# 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:** | Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 | *(RECEIVED TEXAS EDUCATION AGENCY 2018 APR -3 AM 8:15 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION stamp)* |
| **Contact information:** | Cal Lopez; HomelessEducation@tea.texas.gov, (512) 463-9414 | |

### Schedule #1—General Information

### Part 1: Applicant Information

| Organization name | County-District # | | Amendment # |
|---|---|---|---|
| Clint Independent School District | 071-901 | | |

| Vendor ID # | ESC Region # | | DUNS # |
|---|---|---|---|
| 071-901 | 19 | | 193069655 |

| Mailing address | | City | State | ZIP Code |
|---|---|---|---|---|
| 14521 Horizon Blvd. | | El Paso | TX | 79928-8564 |

**Primary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Roberto | | Flores | Federal Programs Director |

| Telephone # | Email address | FAX # |
|---|---|---|
| 915-926-3255 | roberto.flores@clint.net | 915-926-3258 |

**Secondary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Angelica | V. | Venzor | Parental Involvement Specialist |

| Telephone # | Email address | FAX # |
|---|---|---|
| 915-926-3255 | angelica.venzor@clint.net | 915-926-3258 |

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Donna | | Cline | Chief Financial Officer |
| Telephone # | Email address | | FAX # |
| 915-926-4085 | donna.cline@clint.net | | 915-926-4086 |

| Signature (blue ink preferred) | Date signed |
|---|---|
| | |

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

701-18-109-029

## Schedule #1—General Information

| County-district number or vendor ID: 071901 | Amendment # (for amendments only): |
|---|---|

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

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

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

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

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

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

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

| County-district number or vendor ID: 071901 | Amendment # (for amendments only): |
|---|---|

### Part 1: Required Attachments

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

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

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

### Part 2: Acceptance and Compliance

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

| X | Acceptance and Compliance |
|---|---|
| ☒ | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| ☒ | I certify my acceptance of and compliance with the program guidelines for this grant. |
| ☒ | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| ☒ | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |
| ☒ | 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. |
| ☒ | 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: 071901 | Amendment # (for amendments only): |
|---|---|

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

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

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

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

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

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| Schedule #3—Certification of Shared Services | |
|---|---|
| County-district number or vendor ID: 071901 | Amendment # (for amendments only): |

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

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

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

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

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

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

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| | Schedule #3—Certification of Shared Services (cont.) | | | |
|---|---|---|---|---|
| County-district number or vendor ID: 071901 | | | Amendment # (for amendments only): | |
| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
| **Member Districts** | | | | |
| 9. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 10. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 11. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 12. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 13. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 14. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 15. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 16. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 17. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 18. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 19. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 20. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| | | | **Grand total:** | |

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## Schedule #4—Request for Amendment

| County-district number or vendor ID: 071901 | Amendment # (for amendments only): |
|---|---|

### Part 1: Submitting an Amendment

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

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

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

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

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

### Part 2: When an Amendment Is Required

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

### Part 3: Revised Budget

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

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## Schedule #4—Request for Amendment (cont.)

| County-district number or vendor ID: 071901 | Amendment # (for amendments only): |
|---|---|

**Part 4: Amendment Justification**

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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## Schedule #5—Program Executive Summary

| County-district number or vendor ID: 071901 | Amendment # (for amendments only): |
|---|---|

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

The Clint Independent School District is planning to deliver a high-quality program to assist homeless children and youth enrolled in the district. The funding will provide students with individualized/small-group tutoring and cover the excess cost for transportation services for these students. The funding will assist homeless students with school supplies. The program will collaborative work with other programs to ensure parents or guardians of homeless children get the opportunity to be actively involved in the education of their child/children. Parents/guardians will be encouraged to attend regional conferences and other meetings to help them in the child's education while enrolled with Clint ISD. The funding will assist with the project manager to attend the annual 2018 Texas Conference on Ending Homelessness. Information obtained at the conference will be shared as part of the ongoing district and campus trainings on identifying and enrolling homeless students. The program activities align with the overall district goals to ensure that all students model high standards for academic excellence. Overall, the proposed use of funds will facilitate in the educational success of homeless children and unaccompanied youth.

For purposes of the TEHCY grant, the project manager has identified program needs based on data obtained from district and campus personnel and parents/guardians. Other data reviewed in the needs assessment process includes, data from student demographics, attendance and grades, service logs/referrals, and input from community agencies. Student demographics will be reviewed at the start of the school year and after the PEIMS snapshot date to ensure necessary changes are made (if needed) to the program needs/activities. During the school year, the project manager will determine when and how the needs (based on data) will be updated and/or changed. The changes will be made to the district needs assessment and improvement plan as needed. Formative reviews will be conducted quarterly to ensure program effectiveness. The end of year summative evaluation of the program activities will be used to measure the progress and milestones of the TEHCY grant program. The initial budget will be developed based on the needs identified; budget transfers and amendments will be made accordingly to the identified needs. The project manager will allocate the funding upon the release of the notice of grant award (NOGA). The project manager and accounting coordinator will work together to facilitate in the allocation of funds and any changes and amendments that may be needed throughout the grant cycle. A reservation from Title I, Part A to assist homeless students in their academic success is made during the district/campus needs assessment process (based on data evaluated). Current data indicates emergency assistance activities are needed for homeless children and unaccompanied youth with the use of Title I, Part A set aside. The need will be identified in the district/campus needs assessment and improvement plans. The Title I set-aside in 2016-2017 was $1,100 and in 2017-2018 was $785 for basic vision exams and eyeglasses. The Title I set-aside for the 2018-2019 school year will be determined based on the prior year medical referrals.

The project manager will provide high-quality management of the program through ongoing collaboration with district/campus personnel, community agencies, students and parents. The project manager will work with school staff (Communities In Schools (CIS) Coordinators, Counselors, Administrators, Registrars, Attendance Clerks, Teachers, etc.) to identify, address and evaluate any barriers homeless students are experiencing while in school. The project manager will collaborate with local and state agencies that provide services to homeless children and unaccompanied youth. This coordination includes providing public notice of the educational rights of homeless students in schools, community centers/businesses and family shelters. The project manager will annually review district policies and procedures that may act as barriers to the enrollment of homeless children and unaccompanied youth.

The project manager will monitor the identification and enrollment of homeless children and unaccompanied youth on an ongoing basis to ensure homeless children and unaccompanied youth are integrated into the regular education program. The project manager will provide district and school staff (administrators, instructional/support staff) with annual training to assist with the McKinney-Vento Assistance Act requirements, the importance of identification and enrollment of homeless children and unaccompanied youth, and identifying the specific educational barriers/needs of homeless children and unaccompanied youth. The project manager will meet peridiocally with school counselors,

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

| Schedule #5—Program Executive Summary (cont.) | |
|---|---|
| County-district number or vendor ID: 071901 | Amendment # (for amendments only): |

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

service providers and other community collaborations to assist in the identification and enrollment of homeless children and unaccompanied youth.

During the registration process, a Student Residency Questionnaire (SRQ) is required to be completed at the time of enrollment. The SRQ is used as a screening tool to identify students who may be living in a homeless/displaced situation. School staff is required to refer students who become displaced during the school year as well. Once the student is eligible for program services, the homeless coding will carry for the full school year even if the living situation changes during the time the student is enrolled in school. At the end of the school year, the project manager will contact parents/guardians and unaccompanied youth for reverification purposes. For transportation purposes, the project manager will contact parents/guardians and returning unaccompanied youth three weeks prior the start of the school year to re-access eligibility in the program. Homeless students who are entering and/or returning to their schools from summer or holiday breaks will follow the registration process. The project manager will refer non-school aged children to an early childhood and/or prekindergarten program(s). In a situation where a child is found not currently enrolled or attending school, all possible interventions will be made to enroll the child in the school setting.

The current district policies and procedures are updated and reviewed annually to ensure program requirements and activities do not isolate or stigmatize homeless children and unaccompanied youth. District policy FDC (Local) Admissions Homeless Students addresses the designation of the liaison for homeless students; the admission of a homeless student; the enrollment in the school of origin; the continuation of transportation to a student who is homeless to and from the school of origin; and the dispute resolution processes. The district shall not stigmatize or segregate a student who is homeless. Amendments to district policy(ies) will be made upon changes to statutory requirements to ensure no barriers exist in the enrollment of homeless students. The Clint ISD Federal Funding Procedures Manual provides a brief overview of the identification of homeless students and services available to homeless children and unaccompanied youth. The manual is updated annually or as needed.

The project manager, administrators and school counselors will monitor academic progress of homeless children and youth. The project manager along with the assistance of school counselors will identify and monitor the early interventions and ongoing progress monitoring to address the academic needs of homeless children and unaccompanied youth. District policies are in place to ensure early interventions and ongoing monitoring for all students take place during the school year. District collaborators for special programs will work together to support students academically in homeless situations. The collaboration forms are kept locally and address the support systems that will be in place for homeless children and unaccompanied youth.

The project manager will work together with school administrators, school counselors and/or college readiness counselors to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and are college and career readiness. The project manager along with the assistance of the advanced academic coordinator to ensure all support services are made available to homeless children and unaccompanied youth. The program manager will communicate with district and campus personnel to ensure appropriate interventions are provided to homeless children and unaccompanied youth at all grade levels.

The program manager will ensure the systemic tools are in place to implement and deliver a high-quality grant program. Such tools will assist in the monitoring of student progress to include training and staff development opportunities. The program manager will use the local student management system to support students and evaluate progress in an ongoing manor throughout the grant period. The collection of data and reporting through the use of the local management system will provide the mandatory performance measures to include; the number of identified homeless students, attendance rates for homeless students, promotion rates for homeless students, four year cohort graduation rates for homeless students and state assessment scores for homeless students.

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## Schedule #6—Program Budget Summary

| County-district number or vendor ID: 071901 | | | | 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 | $15336.77 | $0 | $15336.77 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | $300 | $0 | $300 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | $200 | $0 | $200 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | $3369.23 | $0 | $3369.23 |
| Schedule #11 | Capital Outlay (6600) | 6600 | $0 | $0 | $0 |
| Total direct costs: | | | $19206 | $0 | $19206 |
| Percentage% indirect costs (see note): | | | N/A | $1344 | $1344 |
| Grand total of budgeted costs (add all entries in each column): | | | **$19206** | **$1344** | **$20550** |

### Shared Services Arrangement

| 6493 | Payments to member districts of shared services arrangements | $0 | $0 | $0 |
|---|---|---|---|---|

### Administrative Cost Calculation

| Enter the total grant amount requested: | $20550 |
|---|---|
| Percentage limit on administrative costs established for the program (8%): | × .08 |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | $1644 |

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: 071901 | Amendment # (for amendments only):

| | Employee Position Title | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted |
|---|---|---|---|---|
| **Academic/Instructional** | | | | |
| 1 | Teacher | N/A | N/A | $0 |
| 2 | Educational aide | N/A | N/A | $0 |
| 3 | Tutor | N/A | N/A | $0 |
| **Program Management and Administration** | | | | |
| 4 | Project director | N/A | N/A | $0 |
| 5 | Project coordinator | N/A | N/A | $0 |
| 6 | Teacher facilitator | N/A | N/A | $0 |
| 7 | Teacher supervisor | N/A | N/A | $0 |
| 8 | Secretary/administrative assistant | N/A | N/A | $0 |
| 9 | Data entry clerk | N/A | N/A | $0 |
| 10 | Grant accountant/bookkeeper | N/A | N/A | $0 |
| 11 | Evaluator/evaluation specialist | N/A | N/A | $0 |
| **Auxiliary** | | | | |
| 12 | Counselor | N/A | N/A | $0 |
| 13 | Social worker | N/A | N/A | $0 |
| 14 | Community liaison/parent coordinator | N/A | N/A | $0 |
| **Education Service Center (to be completed by ESC only when ESC is the applicant)** | | | | |
| 15 | ESC specialist/consultant | N/A | N/A | $0 |
| 16 | ESC coordinator/manager/supervisor | N/A | N/A | $0 |
| 17 | ESC support staff | N/A | N/A | $0 |
| 18 | ESC other | N/A | N/A | $0 |
| 19 | ESC other | N/A | N/A | $0 |
| 20 | ESC other | N/A | N/A | $0 |
| **Other Employee Positions** | | | | |
| 21 | Title | N/A | N/A | $0 |
| 22 | Title | N/A | N/A | $0 |
| 23 | Title | N/A | N/A | $0 |
| 24 | | | Subtotal employee costs: | $0 |
| **Substitute, Extra-Duty Pay, Benefits Costs** | | | | |
| 25 | 6112 | Substitute pay | | $0 |
| 26 | 6119 | Professional staff extra-duty pay | | $14970 |
| 27 | 6121 | Support staff extra-duty pay | | $0 |
| 28 | 6140 | Employee benefits | | $366.77 |
| 29 | 61XX | Tuition remission (IHEs only) | | $0 |
| 30 | | Subtotal substitute, extra-duty, benefits costs | | $15336.77 |
| 31 | | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | $15336.77 |

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: 071901 | | Amendment # (for amendments only): |
| **NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | |

| Professional and Contracted Services Requiring Specific Approval | | |
|---|---|---|
| | **Expense Item Description** | **Grant Amount Budgeted** |
| 6269 | Rental or lease of buildings, space in buildings, or land | $0 |
| | Specify purpose: | |
| | a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | $0 |

| Professional and Contracted Services | | |
|---|---|---|
| **#** | **Description of Service and Purpose** | **Grant Amount Budgeted** |
| 1 | Provide parents or guardians the opportunity to attend conferences or sessions. | $300 |
| 2 | N/A | $0 |
| 3 | N/A | $0 |
| 4 | N/A | $0 |
| 5 | N/A | $0 |
| 6 | N/A | $0 |
| 7 | N/A | $0 |
| 8 | N/A | $0 |
| 9 | N/A | $0 |
| 10 | N/A | $0 |
| 11 | N/A | $0 |
| 12 | N/A | $0 |
| 13 | N/A | $0 |
| 14 | N/A | $0 |
| | b. Subtotal of professional and contracted services: | $300 |
| | c. Remaining 6200—Professional and contracted services that do not require specific approval: | $300 |
| | (Sum of lines a, b, and c) Grand total | $300 |

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: 071901 | Amendment number (for amendments only): | |
| **Expense Item Description** | | **Grant Amount Budgeted** |
| 6300 | Total supplies and materials that do not require specific approval: | $200 |
| | **Grand total:** | **$200** |

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: 071901 | | 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. | $1200 |
| 6412/ 6494 | Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally. | $0 |
| | Subtotal other operating costs requiring specific approval: | $0 |
| | Remaining 6400—Other operating costs that do not require specific approval: | $2169.23 |
| | **Grand total:** | **$3369.23** |

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

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

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## Schedule #11—Capital Outlay (6600)

| County-District Number or Vendor ID: 071901 | | | Amendment number (for amendments only): | |
|---|---|---|---|---|

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

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

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## Schedule #12—Demographics and Participants to Be Served with Grant Funds

| County-district number or vendor ID: 071901 | 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 | 9604 | 84.06% | Data as of February 28, 2018 |
| Identified homeless students | 225 | 1.96% | Data as of February 28, 2018 |
| Students identified homeless with a 5A Crisis Code | 0 | 0% | NA |
| Students identified homeless with a 5B Crisis Code | 0 | 0% | NA |
| Students identified homeless with a 5C Crisis Code | 0 | 0% | NA |
| Attendance rate for identified homeless students | NA | 0% | NA |
| Attendance rate for economically disadvantaged students | NA | 0% | NA |

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

| School Type: | ☒ Public | ☐ Open-Enrollment Charter | | | |
|---|---|---|---|---|---|

| | | | | | | | Students | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| 6 | 11 | 14 | 26 | 20 | 18 | 19 | 23 | 23 | 20 | 18 | 12 | 16 | 11 | 237 |

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| Schedule #13—Needs Assessment | |
|---|---|
| County-district number or vendor ID: 071901 | Amendment # (for amendments only): |

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

For purposes of the TEHCY grant, the project manager has identified program needs based on data obtained from district and campus personnel and parents/guardians. Other data reviewed in the needs assessment process includes, data from student demographics, attendance and grades, service logs/referrals, and input from community agencies. Student demographics will be reviewed at the start of the school year and after the PEIMS snapshot date to ensure necessary changes are made (if needed) to the program needs/activities.

The needs identified were prioritized based on the actual data received from all stakeholders. The needs were prioritized in accordance to the reflected data; the strategies to support the needs were identified and have been addressed in the grant application to support homeless children and unaccompanied youth enrolled in the district.

During the school year, the project manager will determine when and how the needs (based on data) will be updated and/or changed. The changes will be made to the district needs assessment and improvement plan as needed. Formative reviews will be conducted quarterly to ensure program effectiveness. The end of year summative evaluation of the program activities will be used to measure the progress and milestones of the TEHCY grant program. The budget will be developed based on the needs identified. The project manager will allocate the funding upon the release of the notice of grant award (NOGA). The project manager and accounting coordinator will work together to facilitate in the allocation of funds and any changes and amendments that may be needed throughout the grant cycle.

The grant will serve homeless children and unaccompanied youth enrolled in all of our 14 schools located within the district. All schools in the district are Title I, Part A schoolwide campuses; therefore, homeless children and unaccompanied youth attending the schools are eligible to receive support from the TEHCY grant.

Documentation of the needs assessment process will be kept locally.

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| Schedule #13—Needs Assessment (cont.) | |
|---|---|
| County-district number or vendor ID: 071901 | 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. | Homeless students are struggling and need to improve in math, reading and writing. | The grant program will provide struggling homeless students with additional tutoring support through a 1:1 and/or small group model in the areas of Math, Reading and Writing.  The students will receive ongoing tutoring support at the end of the school day.  The tutoring will assist in improving the academic needs of each student.  The teacher will continuously monitor the student(s) progress to ensure program effectiveness. |
| 2. | Homeless students are needing homework assistance. | The grant program will provide struggling homeless students with additional homework assistance.  The students will receive ongoing homework support at the end of the school day.  The academic support will assist in improving the academic needs of each student.  The teacher will continuously monitor the student(s) progress to ensure program effectiveness. |
| 3. | Homeless students need transportation to be able to stay for individual/small group tutoring and homework assistance. | The grant program will cover the excess cost incurred for transportation services to support the efforts of homeless students participating in the afterschool tutoring and homework assistance programs during the school year.  The services will be monitored through the Department of Federal Programs and the Department of Transportation to ensure program effectiveness. |
| 4. | Homeless students need school supplies in order to complete homework assignments. | The grant program will provide homeless students with school supplies and assist in completing their school work and homework assignments. |
| 5. | Homeless students need emergency assistance such as school uniforms and emergency clothing assistance to be able to attend and fully participate in school activities. | The grant program manager will coordinate with Title I Part A to obtain funding and be able to assist homeless students shool uniforms and emergency clothing assistance to fully participate in school. |

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## Schedule #14—Management Plan

| County-district number or vendor ID: 071901 | 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. | Federal Programs Director | Serves as the Homeless Liaison for the district. A former campus principal, provides extensive leadership skills. Has experienced in managing federal programs and budgets. |
| 2. | Title I Coordinator | Is knowledgeable in the federal grant requirements and is well versed in the budgeting processes. |
| 3. | Parental Involvement Specialist | Has extensive knowledge in working with programs that provide services to migrant, homeless and foster care students. Currently managed the TEXSHEP grant for five years. |
| 4. | N/A | |
| 5. | N/A | |

**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. | Homeless students are struggling and need to improve in math, reading and writing. | 1. | Initiate extra duty forms for teachers. | 07/25/2018 | 09/10/2018 |
| | | 2. | Submit progress forms to teachers-all grade levels. | 08/20/2018 | 06/18/2019 |
| | | 3. | Review teacher progress forms/notes-create roster. | 08/22/2018 | 06/18/2019 |
| | | 4. | Obtain permission slips for tutoring assistance. | 08/22/2018 | 06/18/2019 |
| | | 5. | Review-attendance, grades, and assessments. | 08/13/2018 | 06/18/2019 |
| 2. | Homeless students are needing homework assistance. | 1. | Initiate extra duty forms for teachers. | 07/25/2018 | 09/10/2018 |
| | | 2. | Submit progress forms to teachers-all grade levels. | 08/20/2018 | 06/18/2019 |
| | | 3. | Review teacher progress forms/notes-create roster. | 08/22/2018 | 06/18/2019 |
| | | 4. | Obtain permission slips for tutoring assistance. | 08/22/2018 | 06/18/2019 |
| | | 5. | Review-attendance, grades, and assessments. | 08/13/2018 | 06/18/2019 |
| 3. | Homeless students need transportation to be able to stay for individual/small group tutoring and homework assistance. | 1. | Submit Homeless Student Roster. | 08/22/2018 | 07/01/2019 |
| | | 2. | Obtain routes indicating transportation excess cost | 08/22/2018 | 07/01/2019 |
| | | 3. | Tranportation purchase order for excess cost only | 08/22/2018 | 07/01/2019 |
| | | 4. | Review-attendance and mileage logs. | 08/22/2018 | 07/01/2019 |
| | | 5. | Meet with Transportation Director to discuss any challenges or success of the program. | 08/22/2018 | 07/01/2019 |
| 4. | Assist homeless students with school supplies. | 1. | Submit purchase order for school supplies | 09/03/2018 | 09/14/2018 |
| | | 2. | Prepare school supply kit. | 09/14/2018 | 09/21/2018 |
| | | 3. | Referrals/service documenting need. | 07/16/2018 | 06/18/2019 |
| | | 4. | Initiate service logs and deliver items. | 09/14/2018 | 06/18/2019 |
| | | 5. | Review and evaluate service logs/data. | 09/14/2018 | 06/18/2019 |
| 5. | Assist homeless students with emergency assistance. | 1. | Coordinate with Title I Part A and budget | 04/25/2018 | 07/01/2019 |
| | | 2. | Referrals indicating emergency need. | 07/16/2018 | 07/01/2019 |
| | | 3. | Contact local agency that may provide assistance. | 07/16/2018 | 07/01/2019 |
| | | 4. | Submit documentation for purchase order approval. | 09/03/2018 | 06/18/2019 |
| | | 5. | Review and evaluate service logs/data. | 09/14/2018 | 06/18/2019 |

**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: 071901 | Amendment # (for amendments only): |

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

The project manager will provide high-quality management of the program through ongoing collaboration with district/campus personnel and all staff involved in the implementation and delivery of the program. Policies and procedures will be reviewed and monitored annually based on changes made to program and statutory requirements. The Federal Programs Director provides updates to campus administrators during their monthly Principals Meetings and alerts administrators of changes to programs and services as needed. Other ways communication is made to administrative staff, teachers, students, parents and members of the community are through phone calls, email and at parent meetings at schools. The Federal Programs Director and Parental Involvement Specialist/project manager will work together to set early warning support systems in place to ensure that goals and objectives are met in accordance to the grant requirements. At the meetings, the goals and objectives are communicated as deemed necessary. Areas which may be discussed include, but not limited to, the application process, the budgeting process, and the service activity logs to ensure homeless students are receiving the appropriate services to be academically successful in the school setting. The district and school staff are continuously collaborating though trainings to ensure identification is made immediately upon enrollment of children and youth experiencing homelessness and/or living in displaced situations. Meetings between the Homeless Liaison and designated school staff will be held to review the students' individualized student plan (grades, attendance, and state assessment scores, etc.) every 9 weeks based on students' progress. Academic and social services will be modified and adjusted based on the recommendations made to the student's individualized student plan. Documentation of services, logs, sign-in sheets and budgets will be reviewed periodically to ensure the project meets all grant requirements.

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

The ongoing, existing (current) efforts that are similar or related the planned project is the ability to carry out program requirements of the Texas Support for Homeless Education Program (TEXSHEP) grant for the past 5 years. The grant allowed the district to provide assistance to homeless students on a need basis. The assistance provided through the TEXSHEP grant were school supplies, emergency clothing assistance, hygiene products, emergency food assistance, blankets, and dental services. Also, local agencies provided assistance to homeless students and their families. Outreach activities were also conducted. Annual staff training(s) are provided to district employees on the McKinney-Vento Assistance Act, as needed. Other areas addressed are: the identification and enrollment of homeless children and unaccompanied youth, the rights and services homeless students have under the McKinney-Vento Act, program requirements, and providing transportation services to homeless students to continue attending their school of origin. The program will promote the meaningful involvement of parents or guardians of homeless students in the education of their children through ongoing opportunities to participate in events at the campus and district level. The continuous coordination with community and district staff to host a blanket drive to assist homeless families and their non-school age children. The sponsorship of families during the holiday season and provide Christmas gifts through generous donations from local businesses and district staff members. The sponsorship of unaccompanied youth during the holiday season with gift cards to local movie theaters and area fast food restaurants. The coordination of services with Title I, Part A funds to support homeless students that have no medical insurance for eye exams and eyeglasses. Clint ISD is committed to ensuring homeless children and youth are immediately identified, enrolled, and are integrated into the regular education program. The use of data and early warning support systems will help the district to identify interventions, measure progress and ensure appropriate academic and overall supports are in place so that students experiencing homelessness achieve grade-level standards, meet state-mandated assessments, and graduate on time and pursue a post-secondary education.

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## Schedule #15—Project Evaluation

| County-district number or vendor ID: 071901 | 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. | Review student's data from local student management system | 1. | Homeless students actively participating in the 1:1 tutoring assistance. |
| | | 2. | Grades, attendance, and state assessment scores indicate improvement. |
| | | 3. | Homeless students promoted to the next grade level/graduated. |
| 2. | Review teacher's progress notes, peridiocally meeting documentation with district staff. | 1. | Actively receiving homework assistance. |
| | | 2. | Grades, attendance, and state assessment scores indicate improvement. |
| | | 3. | Homeless students promoted to the next grade level/graduation. |
| 3. | Review data such as transportation referrals, roster, and mileage logs. | 1. | Transportation service assisted student to participate 1:1 tutoring. |
| | | 2. | Mileage logs indicate proper calculation of excess cost. |
| | | 3. | Ongoing monitoring assisted with challenges and/or success of service. |
| 4. | Review referrals, service logs, interventions, and needs assessments. | 1. | School supply kit enable student to complete assignments. |
| | | 2. | Homeless student showed improvement in grades. |
| | | 3. | Service logs indicate homeless students received services. |
| 5. | Review referrals, service logs, interventions, and needs assessments. | 1. | Funds assisted student to obtain emergency assistance. |
| | | 2. | The assistance enable student to fully participate in school activities. |
| | | 3. | Service logs indicate homeless students received services. |

**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.

The collection of student data that is included in the evaluation design is conducted through the use of the district student management system. The district uses the Skyward Student Management System to collect and store data. The project manager will be responsible for reviewing and monitoring student data for homeless children and unaccompanied youth and ensure homeless students are properly coded for services. The project manager will work with the PEIMS coordinator to review and run reports every 9 weeks for homeless children and unaccompanied youth. The student reports will assist the project manager to review and evaluate the student areas of academic need. If problems/issues are found, then the needed interventions will be made to the project delivery to ensure these are corrected on a prompt manner. The data collection and problem correction steps will be reviewed and changes may be made once the project begins.

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| Schedule #16—Responses to Statutory Requirements | | | | |
|---|---|---|---|---|
| County-district number or vendor ID: 071901 | | | 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) |
| Annual training to District/Campus Staff | 800 | Sites: Schools & Department Offices Program Manager | Agenda, Minutes & Sign-in sheets Program Manager | Staff Development & Identification |
| Identification of students during school registration | 15 | Sites: Schools Project Manager CIS Coordinators Registrars | Student Residency Questionnaire/Contact Logs Program Manager | Collaboration, Identification, & Enrollment |
| Transportation to school of origin | 20 | Sites: Schools Transportation Route Clerk & Program Manager | Referrals/Emails Project Manager | Barriers to School Stability |
| Transportation for 1:1 tutoring assistance ( excess cost only) | 50 | Sites: Schools Transportation Director Program Manager | Homeless Student Roster, Mileage logs and purchase orders Program Manager | Barriers to attend 1:1 tutoring assistance |
| Ammendment(s) to district policies and procedures to remove barriers to homeless students. | 2 | Site: Federal Programs Department Homeless Liaison | Emails/Contact Log Program Manager | Educational barriers to homeless students |
| Review and monitor student academic progress | 237 | Sites: Schools & Department Offices CIS Coordinators Project Manager | Teacher progress notes Local Student Management System Reports Program Manager | Early warning support systems |
| 1:1 tutoring or small group assistance | 118 | Sites: Schools Teacher Project Manager | Sign-in sheets Progress notes/reports | Interventions with Math, Reading, & Writing |
| Review and implement academic support systems for grade-level promotion, graduation, & postsecondary. | 237 | Sites: Schools School Counselor(s) Principals Project Manager | Emails/Contact logs/Sign-in sheets/Local Student Management System Reports Program Manager | Academic Support & Interventions |
| Provide parents and guardians meaningful involvement in the education of their child/children | 120 | Sites: Schools & other education sites CIS Coordinator Program Manager | Contact Logs/Sign-In sheets Program Manager | Parent & Family Engagement Opportunities |
| Review, evaluate and revise program goals and objectives to improve academic support systems | 16 | Site: Federal Programs Department Project Manager | Agenda, Sign-in sheets and Minutes Project Manager | Performance Measures & Program Evaluation |

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| Schedule #16—Responses to Statutory Requirements (cont.) | | |
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**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. | Project Vida Health Center | Provides school clinical counseling services and pediatric services for homeless students and youth ithout regard ability to pay. |
| 2. | Hope Clothing Depot | Provide vouchers for used/good condition clothing for homeless children and youth. |
| 3. | Walmart Store #3136 | Donation of miscellaneous items that cannot be re-sold to the public and are in good conditions for homeless children and youth. |
| 4. | American GI Forum | Provide assistance for employment, referral to housing solutions, and pre-employment training to homeless unaccompanied youth 16 yrs or older, parents or guardians. |
| 5. | Emergence Health Network Homeless and Housing Services | Provide housing services to families participating in the TEHCY program. |
| 6. | UTEP Foster Homeless Adopted Resources | Provide assistance with the financial aid process. |
| 7. | El Paso Veterans & Riders Association | Provide food drive, blankets, and clothing to homeless students. |
| 8. | Region 19 Head Start Program | Assist the project manager/Homeless Liaison with enrollment issues/ barriers of homeless children ages 4 and under. |
| 9. | The Salvation Army - Shelter | Provides assistance with food pantry, emergency shelter for families, after school program for residing children, and rent assistance. |
| 10. | El Paso Human Services, Inc | Provides shelter services to homeless youth ages 18 to 24. |
| 11. | Clint ISD Transportation Department | Assist with transportation services for homeless students to school of origin and enable them to participate in 1:1 tutoring assistance |
| 12. | Clint ISD Special Education Department | Provide assistance with prompt testing, evaluation and placement of homeless students for special education services. |
| 13. | Clint ISD Bilingual/ESL Department | Provide homeless students support services and ensure they are receiving appropriate services and/or resources. |
| 14. | Clint ISD Child Nutrition Program | Ensure students coded homeless receive free meals such as breakfast and lunch. |
| 15. | Clint ISD Counseling Department | Assist program manager to review, monitor, and implement academic support services to ensure homeless student grade-level promotion. |

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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.

The proposed funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth by ensuring the project manager attends the homeless conference and obtain information that will help with the identification and enrollment of homeless children and youth. The project manager will provide updates to campus administrators and other staff personnel as needed. The program manual will be kept up to date to ensure all school stakeholders are aware of the identification and enrollment processes for homeless students. The grant will provide a 1:1 tutoring program and homework assistance to assist and promote academic success of homeless children and unaccompanied youth. The grant will provide funding for excess cost incurred for transportation services to enable homeless children and unaccompanied youth to participate in the after school tutoring/homework assistance.

**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.

The project manager will work together with school CIS Coordinators to ensure parent and guardians are invited and encouraged to participate in school meetings that will enable them to be part of their child/children education. The parents and guardians will be encouraged to attend parent teacher conferences. The parent or guardian will be provided with a parent and family engagement survey to address any barriers/challenges encountered in their child's/children's school. All parents and guardians of homeless children and youth will be invited to attend the regional Parent and Family Engagement Conference held annually by the district service center.

**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 district and its schools have policies and procedures in place to integrate all homeless students into the regular education program. Referrals to specific special programs (Special Education, GT, Section 504, Bilingual/ESL, and other programs) are made at the time of enrollment and throughout the school year. Campus administrators will ensure homeless children and unaccompanied youth are placed in appropriate programs to ensure proper placement for academic success. Homeless children and unaccompanied youth will be integrated upon enrollment into the regular education program in all Clint ISD schools.

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**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.

For purposes of the TEHCY grant, the project manager has identified program needs based on data obtained from district and campus personnel and parents/guardians. Other data reviewed in the needs assessment process includes, data from student demographics, attendance and grades, service logs/referrals, and input from community agencies. Student demographics will be reviewed at the start of the school year and after the PEIMS snapshot date to ensure necessary changes are made (if needed) to the program needs/activities. During the school year, the project manager will determine when and how the needs (based on data) will be updated and/or changed. The changes will be made to the district needs assessment and improvement plan as needed. Formative reviews will be conducted quarterly to ensure program effectiveness.

| | Reservation/Set-Aside Amount | Use/Activities |
|---|---|---|
| Actual Set-Aside for 2016–2017 | 1,100 | The funds were utilized to provide homeless students with vision exams and eyeglasses. |
| Planned Set-Aside for 2017–2018 | 785 | The funds were utilized to provide homeless students with vision exams and eyeglasses. |

**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 amount reserved is based on the amount of referrals and actual expenditures on a year to year basis. The data is compared on a year to year basis and the amount set aside is adjusted accordingly.

The project manager will provide training to campus administrators, staff, and CIS Coordinators on the referral process and information on the policy/procedure(s) to support homeless students using these funds, as needed. The district ensures the needs and strategies are addressed in the district/campus needs assessment and improvement plans.

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

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

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## Schedule #17—Responses to TEA Program Requirements

| County-district number or vendor ID: 071901 | Amendment # (for amendments only): |
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**TEA Program Requirement 1:** Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project manager ensures a student residency questionnaire (SRQ) is part of the registration packet and online process. At the start of the school year, schools submit all SRQ's to the Federal Programs Department. The SRQ's are screened by the federal programs staff. The Federal Programs staff make contact with families of possible eligible students. SRQs which indicate a possible eligibility are provided to the project manager for a follow-up with the family and for final determination of eligibility for services. The online SRQ's are downloaded by the project manager and are screened. The SRQ's that indicate student may be experiencing homelessness are separated and distributed among federal programs staff. Families are contacted to verify information on SRQs. SRQs which indicate a possible eligibility are provided to the project manager for a follow-up with the family and for final determination of eligibility for services. During the verification process, the project manager contacts the family and verifies the living situation along with the number of children residing in the home who attend schools located in the Clint ISD boundaries. In a situation where a child is found not currently enrolled or attending school, all possible interventions are made to enroll the child in a school setting. Students not enrolled in school are referred to community programs for services. The project manager will contact families of homeless children and unaccompanied youth prior to the end of the school year to provide information on the re-enrollment process and eligibility in the program. During this time, the project manager also informs them to ensure they maintain communication on any changes to their living situation and any issues that may arise during the enrollment process. The project manager contacts parents or guardians three weeks prior the beginning of the school year to re-access eligibility of the program. Eligible students are immediately enrolled and coded upon returning to their schools from the summer break. Furthermore, homeless students enrolled in the district are monitored by the project manager, campus personnel and CIS coordinators to ensure students in need of identification are identified, enrolled, and coded as soon as possible. School staff are responsible for submitting referrals to the project manager on students who may be displaced and/or their living situation changes during the school year. The project manager will ensure student's coded homeless in the student management system are eligible for services for the full year of enrollment even if the families living situation changes and the family is now residing in permanent housing.

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

The project manager will provide district and school staff (administrators, instructional/support staff) with training to assist with the McKinney-Vento Assistance Act requirements, the importance of identification and enrollment of homeless children and unaccompanied youth, and identifying the specific educational barriers/needs of homeless children and unaccompanied youth. The project manager participates in school events and provides information of the program to the community. The project manager provides information of the McKinney-Vento Assistance Act during the Title I, Part A Importance of Parent & Family Engagement meetings annually.

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

The project manager, administrators and school counselors will monitor academic progress of homeless children and youth. The project manager along with the assistance of school counselors will identify and monitor the early interventions and ongoing progress monitoring to address the academic needs of homeless children and unaccompanied youth. District policies are in place to ensure early interventions and ongoing monitoring for all students take place during the school year. District collaborators for special programs will work together to support students academically in homeless situations. The collaboration forms are kept locally and address the support systems that will be in place for homeless children and unaccompanied youth. The project manager will work together with school administrators, school counselors and/or college readiness counselors to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and are college and career readiness. The project manager along with the assistance of the advanced academic coordinator to ensure all support services are made available to homeless children and unaccompanied youth. The program manager will communicate with district and campus personnel to ensure appropriate interventions are provided to homeless children and unaccompanied youth at all grade levels. The program manager will ensure the systemic tools are in place to implement and deliver a high-quality grant program. Such tools will assist in the monitoring of student progress to include training and staff development opportunities. The program manager will use the local student management system tool to support students and evaluate progress in an ongoing manor throughout the grant period. The collection of data and reporting through the use of the local student management system will provide the mandatory performance measures to include; the number of identified homeless students, attendance rates for homeless students, promotion rates for homeless students, four year cohort graduation rates for homeless students and state assessment scores for homeless students.

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

Every school counselor at an elementary, middle, or junior high school shall advise homeless students and their parents or guardians regarding the importance of postsecondary education, coursework designed to prepare students for postsecondary education, and financial aid availability and requirements. Awareness of post-secondary and higher education will be provided to homeless students enrolled in high school every year by the school counselor. The information must cover: the importance of postsecondary education; the advantages of earning an endorsement; the availability of programs in the district under which a student may earn college credit, including advanced placement programs, dual credit programs, joint high school and college credit programs; instruction on how to apply for financial aid; and the availability of education and training vouchers and tuition and fee waivers. Procedures are in place to help homeless students with credit accrual efforts by helping students receive partial credit for course work completed while enrolled in a previous district or prior school year, or to complete partial credits. The credit recovery efforts include: credit by exam and online courses, campuses accept grades and credits in progress and credit averaging. In response to SB 1494 which requires a student's previous school district to award the student a diploma upon request if: The student transfers to a new district while in the 11th or 12th grade; the student is not eligible to graduate from the current district; and the student meets the graduation requirements of the district from which the student transferred. Procedures were set in place as follows:

If Clint ISD is the receiving district:
1. The counselor will review the transcript to determine if the student is eligible to graduate from CISD. Partial credit may be awarded if appropriate, including elective credit.
2. The counselor will obtain records via TREX and contact previous school district to determine if student is eligible to graduate.
3. If student is eligible to graduate from previous district counselor/administrator will request diploma from previous district.
4. If student is ineligible to graduate in both districts the CISD counselor and school administration will develop a personalized graduation plan which will take the following into consideration: The current and previous districts' graduation requirements. The plan will reflect those requirements which would expedite graduation; tutorials; credit by exam when appropriate; accelerated credit completion and/or recovery when appropriate; early final exams; and individualized work/projects that reflect mastery of essential knowledge and skills.

When Clint ISD is the sending district, school counselors and the campus administrative team will work with the receiving district to determine if the student can graduate from Clint ISD, help receiving district award partial credit and develop individual graduation plan as outlined above that would allow student to graduate from Clint ISD if it is determined by both parties that is the most expedient graduation plan for the student.

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## Schedule #18—Equitable Access and Participation

| County-District Number or Vendor ID: 071901 | Amendment number (for amendments only): |
|---|---|

**No Barriers**

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

**Barrier: Gender-Specific Bias**

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

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

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

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

| County-District Number or Vendor ID: 071901 | Amendment number (for amendments only): |
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**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

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

**Barrier: Gang-Related Activities**

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

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

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

**Barrier: Drug-Related Activities**

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

**Barrier: Visual Impairments**

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

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**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

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

**Barrier: Lack of Support from Parents**

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

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

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

**Barrier: Shortage of Qualified Personnel**

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

**Barrier: Lack of Knowledge Regarding Program Benefits**

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

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

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

**Barrier: Lack of Transportation to Program Activities**

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

**Barrier: Other Barriers**

| # | Strategies for Other Barriers | Students | Teachers | Others |
|---|---|---|---|---|
| Z99 | Lack of internet access at home to complete school assignments.<br>Provide free access to internet (Wi-Fi) at home and on school buses. | ☒ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |

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