

# Texas Education Agency Standard Application System (SAS)

<i>2018-2019 Texas Education for Homeless Children and Youth</i>		
<b>Program authority:</b>	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY <small>Write NOGA ID here</small>
<b>Grant Period:</b>	September 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, April 3, 2018	<small>Place date stamp here</small>
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED  TEXAS EDUCATION AGENCY  2018 APR -3 AM 8:16  DOCUMENT CONTROL CENTER  GRANTS ADMINISTRATION </div>
<b>Contact information:</b>	Cal Lopez; <a href="mailto:HomelessEducation@tea.texas.gov">HomelessEducation@tea.texas.gov</a> , (512) 463-9414	

### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name	County-District #		Amendment #
<b>Humble Independent School District</b>	<b>101-913</b>		
Vendor ID #	ESC Region #	DUNS #	
<b>1746001421</b>	<b>4</b>	<b>022356737</b>	
Mailing address	City	State	ZIP Code
<b>20200 Eastway Village Drive</b>	<b>Humble</b>	<b>TX</b>	<b>77338</b>
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
<b>Dr. Adrienne</b>	<b>S.</b>	<b>Holmes</b>	<b>Competitive Grants Coordinator</b>
Telephone #	Email address		FAX #
<b>281-641-8140</b>	<b>aholmes@humbleisd.net</b>		<b>281-641-1060</b>
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
<b>Matt</b>	<b>B</b>	<b>Smith</b>	<b>Coordinator of Affective Education</b>
Telephone #	Email address		FAX #
<b>281-641-8408</b>	<b>mbsmith@humbleisd.net</b>		

#### 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
<b>Dr. Elizabeth</b>		<b>Fagen</b>	<b>Superintendent of Schools</b>
Telephone #	Email address		FAX #
<b>281-641-8001</b>	<b>efagan@humbleisd.net</b>		<b>281-641-1050</b>
Signature (blue ink preferred)			Date signed

Date signed  
**03/28/2018**

Only the legally responsible party may sign this application.

**701-18-109-030**

**Schedule #1—General Information**

County-district number or vendor ID: 101913

Amendment # (for amendments only):

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

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

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

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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101913

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
---	----------------	--------------------------------------------

No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
---	---------------------------------------------	----------------------------------------------------

No program-related attachments are required for this grant.

**Part 2: Acceptance and Compliance**

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

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

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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101913

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.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

**For TEA Use Only**

Changes on this page have been confirmed with:  
\_\_\_\_\_  
Via telephone/fax/email (circle as appropriate)

On this date: \_\_\_\_\_  
By TEA staff person: \_\_\_\_\_

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 101913      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 primary 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 an audit or audits and the final disposition of equipment, facilities, and materials purchased for this project as specified below.

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

Any additional funds that result from an audit require additional signatures. **Each member identified below acknowledges accountability for the information contained in the provisions and assurances listed in Schedule #2 Part 2 and this application.** Each member entity certifies its agreement to participate in this SSA, as stated through this application.

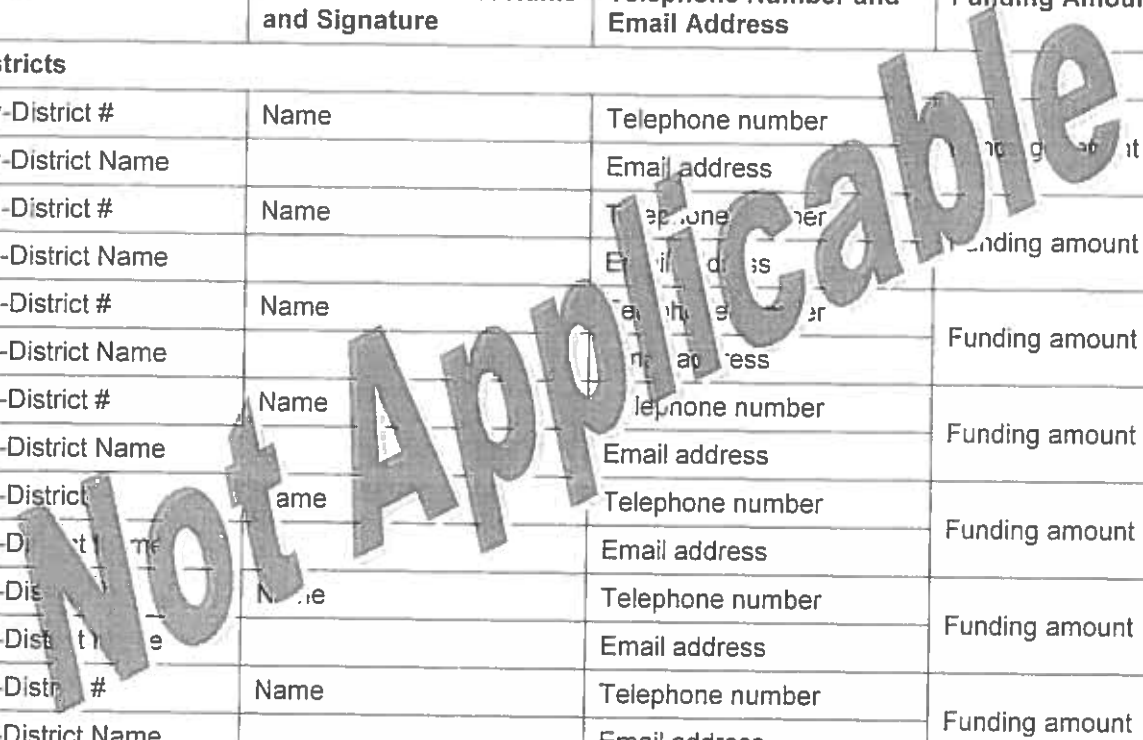
#	County Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding 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	

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

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

County-district number or vendor ID: 101913 Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	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	
<b>Grand total:</b>				



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

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 101913 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 on 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. Amendments submitted via email will not be accepted.

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

If the amendment is faxed, submit one copy of each schedule component 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 final form. Amendments are subject to review and approval by TEA.

**Part 2: When an Amendment is Required**

For all grants, regardless of dollar amount, approval is required to make certain changes to the application. Refer to the "When to Amend an Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division's [Registering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 4 of this schedule.

**Part 3: Revised Budget**

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

**For TEA Use Only**

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



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

County-district number or vendor ID:

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.			

Not Applicable

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101913

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.

**About Our District:** Humble Independent School District (Humble ISD) is a district of innovation that educates more than 40,000 students, is employer to over 5,000, and includes 28 elementary, 15 middle, 6 high schools, and two additional campuses. The district covers a 90+ square mile area and includes the communities of Humble, Atascocita, Kingwood, Fall Creek, Eagle Springs, among others. Located about 17 miles northeast of downtown Houston and just minutes away from George Bush Intercontinental Airport, the suburban area is largely residential. Humble ISD also is listed among the 25 fastest growing school districts in Texas, and is currently the 31st largest district in the state. Humble ISD's student population is diverse and continually growing each year. Below is the district profile. The number of students in Humble ISD who are homeless has grown since Hurricane Harvey and was at 2,439 or 5.9% of the student population at the time of February 28, 2018 snapshot.

# Total Students	% Ethnic Distribution				% Economically Disadvantaged	% @ Risk	ELL	
	Black	Hispanic	White	Other			#	%
41,125	19.8	34.8	39.3	6	33.5	49	3,676	8.9

Source: 2016-2017 Texas Academic Performance Report, Texas Education Agency

Humble ISD is committed to serving all students with superior academics and extracurricular activities, while providing the additional support services students may require. It is with this commitment that we submit this Texas Education for Homeless Children and Youth (TEHCY) Grant application to ensure the homeless population of students within our school district community has the additional supports needed to thrive in school, although their home life may be less than ideal. The TEHCY allowable activities and use of funds specifically speaking to our program plan included the following, which became our guiding principles in proposing this project:

- *“Services and assistance to attract, engage, and retain homeless children and youth, particularly homeless children and youth who are not enrolled in school, in public school programs and services provided to non-homeless children and youth.”*
- *“Coordination between schools and agencies providing services to homeless children and youth”*
- *“Specialized instructional support services (including violence prevention counseling) and referrals for such services”*
- *“Education and training to the parents and guardians of homeless children and youth about the rights of, and resources available to, such children and youth, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children and youth in the education of such children and youth.”*

**Proposed Use of Funds:** Our project will utilize the majority of TEHCY funding to employ a data entry clerk for data tracking and a McKinney-Vento Counselor that specifically works with our homeless student population. Our project also includes additional supports, such as student transportation, supplies and materials, and other operating costs.

**Project Overview:** The goal of this program is to provide greater identification and enrollment of McKinney-Vento students across Humble ISD, and to provide counseling/social services to students in order to better meet the needs of this vulnerable population. Through close contact with area shelters, school counselors, school transportation, and community resources throughout the county, we are well equipped to enroll students and have quiet conversations with family members in order to help navigate the journey from homelessness to house. Due to a well-established homeless identification process on each of our campuses, we have seen our number of identified homeless students increase over the last several years. Based on the economic environment we are currently experiencing throughout our area, as well as the direct impact of Hurricane Harvey in 2017, we are requesting funding to support students experiencing homelessness through additional services provided in the schools and community.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101913

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 face of homelessness has changed. More and more individuals are finding themselves without work, making it harder to provide permanent housing for them and their families. When our basic needs are not met, it is even more difficult to focus on things like school attendance, academic success and social needs. Since Hurricane Harvey directly impacted our community in 2017, many families are still experiencing the instability of rebuilding their home. For many families this has meant living in only a small portion of their home without a working kitchen, appliances or at times an entire floor of their home. For others, it has meant moving in with neighbors, family members, hotels and local shelters while the waters receded and renovations could begin. Some families are living in the 2<sup>nd</sup> story of their 2-story home while the bottom floor is being renovated. This provides an enormous financial hurdle for families who are often literally paying for their home twice. By providing a stable educational setting for their children, we are able to bring a small sense of stability into a very unusual time in their lives.

Additionally, within our district boundary are two homeless shelters. These are for many, a true shelter from the storms of life and their services including intervention and services for abuse, domestic violence, unemployment, bankruptcy, and moments of hopelessness. We are so thankful that we are able to partner with these families so that their students can be enrolled in our schools to continue on their lifelong and educational journey.

For students and families experiencing homelessness, school counselors alongside the McKinney-Vento Counselor are able to work with families regarding school supplies, food, clothing, and community resources in order to help bridge the gap as related to basic needs. Once identified and immediately enrolled, child nutrition is notified so that the Humble ISD meals program may begin for our student that same day. The family is contacted with additional community resources, McKinney-Vento rights, and contact information for the Humble Homeless Education Office in the event that further resources or information is needed throughout the school year.

Once enrolled and attending, the McKinney-Vento Counselor will monitor grades and attendance of homeless students, providing guidance and support in these areas based on a 9 week grading period.

The Humble Homeless Education Office Liaison will collaborate with the transportation department and finance department on an ongoing basis in order to ensure progress in providing excess transportation to students experiencing homelessness. Additionally, generous community donations of gas and grocery cards are often available to provide additional assistance to McKinney-Vento families.

At Mid-year, the homeless liaison will conduct a mid-year review of the grant through a joint meeting with all stakeholders including representation from the finance department, the transportation department, the two local homeless shelters, professional school counselors, and the Title I office for coordination of services. At Mid-year, benchmarks will be checked, including identification results, attendance rates of homeless students, academic progress of homeless students, transportation routes in place, and other successes and best practices noted. This information will be used to determine if any changes or adjustments need to be made in order to improve outcomes.

A yearly review will be done at the close of each grant year resulting in a final narrative report that will identify successful outcomes and those that fell short of success. Where there is a short fall a plan for improvement will be made for the next year's activities. If applicable as in the past, at the completion of the three-year grant a summative evaluation and report will be completed to address the entire three-year grant cycle's successes, best practices, and important learning that will lead to a sustainable program and continued improvements in subsequent years.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 101913	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	\$51,167	\$0	\$51,167
Schedule #8	Professional and Contracted Services (6200)	6200	\$1,000	\$0	\$1,000
Schedule #9	Supplies and Materials (6300)	6300	\$250	\$0	\$250
Schedule #10	Other Operating Costs (6400)	6400	\$12,590	\$0	\$12,590
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$65,007	\$0	\$65,007
3.48% <u>indirect costs</u> (see note):			N/A	\$2,343	\$2,343
<b>Grand total of budgeted costs (add all entries in each column):</b>			<b>\$65,007</b>	<b>\$2,343</b>	<b>\$67,350</b>

**Shared Services Arrangement**

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

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$67,350
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:	\$5,388

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.

**For TEA Use Only**

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

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 101913

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk	1		\$19,769
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
12	Counselor		1	\$25,000
13	Social worker			\$
14	Community liaison/parent coordinator			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
<b>Other Employee Positions</b>				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$44,769
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$4,101
27	6121	Support staff extra-duty pay		\$2,297
28	6140	Employee benefits		\$
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$6,398
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$51,167</b>

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

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

<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 101913		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.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Transportation services provided by company outside of the district in the event that it is needed	\$1,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$1,000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$1,000</b>

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

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

<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 101913		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$250
<b>Grand total:</b>		<b>\$250</b>

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

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

<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 101913		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$2,325
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$2,325
Remaining 6400—Other operating costs that do not require specific approval:		\$10,265
<b>Grand total:</b>		<b>\$12,590</b>

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

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

\*\$10,265 is for excess transportation to the school of origin, in-state travel.

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



**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 101913

Amendment number (for amendments only):

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

Not Applicable

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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101913

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	2,439	100% of homeless	Data for active students as of 02/28/2018
Identified homeless students	2,439	5.7% of total enrollment	Data for active students as of 02/28/2018
Students identified homeless with a 5A Crisis Code	181	0.43%	Data for active students as of 02/28/2018
Students identified homeless with a 5B Crisis Code	24	0.06%	Data for active students as of 02/28/2018
Students identified homeless with a 5C Crisis Code	1,628	3.8%	Data for active students as of 02/28/2018
Attendance rate for identified homeless students	2,439	94.9%	Data for active students as of 02/28/2018
Attendance rate for economically disadvantaged students	2,439	94.9%	Data for active students as of 02/28/2018

**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.

<b>School Type:</b>	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter												
<b>Students</b>														
<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
109	151	151	153	153	182	177	193	185	215	203	200	179	188	2,439

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 101913

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.

The systematic process Humble ISD utilizes to identify and prioritize needs for homeless services includes the following initial steps:

1. Annually, every student must have the Student Residence Questionnaire completed and submitted on their behalf. If a student changes schools or moves residences within the district, the Student Residence Questionnaire must be updated and resubmitted.
2. Students that are identified as homeless on the Student Residence Questionnaire are immediately flagged in the student data management information system.
3. Students and their parents/guardians are provided their rights to homeless services; information regarding Food Nutrition Dept. who are also notified to reach out to the student's family. This information is emailed to the parents/guardians along with additional support services contacts in the community. (All parents must have an email address for student registration in Humble ISD.)
4. Transportation services are alerted of students in need of transportation based on responses of parents/guardians on the Student Residence Questionnaire.

Needs are prioritized once we receive the Student Residence Questionnaire by ensuring students/parents know their rights within the school district. These rights include information regarding homeless services, like having meals covered, additional transportation as requested, school supplies/materials, and leads to community services organizations in the area to have a place to sleep. Identification of the students and tracking is our first step to helping these students and is a #1 priority, along with providing them with support once we find out. It is understood that the basic needs of the student must be met first, before a child or any individual, can focus on learning or doing their best. Typically, those basic needs that we can provide include meals, transportation, and counseling, which include those additional support services and fetters out additional needs of the students more specifically.

We recognize that individuals who are experiencing homelessness naturally have additional barriers in life than their non-homeless peers. Without identifying and supporting this population, we would be putting up hurdles to success. With this in mind, years ago our district recognized the need for McKinney-Vento identification and began implementing the Student Residence Questionnaire as part of our student enrollment process. This has helped families to immediately notify us of their living situation upon enrolling in our district. With 2017 came Hurricane Harvey and obstacles that we had not fully prepared for nor dreamed could be such devastating to our community and the Greater Houston community. Through collaboration with our community agencies as well as LEA departments, we were able to reach out to our community to determine the needs experienced due to the storm. This allowed us to offer greater support including McKinney-Vento identification, transportation services, meals programs, community resources and counseling services.

Additionally, we have two local homeless shelters within our district boundaries. This provides an immediate place for struggling families to stay, and it also means that at any time we will have students needing to immediately enroll in our schools. We are able to quickly identify these students so that enrollment and meals may begin immediately. We are also very fortunate to have a partnership with the Houston Food bank. We implement the backpack buddy program which provides weekend meals for struggling families. Our grant funded McKinney-Vento Counselor coordinates this program through a partnership with campus counselors in order to better meet the needs of our students and families. Because of the large numbers of McKinney-Vento students and families in our area, this also caused us to recognize the need for systematic and timely identification of MV students and families based on with accurate reporting in PEIMS. Our grant funded data entry clerk ensures accurate coding of students as well as ensuring that families receive their rights based on federal guidelines. She also works with the family when transportation to the school of origin is needed so that McKinney-Vento students are able to continue enrollment alongside their peers and teachers with whom they already have a nurturing relationship.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101913

Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	<p><b>McKinney-Vento Data Entry Clerk</b></p> <p>Proper identification and tracking to ensure services are provided and support continues. Attendance monitoring is an ongoing process. Additionally, students/families within this population may resubmit the Student Residence Questionnaire frequently during the school year and change schools or where they are staying residentially.</p>	<p>McKinney-Vento Students will be identified and immediately enrolled in school. The Data Clerk will input all PEIMS information, and notify the family of their federal rights as a McKinney-Vento family. The clerk will also provide the family with local community resources. If transportation to the school of origin is a barrier, transportation will be offered to students that have issues such as having to move out of district, not in school of origin attendance zone or no transportation to get to school. The MV Clerk will also handle all phones calls related to homelessness.</p>
2.	<p><b>McKinney-Vento Counselor</b></p> <p>Students require additional support services that are specific to homelessness and each individual student impacted by homelessness.</p> <p>Counselor caseloads per each school campus are already full, and this population requires additional 'immediate' intervening steps so that they are not left behind. One on one counseling and check-ins are an ongoing monitoring process.</p> <p>This provides homeless students a deeper layer of educational, career, personal, and social development for this unique population.</p>	<p>The McKinney-Vento Counselor will assist campus counselors with academic success of homeless students by tracking ongoing status, attendance and grades.</p> <p>Attendance tracking/check-in: The MV Counselor will also assist homeless high school students with college preparation activities, such as registration for college admissions test, FAFSA, credit checks and updates. These services will help the Counselor remove any barriers that may interfere with graduation.</p> <p>Our McKinney-Vento Counselor partners with campus counselors to coordinates the Houston Backpack Buddy Program. This program provides weekend meals for students and families who otherwise may struggle to find food before returning to school the following week.</p>
3.	<p><b>Transportation Services</b></p> <p>School of origin transportation for homeless students</p>	<p>Transportation will be provided to students who have no way to get to the school of origin whether living in district or out of district.</p>
4.		

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID:101913

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.	McKinney-Vento Homeless Liaison	Master's Degree in Education with experience in working with diverse and vulnerable populations. School counselor certification preferred.
2.	Special Revenue Account	Bachelor's degree in business admin./accounting/finance, with at least 5-years' experience handling special revenue accounting. Experience working with multiple funding streams (federal, state, local) and project accounting.
3.	McKinney-Vento Counselor	Master's Degree in Education with 20 years' experience working as a School Counselor. SBEC counselor certification, plus experience with homeless services.
4.	McKinney-Vento Data Entry Clerk	Experience as a school Registrar preferred and knowledge of PEIMS coding. Masterful at multi-tasking and follow-up; familiar with general office protocols and procedures. Experience with McKinney Vento coding and updates.
5.	Competitive Grants Coordinator	Master's degree with experience as a grants professional with at least 7 years' experience progress monitoring, providing grantee performance reports, managing multi-year federal, state, local grant initiatives.

**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.	Identification and tracking of McKinney-Vento Students	1. Administer the Student Residency Questionnaire (ongoing)	08/15/18	06/01/19
		2. Inform families of their McKinney-Vento rights and offer services and community resources (ongoing)	08/15/18	06/01/19
		3. Partner with child nutrition to immediately begin the free and reduced meals program	08/15/18	06/01/19
		4. Determine transportation needs when applicable and coordinate services for students (monthly-ongoing)	08/15/18	06/01/19
		5. Progress monitoring system for attendance.	08/15/18	06/01/19
2.	Counseling services and resources shared with students and families	1. Meet with high school students to ensure progress is being made towards reaching graduation goals (ongoing)	08/20/18	06/01/19
		2. Coordinate the implementation of the Houston Food bank Backpack Buddy Program (monthly-ongoing)	08/20/18	06/01/19
		3. Provide Unaccompanied Youth with documentation letter for college enrollment, health services and other community resources (monthly-ongoing)	08/20/18	06/01/19
		4. Work with other school districts to ensure that partial or full credit that was earned is awarded (ongoing)	08/20/18	06/01/19
		5. Support students, families & school based counselors to intervene when excessive absences occur (ongoing)	08/20/18	06/01/19
3.	School of Origin Transportation	1. When parents request transportation, we will notify the transportation department to provide services (ongoing)	08/20/18	06/01/19
		2. Work with parents and Title 1 department to assist in excess school of origin costs (monthly-ongoing)	08/20/18	06/01/19

**For TEA Use Only**

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

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

County-district number or vendor ID: 101913

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.

At the beginning of the year the Homeless Services Liaison and staff interfaces with multiple departments within Humble ISD (Counseling & Behavioral Services, Financial Services (includes Accounting & Budgeting), Community Development- Grants Section, Child Nutrition, and Transportation Services) on behalf of students identified as homeless via the Student Residence Questionnaire or direct referral from a campus-based counselor. The status of each homeless student is established at the beginning of the school year and tracked on an ongoing basis throughout the year and into summer. The Data Entry Clerk and McKinney-Vento Counselor are instrumental to our success in offering timely services and proactive assistance to students.

We have been fortunate in our district to implement the TEXSHEP McKinney-Vento Grant for the past several years. As a part of these grants, we have implemented a checkpoint halfway through the grant year in order to see if we are on track with our McKinney-Vento services. This mid-year check point involves the multiple departments within Humble ISD listed above.

At Mid-year of the grant cycle, the homeless liaison will conduct a mid-year review of the grant through a joint meeting with all stakeholders including representation from the finance department, the transportation department, the two local homeless shelters, professional school counselors, and the Title I office for coordination of services. At Mid-year, bench marks will be checked, including identification results, attendance rates of homeless students, academic progress of homeless students, transportation routes in place, and other successes and best practices noted. This information will be used to determine if any changes or adjustments need to be made in order to improve outcomes. This also allows our office to make any necessary amendments to our activities in light of changing circumstances that may be happening due to homeless students and families.

**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 Student Residence Questionnaire is an ongoing, existing effort that directly relates to the planning project. Additionally, the use of a dedicated Homeless Education Office Team (Homeless Services Liaison, McKinney-Vento Data Entry Clerk and McKinney-Vento Counselor – latter 2 both previously funded with TEXSHEP) are a part of our systematic process of ensuring our homeless students and unaccompanied youth are fully supported. Having dedicated staff, space, and a process in place to serve these students is Humble ISD's commitment to these students.

Currently, campus registrars, counselors and administrators are responsible for enrolling new students to their campus. Without the TEHCY Grant, the responsibility of identifying, contacting, supporting and monitoring McKinney-Vento students would fall largely on the registrar and school based counselor who are already serving the entire campus to their maximum capacity. The McKinney-Vento Counselor can personally counsel with only homeless students, which gives these students the additional support that is needed. The current ratio of student to traditional school counselor is very high, so the addition of the McKinney-Vento Counselor adds a different level of support than would otherwise be in place. These McKinney Vento students gain trust with the homeless counselor and know that the counselor has His/her best interest at heart. Counseling services that are provided such as college enrollment process completion of the FAFSA, shelter, food and health services can more readily be discussed with the McKinney Vento counselor.

The removal of grant funding and the Homeless Education Office Team would require the campus to perform more data entry, identification, and monitoring which would take away time currently used for providing direct services to students.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101913 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.	Identification of McKinney-Vento students	1.	Number of students to receive Immediate enrollment and PEIMS coding of McKinney-Vento eligibility
		2.	Show a mirrored number of McKinney-Vento students receiving free meals from the child nutrition department
2.	McKinney-Vento Counseling Services	1.	Tracking number of Unaccompanied Youth by campus and FAFSA completion
		2.	Number of students receiving individual counseling sessions
		3.	Number of individual sessions completed by the McKinney-Vento Counselor
		4.	Number of Juniors and Seniors to receive information and support towards post-secondary college & career endeavors
3.	School of Origin Transportation and attendance for MV students	1.	Number of students requesting school of origin transportation
		2.	Attendance rate as monitored by Homeless Office and Data Quality Office

**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.

For the evaluation, the Humble ISD Homeless Services Liaison will provide administrative oversight to the McKinney-Vento Data Entry Clerk and Counselor. The data collected via PEIMS coding and student tracking logs for counseling and other services will be shared at monthly progress meetings and non-formal check-ins for pressing issues as they arise. Issues may be addressed to determine the effectiveness of project strategies and adjustments made. A mid-year report will be compiled and shared within the district to ensure services are on track with goals and expenditures aligned with completed activities. A final progress report will be compiled and shared within the district to ensure services are on track with goals and expenditures aligned with completed activities. Humble ISD's systematic identification and prioritization of needs for homeless students provides data-points of information that are crucial to ensuring services are provided and the goals of this grant are met including:

1. Every student submitting a completed Student Residence Questionnaire. Provides initial number of students ID'd as homeless at the start of each school year. If a student changes schools/moves residences within the district, the Student Residence Questionnaire must be updated and resubmitted. Provides additional # of students transitioning, changing campus, and tracked by the Homeless Services Office.
2. Students identified are immediately flagged in the student data management information system for tracking.
3. Students and their parents/guardians are provided their rights to homeless services; information regarding Food Nutrition Dept. who are also notified to reach out to the student's family. This information is emailed to the parents/guardians along with additional support services contacts in the community. (All parents must have an email address for student registration in Humble ISD.)
4. Transportation services are alerted of students in need of transportation based on responses of parents/guardians on the Student Residence Questionnaire.

**Data Collection Points/Measures of Success:**

• # of students identified as homeless by campus at beginning, middle, and end of year.	• # of students requesting transportation to the school of origin and timeline for implementing services.
• # of students/families referred to social services providers in the area	• # of individual counseling sessions
• # and list of college & career initiatives supported by the Counselor	• # of Unaccompanied Youth identified and number to receive FAFSA support by the MV Counselor

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101913

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)
Parent Involvement Activity description (required): Parent letters will be sent notifying families of the educational rights of McKinney-Vento students	2439	Schools Humble Homeless Education Office  McKinney-Vento Counselor McKinney-Vento Data Entry Clerk	Email Records  McKinney-Vento Counselor McKinney-Vento Data Entry Clerk	Need #1 ID/Tracking  Need #2 Counseling/Support Services
Parent Involvement Activity description (required): Information shared with shelter parents to better understand enrollment procedures and available community resources	99	Shelter, Humble Homeless Education Office  McKinney-Vento Counselor McKinney-Vento Data Entry Clerk	Enrollment Packet Information Community Resource Packets  McKinney-Vento Counselor McKinney-Vento Data Entry Clerk	Need #1 ID/Tracking/ Rights of Homeless  Need #2 Counseling/Support Services
Provide counseling support and community resources to all homeless students enrolled	2439	District Homeless Education Office and Schools  MV Counselor School Counselors	Counselor Log and student and family contact log  McKinney-Vento Counselor	Need #2 Counseling/Support Services
Identify and code McKinney-Vento eligible students and provide admin. support to campus personnel in obtaining services for students	2439	District Homeless Education Office and Schools  Homeless Liaison McKinney-Vento Data Entry Clerk Registrars	Training agendas Student Residency Questionnaire  MV Data Entry Clerk Registrars	Need #1 ID/Tracking/ Rights of Homeless  Need #2 Counseling/Support Services/ Referrals/ Ongoing Check-ins
Increase access to school of origin transportation for homeless students, such as school of origin excess and supplemental transportation	244 (10%)	Excess routes  Homeless Liaison, Data Entry Clerk, MV Counselor, Transportation Department	Routing log kept by transportation office, documenting excess mileage accumulated, Parent Reimbursement Documents  Transportation Routing Coordinator	Need #3 Transportation Services

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



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

County-district number or vendor ID: 101913

Amendment # (for amendments only):

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

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	School Counselors	Provide services as related to educational, career Personal, and social development
2.	Transportation Department	Provide services as related to transportation to and from school
3.	Family Time Shelter	Provides temporary housing to homeless students and families
4.	Family Promise Shelter	Provides temporary housing to homeless students and families
5.	Humble Area Assistance Ministries (HAAM)	Provides housing assistance, job training, food and clothing to families in need
6.	Houston Food Bank	Provides weekend backpacks of food to homeless students
7.	Title 1 Coordinator	Provide funding for excess transportation to school of origin
8.	Department of Accountability	Assist in data collection and attendance needs
9.	Child Nutrition Department	Provides access to free child nutrition program on campus
10.	School Registrars	Provides face-to-face registration services and identification practices in order to immediately enroll McKinney-Vento students in school
11.		
12.		

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101913

Amendment # (for amendments only):

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

The Humble ISD TEHCY project will utilize the majority of TEHCY funding to employ a data entry clerk for data tracking and a McKinney-Vento Counselor that specifically works with our homeless student population. Our project also includes additional supports, such as student transportation, supplies and materials, and other operating costs. Humble ISD's systematic identification and prioritization of needs for homeless students provides data-points of information that are crucial to ensuring services are provided and the goals of this program are met. These funds will directly facilitate the identification, enrollment (MV Data Entry Clerk) and the provision of counseling/support services (MV Counselor) to ensure the educational success of homeless children and unaccompanied youth within Humble ISD.

**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.

Humble ISD will promote the meaningful involvement of parents or guardians of homeless children/youth in their educational success by inviting them to parent forums, offering them additional referrals to community support services, and showing them respect and dignity while they are going through a trying time. Humble ISD is dedicated to ensuring students and families feel they can come to the school for direct assistance or at the least a referral to an organization that can better handle their needs within the scope of various professions. The MV Counselor is a source of support for the students and their families are welcome to many college/career offerings hosted.

Additional partnering agencies are always in communication with the Homeless Services Office and community information and offerings are passed along to our parents and guardians.

**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.

Through our online enrollment process and the use of the Student Residence Questionnaire, homeless identified students and unaccompanied youth are fully integrated into the educational setting upon enrollment. Humble ISD ensures all students receive a quality education – complete with a highly qualified teacher and appropriate curriculum and instructional materials. Additionally, each student has access to library services, counseling services, a school nurse, as well as other parent engagement and community-based activities shared at the campus and district level. All students, whether homeless or non-homeless, have these assurances as part of the regular education program as Humble ISD students. McKinney-Vento services are over and above the services every student within Humble ISD already receives.

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

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

County-district number or vendor ID: 101913

Amendment # (for amendments only):

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

Through collaboration between the Humble ISD Homeless Education Office, the district Transportation Department, and the Department of Special Programs, access to school of origin transportation is the greatest need identified in the preparation of Title 1 services to McKinney-Vento students.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$20,000	Excess school of origin transportation
Planned Set-Aside for 2017–2018	\$35,000	Excess school of origin transportation

**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.

Each Title I campus can address additional needs of their homeless students during the campus improvement process. This is based on the prior year's number of students receiving excess school of origin transportation it was determined that this is a beneficial use of Title 1 funds.

Annually, campus registrars and counselors are in-serviced regarding updates to the McKinney-Vento services protocol and the use of the Student Residence Questionnaire. Updated contact information is provided regarding the Homeless Services Office along with a listing of additional community-based organizations and the support services they offer.

The McKinney-Vento Counselor completes professional development along with all other school counselors to stay abreast of trends, policies, and procedures. Campus-based school counselors are aware of the McKinney-Vento Counselor and liaison together to support students who they notice excessive absenteeism, and thus may refer students for a deeper delves into their home-life situation.

The needs of all students' populations (homeless and non-homeless) are addressed within the Campus Improvement Plan. The needs of students may be addressed with regards to additional academic support or other services they may require at varying time throughout the school year.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101913

Amendment # (for amendments only):

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

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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101913

Amendment # (for amendments only):

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

During the enrollment process, a Student Residency Questionnaire is filled out stating whether or not the student/unaccompanied youth are in a Stable or Transitional Living Situation. This is completed on every single student to help ensure that we are working to identify any individual who is currently experiencing a transitional situation. If the family or unaccompanied youth selects Transitional, the Student Residency Questionnaire is directed to the Homeless Education Office. If the student is identified as McKinney-Vento by the Homeless Education Office, the student/unaccompanied is immediately enrolled and will be set up for free lunch and will be given their rights as well as local area resources.

If a student/unaccompanied youth find themselves in a Transitional Living Situation any other time during the school year, a new Student Residency Questionnaire is completed with the Registrar or School Counselor and sent to the Homeless Education Office in order to be identified as McKinney-Vento eligible.

Additionally, when a student is moving within our school district and trying to enroll, it is important to recognize that their reason for moving may be due to loss of housing. For this reason, the family completes a new Student Residence Questionnaire so that we can better understand the nature of the move. In the event that it is due to loss of housing, we are able to work with the family on the option of continuing at the school of origin. Adding this identification process to the movement within our school district has helped us to better identify McKinney-Vento families so that services could be provided.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101913

Amendment # (for amendments only):

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

Annually, the Humble ISD Homeless Services Office provides an overview of the systematic process the district utilizes to identify and prioritize needs for homeless services, which includes the following initial steps:

1. Annually, every student must have the Student Residence Questionnaire completed and submitted on their behalf. If a student changes schools or moves residences within the district, the Student Residence Questionnaire must be updated and resubmitted.
2. Students that are identified as homeless on the Student Residence Questionnaire are immediately flagged in the student data management information system.
3. Students and their parents/guardians are provided their rights to homeless services; information regarding Food Nutrition Dept. who are also notified to reach out to the student's family. This information is emailed to the parents/guardians along with additional support services contacts in the community. (All parents must have an email address for student registration in Humble ISD.)
4. Transportation services are alerted of students in need of transportation based on responses of parents/guardians on the Student Residence Questionnaire.

Additional information and Professional Development is planned and offered at the district level. These offerings include, but are not limited to:

- McKinney-Vento Hot Topics training for Administrators
- McKinney-Vento 101 for Registrars and Counselors
- Continuing Education for Humble Homeless Education Office and Transportation Department provided by THEO
- OP's/Teachers/Child Nutrition
- Community meetings through partnerships with HAAM, Family Time and Family Promise

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101913

Amendment # (for amendments only):

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

Recognizing that by nature, attendance impacts academics; attendance will be monitored every 2 weeks using the Decision Ed program provided by the school district. Attendance will be checked to alleviate any barriers that may arrive and interfere with a student's attendance. Barriers such as credit not being awarded or not being received from other schools will be addressed to ensure promotion. Parents and campus counselors will be contacted on each homeless student with excessive absences so that interventions may be determined.

A credit check will be done at the beginning of the school year that will reveal current cohort graduates, continuers and early graduates. Special attention will be given to address each as needed. Additionally, each McKinney Vento personal graduation plan will be checked for accuracy and any discrepancies will be reported to the school based counselor to ensure that students are on track for graduation. Grades will also be monitored every 9 weeks in order to review academic success of homeless students. By partnering with the campus counselor, conferences may be held with failing students in order to identify problems and create solutions in the event that credit recovery is needed.

The McKinney Vento Counselor will meet with each senior during semester one to provide college admissions information, FAFSA help, scholarship information and other pertinent college and career information. Junior conferences will be held during the second semester to address their college and career readiness needs and see if they are currently on track to reaching their goals.

Students who have special needs (Special Education, Gifted and Talented, ESL/Bilingual, Career and Technical Education) and have a need for special services such as accelerated classes, ESL classes, IEP's, and Career and Technical Ed classes, will be served by both our campuses as well as our local homeless education office. We will also partner with students in these unique circumstances in order to assist with transportation needs that may arise.

Our office will also work with families that may be experiencing behavioral distress due in part or in whole to the instability of the current living situation.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101913

Amendment # (for amendments only):

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

Academic success is monitored throughout the school year, including student attendance because of its direct correlation to academic success.

Personal Graduation Plans, Endorsements, and Credits for McKinney Vento students will be reviewed and evaluated first at the beginning of the semester and again at the beginning of the second semester. Any discrepancies will be reported to the school based counselor.

The credit check that will be completed each semester will reveal the necessity for adjustments in schedules, or the need for the student to complete credit recovery/repair. If credit recovery is needed, the McKinney-Vento Counselor will partner with the school based counselor to implement interventions for the student.

Attendance checks will be done every two weeks using the Decision Ed program provided by Humble ISD. Parents and school based counselors will be notified of students with excessive absences. A discussion of the cause of the attendance problem will occur so that interventions may be implemented in order to bring about greater success

During student meetings, the Personal Graduation Plan, Endorsements, Courses, as well as Assessment Scores will be discussed in order to determine whether or not the student is on track for meeting his or her individual goals. In the event that a student is struggling, additional interventions such as tutorials will be discussed with the student.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



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

County-District Number or Vendor ID: 101913

Amendment number (for amendments only):

**No Barriers**

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

**Barrier: Gender-Specific Bias**

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

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

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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-District Number or Vendor ID: 101913

Amendment number (for amendments only):

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

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

**Barrier: Gang-Related Activities**

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

**For TEA Use Only**

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

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

County-District Number or Vendor ID: 101913 | Amendment number (for amendments only):

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

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

**Barrier: Drug-Related Activities**

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

**Barrier: Visual Impairments**

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

**For TEA Use Only**

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

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

County-District Number or Vendor ID: 101913

Amendment number (for amendments only):

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-District Number or Vendor ID: 101913

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

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

**Barrier: Lack of Support from Parents**

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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-District Number or Vendor ID: 101913

Amendment number (for amendments only):

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

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

**Barrier: Shortage of Qualified Personnel**

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

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

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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-District Number or Vendor ID: 101913

Amendment number (for amendments only):

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

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

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

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

**Barrier: Other Barriers**

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

**For TEA Use Only**

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