promotion, and assistance with college and financial aid applications and required documentation.

Procedures to monitor academic support services – Monitoring the academic support services in place involves coordination with the same parties accessed in the implementation process. The HOP Specialist and interns are divided among all secondary campuses, and each manages a caseload of approximately 40 students a week. Prior to meeting one-on-one with a student, updated information is gathered on the student's grades, attendance, class credits (towards graduation), and progress in the student's chosen career pathway (for college and career readiness). With information in hand, the HOP Specialist and interns discuss areas of concern, and develop new plans (if needed).

Through intense and holistic case management, Homeless Outreach Services and Waco ISD are committed to ensuring that socio-economic or basic need barriers will not result in achievement gaps for the homeless students of this District.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 161914			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 161914

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input 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: 161914 Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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

County-District Number or Vendor ID: 161914

Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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County-District Number or Vendor ID: 161914 Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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

County-District Number or Vendor ID: 161914 Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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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 type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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