

**Texas Education Agency  
Standard Application System (SAS)**

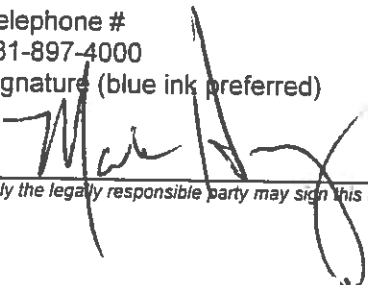
2018–2019 Texas Education for Homeless Children and Youth		
<b>Program authority:</b>	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here
<b>Grant Period:</b>	September 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, April 3, 2018	Place date stamp here
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR -3 AM 9:12 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 #	
Cypress-Fairbanks ISD	101907	N/A	
Vendor ID #	ESC Region #	DUNS #	
1746000654	04	07-391-2156	
Mailing address	City	State	ZIP Code
10300 Jones Rd	Houston	TX	77065
Primary Contact			
First name	M.I.	Last name	Title
Bobbie	J	Jones	Homeless Liaison
Telephone #	Email address		FAX #
281-517-2636	Bobbie.Jones@cfisd.net		281-897-4757
Secondary Contact			
First name	M.I.	Last name	Title
Jae	—	Simpson-Butler	Director of Student Services
Telephone #	Email address		FAX #
281-807-8931	Johnna.Simpson-Butler@cfisd.net		281-897-4756
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
Mark	—	Henry	Superintendent
Telephone #	Email address		FAX #
281-897-4000	Mark.Henry@CFISD.net		281-897-4125
Signature (blue ink preferred)	Date signed		
	03/28/2018		

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

**701-18-109-043**

<b>Schedule #1—General Information</b>	
County-district number or vendor ID: 101907	Amendment # (for amendments only):
<b>Part 3: Schedules Required for New or Amended Applications</b>	

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

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	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.

<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 #2—Required Attachments and Provisions and Assurances</b>	
County-district number or vendor ID: 101907	Amendment # (for amendments only):
<b>Part 1: Required Attachments</b>	

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.		
<b>Part 2: Acceptance and Compliance</b>		

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

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

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<b>Schedule #2—Required Attachments and Provisions and Assurances</b>	
County-district number or vendor ID: 101907	Amendment # (for amendments only):
<b>Part 3: Program-Specific Provisions and Assurances</b>	

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

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

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

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

County-district number or vendor ID: 101907

Amendment # (for amendments only):

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

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

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

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

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	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	

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: 101907			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>				

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #4—Request for Amendment</b>	
County-district number or vendor ID: 101907	Amendment # (for amendments only):
<b>Part 1: Submitting an Amendment</b>	

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

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

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

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

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

<b>Part 2: When an Amendment Is Required</b>
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For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

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

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

County-district number or vendor ID: 101907

Amendment # (for amendments only):

**Part 4: Amendment Justification**

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

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\_\_\_\_\_  
Via telephone/fax/email (circle as appropriate)

\_\_\_\_\_  
By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101907

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.

Cypress-Fairbanks ISD seeks funding to continue its EASE (Enrollment, Attendance, Success Academically and Extended Services) project for the next three years. Due to CFISD's efficient system of auditable data collection, EASE has been recognized by Region 10/THEO for its best practices. TEXSHEP leaders from CFISD had the privilege of describing EASE and its systems in a presentation titled "Data, Data, Data—Buckets and Bins" at the State Homeless Conference in October, 2011, and at the National Association for the Education of Homeless Children and Youth Conference in November, 2011. Over the last two TEXSHEP Grant cycles, EASE has received a "clearly outstanding" evaluation due to the efficient design, management, and evaluation of the project benefitting the district's students who are experiencing homelessness.

CFISD will serve 100% of its homeless students through the EASE project. Primary goals are to eliminate obstacles to enrollment, to increase attendance rates, to increase academic success, to provide additional counseling services as needed, and to create productive relationships with outside agencies to meet other needs pertaining to students who are homeless. Deeply ingrained in district culture is the expectation that allocation of resources will be strategically determined so that all CFISD campuses offer comparable learning environments and experiences to homeless students as are available to other students.

Daily collaboration occurs among the Homeless Liaison, Data Management Specialist, Data Entry Clerk, EASE Counselors, Registrars, and campus personnel for identification and needs assessment of students who show potential to qualify as homeless or who already have been identified as homeless. The Student Residency Questionnaire (SRQ) is a tool used by CFISD to determine whether a student meets criteria to be considered homeless. This form can be found in the district's new-student registration packet, on its website, and in its handbook for EASE counselors.

**Budget Development:** In CFISD's implementation of EASE, a team effort includes the Director of Federal Programs and Grants, the Director of Guidance and Counseling, the Director of Health Services, the Director of Student Services, the Coordinator of Special Education, a representative of Harris County Youth Services Specialists, and the Homeless Liaison/Grant Manager. This team meets periodically (at least twice per year) to evaluate the overall project design. The Fall meeting's agenda is to review and evaluate current program activities and expenses, and the Spring meeting is to review the success/weakness of current projects and to plan the following year's activities. This group will discuss not only current services provided to students who are homeless (even students not enrolled on a Title I campus), but will examine new data to consider whether any other services may be allowable to provide with Title I funds. During these reviews, the group will also examine data to determine the impact of the money spent.

CFISD employs an accountant who focuses exclusively on grants, helping to manage these funds by overseeing initial budget setup; quarterly and final expenditure reports; appropriate coding and placement of budgeted items on schedules; allowable budget expenses; and proposed budget vs. actual expenditures. Grant staff will meet throughout the grant cycle for ongoing reconciliation of expenditures.

CFISD's effective project evaluation will begin at the project start date and will continue throughout the grant period. The project evaluation will be an ongoing assessment to monitor progress toward desired outcomes. A strong evaluation component assists project managers in determining the project's strengths and identifying areas needing improvement.

**Demographics relating to grant purposes:** Among its overall enrollment of 116,000 students—of which roughly 50% are economically disadvantaged and over 15% are English learners—CFISD has a history of successfully supporting the academic progress of these groups of learners. The EASE counselor program allows CFISD to designate support on each of its 91 campuses for immediate assessment regarding the needs of any students in transition. Itinerant Counselor services extend another layer of contact for students who have specific unmet needs, whether academic, emotional, or physical. High school students receive academic/graduation counseling and credit tracking. Throughout the year, the school-supply project allows CFISD to assist students in transition, equipping them with needed supplies and materials.

EASE staff enjoy an established and outstanding network of relationships and systems for collaborating with both in-district and out-of-district partners. One of these key collaborations is CFISD's Guidance and Counseling Department. Implementing a shared vision of helping all students to be successful, the district has a designated EASE Counselor at all 91 campuses in CFISD, specially trained and attuned to the particular needs of students experiencing homelessness.

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By TEA staff person:

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

County-district number or vendor ID: 101907

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.

**Needs assessment process:** The needs assessment process that CFISD uses is based on the Texas Continuous Improvement Framework, specifically the process outlined in the Texas Accountability Intervention System, which is provided to districts by the Texas Education Agency. CFISD uses this needs assessment process to develop its District Improvement Plan and its 91 Campus Improvement Plans. To oversee and facilitate procedural efficacy and reliable implementation, CFISD's Student Improvement and Accountability Department collaborates extensively with campuses.

**Plan for consistent, high-quality management:** CFISD's Human Resources Department, Director of Student Services, and Assistant Superintendent of Student Services rigorously screen candidates' skills and experience to fulfill management roles with quality personnel. Regarding the *McKinney-Vento Homeless Assistance Act (M-V)*, the CFISD Homeless Liaison is required to conduct annual "McKinney-Vento 101" trainings with key campus personnel, including Registrars, Nurses, Counselors, and Administrators.

**Evaluation and measurement:** Each project activity is monitored using auditable data in the form of sign-in sheets, training agendas, time-and-effort logs, time sheets, and needs-assessment forms for each identified student, travel logs, and student attendance logs for tutoring. District-prepared reports evaluate grades and attendance.

**Statutory Requirements:** As detailed in Schedule 16, this proposal contains the following elements defined in statute:

1. Page 24 describes the services and programs CFISD will provide to address the identified needs.
2. Pages 25-26 cover how EASE will provide (a) coordination with other agencies, (b) ways for the grant-funded activities to facilitate the identification, enrollment, and educational success of homeless students, (c) parent involvement, and (d) integration of homeless students into the regular education program.
3. Page 27 describes coordination of services between EASE and Title I.
4. Page 28 affirms CFISD's "yes" response to all listed policies and provides dates of most recent revisions.

In addition, EASE has consistently satisfied the following stipulations and will continue to do so.

- For the program activities detailed in Schedule 16, all have been met during the awarded grant cycles of TEXSHEP, TXHERRA, and HEDA. Ongoing collection of auditable data supports the services provided by each grant.
- This proposal adheres to the "supplement, not supplant" mandate.
- CFISD remains compliant with all EDGAR rules and regulations, as monitored by CFISD's Director of Federal Programs and Grants.
- The district observes all requirements related to fingerprinting of employees.

**TEA Requirements:** This EASE program proposal addresses all TEA requirements (listed on pages 12-13 of grant guidance) in Schedule 17 of this application.

1. The description on page 29 covers the processes and procedures for administering EASE at all campuses to identify and/or enroll homeless students and unaccompanied youth, including the four situations detailed.
2. Page 30 describes the EASE trainings and professional development to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of students considered homeless to be provided for administrative, instructional, and support staff as well as service providers and community collaborators.
3. The essay on page 31 describes ways that early interventions and ongoing progress monitoring will be implemented through EASE to address the academic needs of homeless children and youth.
4. Page 32 details the EASE procedures 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.

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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: 101907			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	\$67,900	\$8,132	\$76,032
Schedule #8	Professional and Contracted Services (6200)	6200	\$950	\$0	\$950
Schedule #9	Supplies and Materials (6300)	6300	\$30,018	\$0	\$30,018
Schedule #10	Other Operating Costs (6400)	6400	\$4,000	\$0	\$4,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$0	\$0	\$0
Percentage% indirect costs (see note):			N/A	\$0	N/A
Grand total of budgeted costs (add all entries in each column):			\$102,868	\$8,132	\$111,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$111,000
Percentage limit on administrative costs established for the program (8%):					× .08
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$8,880

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

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

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

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

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 101907			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	0	0	0
2	Educational aide	0	0	0
3	Tutor	0	0	\$0
<b>Program Management and Administration</b>				
4	Project director	0	0	\$0
5	Project coordinator	0	1	\$8,132
6	Teacher facilitator	0	0	\$0
7	Teacher supervisor	0	0	\$0
8	Secretary/administrative assistant	0	0	\$0
9	Data entry clerk	0	0	\$0
10	Grant accountant/bookkeeper	0	0	\$0
11	Evaluator/evaluation specialist	0	0	\$0
<b>Auxiliary</b>				
12	Counselor	0	0	\$0
13	Social worker	0	0	\$0
14	Community liaison/parent coordinator	0	0	\$0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15	ESC specialist/consultant	0	0	\$0
16	ESC coordinator/manager/supervisor	0	0	\$0
17	ESC support staff	0	0	\$0
18	ESC other	0	0	\$0
19	ESC other	0	0	\$0
20	ESC other	0	0	\$0
<b>Other Employee Positions</b>				
21	Title	0	0	\$0
22	Title	0	0	\$0
23	Title	0	0	\$0
24	Subtotal employee costs:			\$8,132
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112	Substitute pay		\$0
26	6119	Professional staff extra-duty pay		\$60,300
27	6121	Support staff extra-duty pay		\$5,000
28	6140	Employee benefits		\$2,600
29	61XX	Tuition remission (IHEs only)		\$0
30	Subtotal substitute, extra-duty, benefits costs			\$67,900
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$76,032</b>

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

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

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101907		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$0
2		\$0
3		\$0
4		\$0
5		\$0
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval: Registration for the mandatory training at the 2018 Texas Conference on Ending Homelessness and the National Association for the Education of Homeless Children and Youth		\$950
(Sum of lines a, b, and c) Grand total		\$950

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

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 101907		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:	\$30,018
<b>Grand total:</b>		<b>\$30,018</b>

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

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 101907		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.	\$2,500
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$1,500
Subtotal other operating costs requiring specific approval:		\$2,500
Remaining 6400—Other operating costs that do not require specific approval:		\$1,500
<b>Grand total:</b>		<b>\$4,000</b>

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

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

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 101907			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		\$0	\$0	\$0
3		\$0	\$0	\$0
4		\$0	\$0	\$0
5		\$0	\$0	\$0
6		\$0	\$0	\$0
7		\$0	\$0	\$0
8		\$0	\$0	\$0
9		\$0	\$0	\$0
10		\$0	\$0	\$0
11		\$0	\$0	\$0
<b>66XX—Software, capitalized</b>				
12		\$0	\$0	\$0
13		\$0	\$0	\$0
14		\$0	\$0	\$0
15		\$0	\$0	\$0
16		\$0	\$0	\$0
17		\$0	\$0	\$0
18		\$0	\$0	\$0
<b>66XX—Equipment, furniture, or vehicles</b>				
19		\$0	\$0	\$0
20		\$0	\$0	\$0
21		\$0	\$0	\$0
22		\$0	\$0	\$0
23		\$0	\$0	\$0
24		\$0	\$0	\$0
25		\$0	\$0	\$0
26		\$0	\$0	\$0
27		\$0	\$0	\$0
28		\$0	\$0	\$0
<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>

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

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On this date: \_\_\_\_\_

By TEA staff person: \_\_\_\_\_

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

County-district number or vendor ID: 101907

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	1,669	100%	In the specified data set, all identified homeless students are economically disadvantaged. The quantities shown on this page count only "active" enrollments, therefore not including another 300 or so homeless students (who exhibit high mobility) that CFISD serves as they move in and back out of the district.
Identified homeless students	1,669	100%	Funding for this grant, with calculations based on 2016-17 data (i.e., pre-Harvey), would have used a count of about 700 students for CFISD. In the storm's aftermath, the homeless population in the district has more than doubled since last year.
Students identified homeless with a 5A Crisis Code	446	26.72%	—
Students identified homeless with a 5B Crisis Code	114	6.83%	—
Students identified homeless with a 5C Crisis Code	484	29%	—
Attendance rate for identified homeless students	1,683	92.33%	This attendance rate reflects totals for both active and inactive homeless students.
Attendance rate for economically disadvantaged students	1,683	92.33%	This attendance rate reflects totals for both active and inactive homeless students.

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

**School Type:**  Public  Open-Enrollment Charter

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
86	108	113	118	116	139	138	137	120	98	147	102	111	136	1,669

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 101907

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 EASE program will address identification, academics, attendance, increased awareness, and enrichment programs to serve homeless students enrolled at all 91 CFISD campuses.

CFISD's needs assessment process will advance through the following steps to identify and prioritize needs:

- **Step 1: Collect Data:** Collect all the relevant data needed to inform the needs assessment process. For EASE, data collected included demographics, attendance, report cards, STAAR achievement data, and graduation and dropout rates.
- **Step 2: Review Data:** Examine the data gathered in Step 1, and write down "facts" that can be drawn from the data. For EASE, "The highest numbers of CFISD's homeless students can be found in south and southwest areas of the district," which includes the highest numbers of flooded homes, foreclosures, and evictions in Harris County, the most populous county in Texas. Due to Hurricane Harvey, the number of homeless students has more than doubled since last school year.
- **Step 3: Determine a Problem Statement:** Review all the data and determine a problem statement based on the factual information presented in the data. For EASE, the problem statement noted is that homeless students are below standards for Math, Reading and Writing compared to non-homeless students. (As a consequence, seniors considered homeless are retained at a higher rate than the average percentage of seniors in the district.)
- **Step 4: Perform a "10-5-5" Process:** Begin by listing 10 reasons why the problem may be occurring. Then list 5 more reasons and then five more reasons. Once 20 reasons are listed, draw a line through the ones that cannot be controlled at the district level. Then identify which "reason(s)" are the biggest contributing factor to the problem. For EASE, a comparison of students experiencing homelessness to their non-homeless peers reveals that homeless students typically perform poorly on state assessments, earn fewer credits, and demonstrate lower levels of mastery on other academic measures. These students also struggle with daily attendance. Issues that affect both attendance and academics must be addressed with individualized counseling to help students be more productive and successful, particularly in the district's priority areas, reading and math.
- **Step 5: Conduct a "5 Whys" Process:** Using the reasons identified in step 4, ask "why" the reason may be occurring and what the adults can do to address the issue. This process is followed up to 5 times to get down to the "root cause." For EASE, the root cause determined is that students identified as homeless need additional counseling services to gain support for needs related to academics, attendance, and social implications arising from their transitional status. By receiving funds from this grant, more Itinerant Counselors will be available to serve and support homeless students in CFISD.

While continuing implementation of its time-proven and award-winning model for providing services to students experiencing homelessness, CFISD will proceed with future strategic planning for EASE by overlaying the TEA-recommended 10-5-5 analysis process to ensure ongoing verification that the leadership team's prioritization of needs remains authentic and up-to-date as conditions and populations continue to evolve in Harris County.

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

County-district number or vendor ID: 101907 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.	Students who are homeless need immediate enrollment.	Increase awareness and education surrounding the <i>McKinney-Vento Homeless Assistance Act</i> by incorporating a brief MV training video as part of the existing CFISD compliance courses, which are mandatory at the beginning of each school year for every employee.
2.	Students who are homeless need consistent school attendance.	Improve poor attendance rates by using a systemic, collaborative problem-solving process of regular meetings, communications, and recordkeeping involving the Homeless Liaison, Attendance Officers, EASE Counselors, and Itinerant Counselors to identify homeless students demonstrating poor attendance, to address individual concerns, and to remedy current issues while setting up preventative measures going forward.
3.	Seniors who are homeless need to earn sufficient credits to graduate.	Maximize the graduation rate for homeless seniors by increasing the number of Itinerant Counselors who provide one-on-one counseling services for seniors to address academic needs (especially in reading and math), including ensuring that adequate school supplies are available and that students in grades 9-12 receive academic/graduation counseling and credit tracking.
4.	Students who are homeless need help dealing with academic, psychological, and social difficulties arising from the transition and instability that accompanies homelessness.	Provide extended counseling services by increasing the number of Itinerant Counselors to spend time with students who have specific, unmet academic or social/emotional needs. Support academic efforts by providing technology devices on a check-out basis.
5.	Students residing at the Mission of Yahweh homeless shelter need academic help after school.	Increase the number of tutors to address the academic needs (particularly in reading and math) of CFISD students living at the shelter by providing additional time on task during after-school tutoring, thereby boosting achievement.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101907

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Homeless Liaison	Currently serving as Homeless Liaison and Grant Administrator, this person has eight years of experience in CFISD, working with TXHERRA, HEDA, and TEXSHEP grants. She holds an M.A. in Human Services Counseling and is completing a second M.A. in Professional Counseling.
2.	Director, Student Services	This 20-year educator and former Principal has not only a doctoral degree, but also holds certifications for Elementary (1-6), Special Education (EE-12), and Mid-Management. Among her instructional and administrative experiences at both the campus and district levels, she has served as a 21 <sup>st</sup> Century Grant Coordinator and overseen campus Title I funds.
3.	Director, Federal Programs and Grants	This central-office administrator monitors grant compliance for many programs (including Title I at 49 campuses) and has extensive background with supporting disadvantaged students, including three years as Title I District Coach and five years as Title I Campus Contact. Credentials include a Master's in Education Administration and a Texas Principal's Certificate.
4.	Accountant IV	In the role overseeing all CFISD grant funds for the past four years, this accountant's qualifications include two degrees: Bachelor of Accountancy and Bachelor of Business Administration in General Business. She attends ongoing grant/EDGAR training.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase awareness about MV to facilitate identification of homeless students	1. Train key staff	09/01/2018	08/31/2019
		2. Implement CFISD compliance section for "MV 101"	09/01/2018	12/31/2018
		3. Provide training and support for Registrars	09/01/2018	08/31/2019
		4. Circulate communication on MV guidelines	09/01/2018	08/31/2019
		5. Distribute MV posters	09/01/2018	12/31/2018
2.	Support homeless students' overall attendance	1. Have Attendance Officers request extra counseling	09/01/2018	08/31/2019
		2. Identify students with poor attendance	09/01/2018	08/31/2019
		3. Follow up with truancy prevention measures	09/01/2018	08/31/2019
		4. Enforce school-of-origin bus transportation	09/01/2018	08/31/2019
3.	Extend additional support for secondary and graduating homeless students	1. Provide graduation counseling for HS credits	09/01/2018	08/31/2019
		2. Allow tuition-free enrollment in summer school	05/27/2019	07/31/2019
		3. Provide caps/gowns for seniors (donated)	05/01/2019	06/31/2019
		4. Staff the grant with additional Itinerant Counselors	09/01/2018	08/31/2019
		5. Provide TAP Camp math and leadership event	03/01/2019	03/22/2019
4.	Extend additional counseling services to help homeless students	1. Employ Itinerant Counselors	09/01/2018	08/31/2019
		2. Fund extra Itinerant Counselors through Title I	09/01/2018	08/31/2019
		3. Monitor report cards to identify academic needs	09/01/2018	08/31/2019
		4. Train Itinerant Counselors	09/01/2018	08/31/2019
		5. Meet one-on-one with each student weekly	09/01/2018	08/31/2019
5.	Provide after-school tutoring (reading, math) at shelter for homeless students	1. Staff tutors to work with students at the shelter	10/01/2018	05/31/2019
		2. Assist with SRQ forms for enrollment in school	09/01/2018	08/31/2019
		3. Monitor grades from district reports	10/01/2018	05/31/2019
		4. Identify and meet school supply needs	09/01/2018	08/31/2019

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

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

County-district number or vendor ID: 101907

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.

In addition to the continuously cycling formal needs assessment process to be implemented (as detailed in Schedule 13 of this application), CFISD capitalizes upon its culture of collaboration in the effort so monitor progress toward goal attainment, determine needed changes, and communicate implementation steps clearly to all parties involved. CFISD's EASE grant initiative will ensure project success by accomplishing the following steps.

- **Training:** Ensure that all stakeholders know the goals, objectives, timelines, and responsibilities for attaining the objectives and the overall goals of EASE. Opportunities for training will be tailored to the various audiences—campus leaders (including Administrators and Principals), Assistant Principals, Nurses, 91 EASE Counselors, Registrars, and other campus personnel.
- **Discussing:** Twice a year, the overall project design is evaluated locally by the Homeless Steering Committee. The Fall meeting's agenda is to review and evaluate current program activities while the Spring meeting is for reviewing the success/weakness of current projects as well as planning for the following year's activities. CFISD's Steering Committee consists of the following personnel: Homeless Liaison, Homeless Grant Administrator, Homeless Data Management Specialist, Director of Federal Programs and Grants, Director of Health Services, Director of Guidance and Counseling, Special Education Coordinator, and a representative of the Harris County Youth Service Specialists.
- **Modifying:** Decide when to adjust plans by reviewing new data, obtaining feedback from stakeholders, and reviewing the overall scope of the project.
- **Sharing:** Communicate plan changes and new expectations via face-to-face meetings, electronic communications, and revisions to project documents.
- **Celebrating:** CFISD's culture values recognition of success as a motivation to continue efforts toward a goal.

**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.

CFISD will demonstrate a commitment to education for all homeless children and unaccompanied youth by employing Itinerant Counselors and designating an EASE Counselor on all 91 campuses to increase support services to address academics and attendance as well as psychological and social needs.

The educational goal of CFISD is to provide an instructional program designed for the individual needs, interests, and abilities of each student. This learning environment will promote the development of independent, responsible, contributing members of society. To extend the learning from campus to home, CFISD will provide a system enabling homeless students to check out technology equipment as needed. Students and parents will have the opportunity to continue participation in enrichment programs such as these.

- TAP Camp is a week-long enrichment experience teaching Teamwork, Ambition, and Perseverance while enhancing mathematics and leadership skills (designed specifically to serve homeless students and held during Spring Break).
- Tutoring, especially for reading and math, is offered throughout the school year at the Mission of Yahweh shelter.

CFISD prides itself in providing enrichment opportunities to parents, students, and the community. CFISD's collaboration and partnership with its community are key components of this grant.

CFISD will ensure proper identification and enrollment of students who are experiencing homeless through its comprehensive training, its EASE Counselor handbook, the efforts of a network of staff members, and the outside support services it receives from faith-based and assistance ministries.

The Families in Transition Resource and Referral Guide is provided online to all assistance ministries and other agencies. The Homeless Liaison also maintains open communications with social workers and counseling staff. Brochures and fliers are provided to apartment complexes and hotels as additional outreach tools.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101907

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.	Provide training about the <i>McKinney-Vento Homeless Assistance Act</i>	1.	Presentation/training materials, agendas, sign-in sheets
		2.	Compliance records for completing the section for "MV 101"
		3.	Communications about MV guidelines—for example, emails
2.	Support students' overall attendance	1.	Communications with Transportation regarding school-of-origin bus service
		2.	Itinerant Counselors' time and effort logs
		3.	District attendance reports
3.	Extend additional support for secondary/graduating seniors	1.	Itinerant Counselors' time and effort logs
		2.	EASE Counselors' records – credit tracking and monitoring
		3.	Report card data
4.	Extend additional counseling services to help students	1.	Payroll records for Itinerant Counselors
		2.	Credit tracking by Itinerant Counselors and EASE Counselors
		3.	Needs-assessment forms
5.	Provide after-school tutoring	1.	Employment records for tutors
		2.	Reports of attendance rates and logs
		3.	STAAR performance data

**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.

**Data Collection**

The Student Residency Questionnaire (SRQ) is the form used by CFISD to identify students who are considered homeless. This form can be found in the district's new-student registration packet, on its website, and in its handbook for EASE Counselors. Students are referred to the Homeless Liaison or to the school registrar by outside agencies, assistance ministries, faith-based organizations, social workers, and other school staff (e.g., Bus Drivers, Teachers). Once students are directed to the attendance office, students are asked to complete and submit an SRQ form for processing.

Once a student is qualified as homeless through the Homeless Liaison office, he or she remains classified as such and is eligible for services for the entire school year. Families are required to complete a new SRQ at the beginning of each school year and will be subject to the approval process set in place at that time.

For each nine-weeks grading period, data will be collected on homeless students from district-defined reports. Data collected will include number of SRQ forms received/approved, total enrollment by grade level, attendance, and academics. STAAR/TAKS/EOC performance results will be reported at mid-year and end-of-year evaluations. Data will be analyzed by the assistant superintendent for student services, homeless liaison, and director of student services to determine next steps.

**Problem Correction**

Immediate project-delivery problems related to homeless students will be addressed by the Homeless Liaison, Director of Student Services, and both paraprofessional clerks. Students and/or their parents will be able to call the Families in Transition/Student Services Department to notify the staff about problems and/or concerns. CFISD will provide immediate enrollment to homeless students, including those who lack complete documentation. Through CFISD's training component, staff will learn procedures for identifying and enrolling (without delay) all students who present themselves as homeless.

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

County-district number or vendor ID: 101907

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)
All personnel will receive training about expectations and procedures for providing services to students who are homeless.	10,000 users	Instructional Support Center (ISC): Homeless Liaison and Director of Student Services	Course completion data	1
The Homeless Liaison will attend mandatory grant workshops.	1	As assigned by Region 10, THEO	Registration documents and receipts, certificates of attendance	1,2,3,4,5
SRQ forms will be collected by the Data Management Specialist on a daily basis.	2,000	ISC/Campuses: Registrars and Data Management Specialists	SRQ forms collected and filed	1,2,3,4,5
An after-school tutoring program will occur at the homeless shelter.	50	Homeless Shelter: After School Tutors	Parent Logs, Attendance Logs, and Timesheets	5
Parents of students who are homeless will become increasingly involved in their children's academic efforts.	50	Homeless Shelter: After School Tutors	Parent-contact logs	5
The district will host a Parent Symposium to provide training and meet the needs of parents in homeless situations.	100	The Berry Center: Homeless Liaison, Families in Transition, Community Programs, Curriculum Staff	Parent sign-in logs	3,4,5
The district and campuses will make arrangements to provide school supplies for students who are homeless.	2,000	All campuses: EASE Counselors/ Grant Staff	Needs-assessment forms, parent acknowledgment forms	2,3,4,5
The district and campuses will make arrangements to provide PE uniforms for secondary students who are homeless.	200	Secondary Campuses: EASE Counselors/ Grant Staff	Needs-assessment forms, parent acknowledgment forms, transfer of funds records	2,3,4
Students who are homeless will receive the counseling services they need.	2,000	All campuses: EASE Counselors, Itinerant Counselors, HCYSS	Needs Assessment Forms	2,3,4,5

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

County-district number or vendor ID: 101907 | 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.	Balfour	Provides graduation caps and gowns
2.	Mission of Yahweh	Provides a facility for after-school activities, including tutoring
3.	Cypress Assistance Ministries	Provides reciprocal services and identification of students and families
4.	Northwest Assistance Ministries	Provides reciprocal services and Identification of students and families
5.	Memorial Assistance Ministries	Provides reciprocal services and Identification of students and families
6.	Cy-Fair Helping Hands	Provides reciprocal services and Identification of students and families
7.	Harris County Youth Service Specialists	Provides reciprocal services and Identification of students and families
8.	HOPE Psychotherapy of Houston	Provides mental health counseling services to all CFISD students – by referral
9.	Breath of Life Children's Clinic	Provides preventive and acute-care services, immunizations, well-child checkups, and parent education
10.		
11.		
12.		
13.		
14.		
15.		

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

County-district number or vendor ID: 101907

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.

EASE will enable CFISD to continue efforts to meet academic, psychological, and social needs of homeless students. The district will

- Provide services and activities to improve the identification and enrollment of homeless children and youths and enable these students to attend, and succeed in school, including in programs such as, itinerant counseling services, tutors, school supplies, technology device check-out, and access to TAP Camp;
- Prepare and carry out the State plan for serving homeless children and youths; and
- Develop and implement professional development programs for local liaisons and other local agency educational personnel to improve their identification of homeless children and youths and heighten their awareness of and capacity to respond to specific problems in the education of homeless children and youths.

**Statutory Requirement 2c:** Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The EASE program will host a Parent Symposium for students attending TAP Camp. Parents will be afforded the opportunity to get involved with their child's learning by attending the symposium. Parents are exposed to student-centered activities related to their child's enrichment to impact academic achievement, particularly in reading and math.

Parents residing at the Mission of Yahweh shelter are extended the opportunity to become increasingly involved in their children's academic efforts during the after-school tutoring program.

**Statutory Requirement 2d:** Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The EASE grant initiative, in accordance with the district's FDC family of policies, will ensure that homeless students are integrated into the regular education program by receiving the following.

- Continue the child's education in the school of origin for the duration of homelessness:
  - a. If the child's family becomes homeless between academic years or during an academic year; and
  - b. For the remainder of the academic year, if the child becomes permanently housed during an academic year; or
- Enroll the child in any school that non-homeless students who live in the attendance area in which the child is actually living are eligible to attend;
- Transportation services that are comparable to other students in the school in which the child is enrolled, including

Students experiencing homelessness will be fully integrated, as applicable, with their non-homeless peers into educational and support programs such as Career and Technical Education, Gifted and Talented, Bilingual/ESL, Special Education, and school nutrition.

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

County-district number or vendor ID: 101907 | Amendment # (for amendments only):

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

The process for development and preparation for coordinating services with Title I are as follows.  
 1. The Homeless Liaison, Director of Federal Programs and Grants, Director of Student Services, and Director of Guidance and Counseling will analyze, review, and discuss needs assessment and best practices for allocation of Title I funds twice year.  
 2. Ongoing communication will continue with the grants department accounting staff to ensure that funds are expended according to the proposed activities.

Title I set-aside will be used to supplement the salaries and travel of Itinerant Counselors and Data Entry/Data Management Specialists; to provide summer school tuition scholarships; to purchase technology devices for check-out; to meet payroll costs for Mission of Yahweh tutors; and to cover costs of staff and transportation needed for TAP Camp (offered during Spring Break intercession).

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$167,000	<ul style="list-style-type: none"> <li>• Itinerant Counselors' salaries and travel reimbursement</li> <li>• Scholarships of summer school tuition</li> <li>• Back-to-School EXPO (registration blitz)</li> <li>• Mission of Yahweh tutoring</li> <li>• TAP Camp staff and transportation</li> </ul>
Planned Set-Aside for 2017–2018	\$161,000	<ul style="list-style-type: none"> <li>• Itinerant Counselors' salaries and travel reimbursement</li> <li>• Scholarships of summer school tuition</li> <li>• Back-to-School EXPO (registration blitz)</li> <li>• Mission of Yahweh tutoring</li> <li>• TAP Camp staff and transportation</li> </ul>

**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.

**Determining set-aside:** To determine its Title I set-aside for homeless, CFISD follows the same needs-assessment process described in Part 1 of Schedule 13. After collecting and reviewing data to identify problems (steps 1-3), the "10-5-5" Process has revealed the following discrepancies: Compared to their non-homeless peers, students experiencing homelessness typically perform poorly on state assessments, earn fewer credits, and demonstrate lower levels of mastery on other academic measures. These students struggle daily with issues that affect both attendance and academics and need to be addressed with individualized counseling. The subsequent "5 Whys" Process has determined that homeless students need additional counseling to gain support for needs related to academics (especially reading and math), attendance, and social implications arising from their transitional status. The homeless team presents their budgetary proposal based on the expenses that these services will generate.

**Staff understanding district homeless procedures:** CFISD provides an extensive network of staff members with training designed to improve identification, heighten awareness, and increase capacity to respond to the specific needs of homeless students and unaccompanied youth. These stakeholders include Assistant Superintendents, Principals, Assistant Principals, Federal Program Administrators, Registrars, Secretaries, Counselors, Social Workers, Bus Drivers, Cafeteria Workers, Nurses, and Teachers. Documents and materials include the EASE Counselor handbook, training session presentation documents, and (coming soon) an online learning module with video and quiz components.

**LEA addressing homeless services in CIP:** The District Improvement Plan (DIP) addresses all aspects related to providing services for students considered homeless. Each of the 91 Campus Improvement Plan (CIP) documents is aligned with and modeled after the district plan, with each school differentiating, as appropriate, to meet the identified needs of its unique student population.

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<b>Schedule #16—Responses to Statutory Requirements (cont.)</b>	
County-district number or vendor ID: 101907	Amendment # (for amendments only):
<b>Statutory Requirement 4:</b> Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
<b>School Selection:</b> Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes FDC (Legal), 7/26/2016
<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 FDC (Legal), 7/26/2016
<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 CNA (Legal), 11/17/2017
<b>Services:</b> Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes FDC (Legal), 7/26/2016
<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 FDC (Legal), 7/26/2016
<b>Free meals:</b> Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes COB (Legal), 5/24/2017
<b>Title I:</b> Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes EHBD (Legal), 7/26/2017
<b>Training:</b> Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes FFC (Legal), 11-17-2017
<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 FFC (Legal), 11-17-2017
<b>Pre-School:</b> Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes EHBG (Legal), 11-17-2017
<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 FFC (Legal), 11-17-2017

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

County-district number or vendor ID: 101907

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.

CFISD uses the following procedures to identify and/or enroll homeless students and unaccompanied youth in the following circumstances.

**(a) are entering and/or returning to their schools from summer or holiday break**

Parents/Guardians, unaccompanied youths, or school personnel will complete an SRQ to determine eligibility for the *McKinney-Vento Homeless Assistance Act* and will receive services under this program. Students will continue their education in the school of origin for the duration of homelessness:

- a. If the child's family becomes homeless between academic years or during an academic year; and
- b. For the remainder of the academic year, if the child becomes permanently housed during an academic year;

**(b) become homeless after the school year has started**

Parents/Guardians, unaccompanied youths, or school personnel will complete an SRQ to determine eligibility for the *McKinney-Vento Homeless Assistance Act* and forward to the homeless liaison for review and determination to receive services under the EASE program. Students who are approved will continue their education in the school of origin, or the campus to which they are zoned.

**(c) are not currently enrolled or attending school**

Parents/Guardians, unaccompanied youths, or school personnel will complete an SRQ to determine eligibility for the *McKinney-Vento Homeless Assistance Act* and forward it to the homeless liaison for review and determination to receive services under the EASE program. Either the student will be enrolled immediately or student already attending school will continue with his or her education.

**(d) are eligible for early childhood and/or prekindergarten programs**

Parents/Guardians or school personnel will complete an SRQ to determine eligibility for student under the *McKinney-Vento Homeless Assistance Act*. Students who meet criteria to be considered homeless will be identified by school personnel and through collaboration with community agencies will receive services under the *McKinney-Vento Homeless Assistance Act*. This includes early childhood and preschool-age children.

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

County-district number or vendor ID: 101907	Amendment # (for amendments only):
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**TEA Program Requirement 2:** Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CFISD's training and professional development efforts in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth cover two key audiences.

**(a) administrative, instructional, and support staff**

The Homeless Liaison and Director of Student Services provide "McKinney-Vento 101" training each August as back-to-school training for all Registrars, Counselors, Nurses, Assistant Principals, Itinerant Counselors, and Community Youth Service Specialists. The 91 EASE Counselors receive training twice per year.

**(b) service providers and/or community collaborators**

The Homeless Liaison works closely with community collaborators to identify, enroll, and support families in transition. In an ongoing fashion, CFISD works to provide refresher training as needed to these community groups as it also supports new collaborators by providing initial training to ensure that these partners are equipped to help students according to procedures and documents needed for expedient enrollment. The Educational Specialist at the Mission of Yahweh (a homeless shelter in the district) helps residents/students complete SRQ forms and enroll in school. Other faith-based organizations and ministries call the district's Homeless Liaison to facilitate enrollment of children in families seeking assistance.

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

County-district number or vendor ID: 101907

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.

Below are early interventions and ongoing progress monitoring strategies implemented to address the academic needs of homeless children and youth.

#	Area	Early Interventions	Progress Monitoring
a	<b>4-year cohort graduation rate</b>	Itinerant Counselors provide tutoring for students who struggle academically, especially in reading and math, to keep students on-track to graduate with their peers.	Review progress reports and report cards. Monitor attendance. Examine formative and summative assessment results.
b	<b>graduation rate of all homeless students</b>	EASE Counselors and Itinerant Counselors monitor current cohorts, continuers, and early graduates to make sure students are on track to graduate.	Follow four-year plans toward completion. Track credits earned. Facilitate interventions such as enrollment in summer school. Generally address students' academic needs.
c	<b>college and career readiness programs and support services</b>	Graduating students receive guided support from Itinerant and EASE Counselors in the following areas to promote postsecondary success: completion of college applications; initiation of financial aid process; guidance in US military enlistment process; and career/workforce certificate programs.	Document students' enrollment in (and successful completion of) programs promoting career-readiness.
d	<b>attendance and truancy interventions</b>	Attendance Officers, Assistant Principals, Academic Achievement Specialists (AAS), Counselors, Registrars, Teachers and campus personnel initiate truancy prevention measures to refer students and families for additional counseling, mediation, mentoring, teen-court programs, community-based services, or other in-school or out-of-school services aimed at curtailing or preventing student truancy.	Monitor students' attendance for tardies and absences.
e	<b>promotion</b>	Promotion rates are monitored and discussed in the steering committee meeting bi-annually to determine current trends, strengths, and weaknesses.	Conduct goal-setting conferences with students. Review achievement on major projects, tests, and report cards.
f	<b>collaboration and coordination of services for homeless students in other special programs</b>	For students receiving services in Special Education, Bilingual/ESL Education, Career and Technical, and/or Gifted and Talented, ensure that any student considered homeless is receiving equivalent educational services as their non-homeless peers	A representative from Special Education is a participant of the steering committee meeting and address areas of concern for homeless students.
g	<b>discipline interventions</b>	Discipline interventions are initiated on the campus level and are addressed by the campus Principal and Assistant Principals.	Monitor office-referral data, disciplinary placements, etc.
h	<b>advanced placement and dual-credit course work</b>	Each Itinerant Counselor works closely with EASE Counselors to identify and support dual-credit work and advanced placement participation for homeless students.	Facilitate and encourage student enrollment in upper-level coursework, ensure that they have adequate supplies, and monitor performance.

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

County-district number or vendor ID: 101907

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.

CFISD has the following procedures in place to address various aspects of the EASE program.

- a. The Homeless Liaison collaborates with the Curriculum & Instruction department to identify researched-based strategies that address the 4-year cohort graduation rate.
- b. EASE Counselors and Itinerant Counselors monitor current cohorts, continuers, and early graduates to support their academic needs and transitions beyond high school.
- c. Graduating EASE students receive guided support from each itinerant and EASE counselor in the following areas: ensuring college applications are completed; financial aid process initiated; guidance in U S military enlistment process; and career and workforce certificate programs are in place for post high school success
- d. Attendance Officers, Assistant Principals, Academic Achievement Specialists (AAS), Counselors, Registrars, Teachers and campus personnel initiate truancy prevention measures to refer students and families for additional counseling, mediation, mentoring, teen court programs, community-based services, or other in-school or out-of-school services aimed at curtailing or preventing student truancy.
- e. Promotion rates are monitored and discussed by campus EASE Counselors and Itinerant Counselors. The steering committee discusses promotion results bi-annually to determine current trends, strengths, and weaknesses.
- f. A designated member from the Special Education Department participates in steering committee meetings that address areas of concern specific to homeless students.
- g. Discipline interventions and Positive Behavior Interventions & Supports (PBIS) strategies are initiated on the campus level and addressed by the Principal and Assistant Principals.
- h. To ensure college readiness, EASE Counselors and Itinerant Counselors monitor students' semester course work and assessment results in an effort to provide accessibility to college-readiness resources.
- i. Each Itinerant Counselor works closely with EASE Counselors to identify and support dual-credit work and Advanced Placement participation for homeless students.

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

County-District Number or Vendor ID: 101907

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

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

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

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

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

County-District Number or Vendor ID: 101907

Amendment number (for amendments only):

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

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

**Barrier: Gang-Related Activities**

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

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 101907			Amendment number (for amendments only):	
<b>Barrier: Gang-Related Activities (cont.)</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Drug-Related Activities</b>				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 101907 | Amendment number (for amendments only):

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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

County-District Number or Vendor ID: 101907      Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 101907

Amendment number (for amendments only):

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

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

**Barrier: Shortage of Qualified Personnel**

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

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

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

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

County-District Number or Vendor ID: 101907      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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

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

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