



TUSCALOOSA CITY SCHOOLS

Homeless Plan 2020-2021

Dr. Sandra Knight, Director of Federal Programs and School Turnaround
Mrs. Ingrid Edwards, Family and Community Engagement Administrator

	SALARIES (010 - 199)	EMPLOYEE BENEFITS (200 - 299)	PURCHASED SERVICES (300 - 399)	MATERIALS + SUPPLIES (400 - 499)	CAPITAL OUTLAY (500 - 599)	OTHER OBJECTS (600 - 899)	INDIRECT COSTS (910)	FUND TRANSFERS (920 - 929)	OTHER FUND USES (931 - 999)	TOTAL
INSTRUCTION (1100)	0.00	0.00	0.00	23,329.00		0.00				23,329.00
ATTENDANCE SERVICES (2110)	0.00	0.00	0.00	0.00		0.00				0.00
GUIDANCE AND COUNSELING SERVICES (2120)	0.00	0.00	0.00	0.00		0.00				0.00
TESTING SERVICES (2130)	0.00	0.00	0.00	0.00		0.00				0.00
HEALTH SERVICES (2140)	0.00	0.00	3,000.00	1,000.00		0.00				4,000.00
SOCIAL SERVICES (2150)	0.00	0.00	0.00	0.00		0.00				0.00
WORK STUDY SERVICES (2160)										0.00
PSYCHOLOGICAL SERVICES (2170)	0.00	0.00	0.00	0.00		0.00				0.00
SPEECH PATHOLOGY AND AUDIOLOGY SERVICES (2180)	0.00	0.00	0.00	0.00		0.00				0.00
OTHER STUDENT SUPPORT SERVICES (2190)	0.00	0.00	8,000.00	1,000.00		0.00	0.00			9,000.00
INSTRUCTIONAL IMPROVEMENT AND CURRICULUM DEVELOPMENT	0.00	0.00	0.00	0.00		0.00	0.00			0.00
INSTRUCTIONAL STAFF DEVELOPMENT SERVICES (2215)	0.00	0.00	1,900.00	0.00		600.00	0.00			2,500.00
EDUCATIONAL MEDIA SERVICES (2220)			0.00	0.00		0.00	0.00			0.00
OTHER INSTRUCTIONAL STAFF SERVICES (2290)	0.00	0.00	0.00	0.00		0.00	0.00			0.00
SCHOOL ADMINISTRATIVE (2300-2399)	0.00	0.00	0.00	0.00		0.00	0.00			0.00
	SALARIES (010 - 199)	EMPLOYEE BENEFITS (200 - 299)	PURCHASED SERVICES (300 - 399)	MATERIALS + SUPPLIES (400 - 499)	CAPITAL OUTLAY (500 - 599)	OTHER OBJECTS (600 - 899)	INDIRECT COSTS (910)	FUND TRANSFERS (920 - 929)	OTHER FUND USES (931 - 999)	TOTAL
SECURITY SERVICES (3100)										0.00
OPERATIONS AND MAINTENANCE (3200-3900)										0.00

STUDENT TRANSPORTATION (4100-4199)	0.00	0.00	5,000.00	0.00	0.00	0.00	0.00	0.00	5,000.00	STUDENT TRANSPORTATION (4100-4199)	5,000.00
FOOD SERVICES (4200-4299)									0.00	FOOD SERVICES (4200-4299)	0.00
GENERAL ADMINISTRATIVE (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00	1,171.00	0.00	1,171.00	GENERAL ADMINISTRATIVE (6000-6999)	1,171.00
CAPITAL OUTLAY - REAL PROPERTY (7000-7999)									0.00	CAPITAL OUTLAY - REAL PROPERTY (7000-7999)	0.00
DEBT SERVICE - LONG TERM (8000-8999)									0.00	DEBT SERVICE - LONG TERM (8000-8999)	0.00
ADULT EDUCATION (9110)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	ADULT EDUCATION (9110)	0.00
COMMUNITY EDUCATION (9120)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	COMMUNITY EDUCATION (9120)	0.00
EXTENDED DAY/DEPENDENT CARE (9130)	4,500.00	500.00	0.00	0.00	0.00	0.00	0.00	0.00	5,000.00	EXTENDED DAY/DEPENDENT CARE (9130)	5,000.00
PRESCHOOL (9140)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	PRESCHOOL (9140)	0.00
OTHER ADULT/CONTINUING EDUCATION PROGRAMS (9150-9199)									0.00	OTHER ADULT/CONTINUING EDUCATION PROGRAMS (9150-9199)	0.00
NONPUBLIC SCHOOL PROGRAMS (9200)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	NONPUBLIC SCHOOL PROGRAMS (9200)	0.00
COMMUNITY SERVICES (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	COMMUNITY SERVICES (9300-9399)	0.00
TOTAL	4,500.00	500.00	17,900.00	25,329.00	0.00	600.00	1,171.00	0.00	50,000.00	TOTAL	50,000.00
										ADJUSTED ALLOCATION	
										REMAINING	
										0.00	

PERSONNEL PAID WITH HOMELESS EDUCATION FUNDS

<input type="text"/>	Teachers	<input type="text"/>	Instructional Paraprofessionals
<input type="text"/>	Curriculum Development	<input type="text"/>	Substitute
<input type="text"/>	Other		
3	Extended Day Tutor		

FTES PAID WITH HOMELESS EDUCATION FUNDS

<input type="text"/>	Teachers	<input type="text"/>	Instructional Paraprofessionals
<input type="text"/>	Curriculum Development	<input type="text"/>	Substitute
<input type="text"/>	Other		
0.05	Extended Tutor		

ALLOWABLE ACTIVITIES

STAFFING	EST COST
<input checked="" type="checkbox"/> Salaries and Benefits for Teachers to work with Homeless program.	5,000.00
<input type="checkbox"/> Salaries and Benefits for Paraprofessional Personnel to work with Homeless program.	0.00
<input type="checkbox"/> Salaries and Benefits for Personnel to work in development of curriculum for Homeless Education program.	0.00

TECHNOLOGY	EST COST
<input checked="" type="checkbox"/> Equipment related to effective delivery of instruction.	8,000.00
<input type="checkbox"/> Equipment to supplement student classroom supplies like calculators or enhance student performance.	0.00
<input type="checkbox"/> Non-capitalized equipment to supplement existing hardware.	0.00
<input type="checkbox"/> Software related to delivery of intervention programs for core academic subjects.	0.00

INSTRUCTIONAL MATERIALS	EST COST
<input checked="" type="checkbox"/> Instructional supplies and materials as budgeted to implement grant.	15,329.00
<input checked="" type="checkbox"/> School-related fees and necessary items for implementation of grant award and to provide services for designated students.	5,000.00

NON-INSTRUCTIONAL MATERIALS	EST COST
<input checked="" type="checkbox"/> Health Items	1,000.00
<input checked="" type="checkbox"/> Uniforms/School Clothing	3,000.00

SUPPLEMENTAL SERVICES	EST COST
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<input checked="" type="checkbox"/>	Paying excess cost of transportation not otherwise provided through Federal, State or local funds	5,000.00
<input checked="" type="checkbox"/>	Parent education related to rights and resources for children	1,000.00
<input checked="" type="checkbox"/>	Referrals for medical, dental and other health services	3,000.00
<input type="checkbox"/>	Counseling services	0.00
<input type="checkbox"/>	Coordination between schools and agencies	0.00
STAFF DEVELOPMENT		EST COST
<input type="checkbox"/>	Stipends for personnel to attend professional learning activities.	0.00
<input type="checkbox"/>	Substitutes for teachers/paraprofessionals participating in Professional Learning activities.	0.00
<input checked="" type="checkbox"/>	Conference registration expenses related to professional learning to strengthen teacher/liason skills in delivering/facilitating instruction and learning	2,500.00
<input type="checkbox"/>	Materials related to professional learning activities including book studies, video series, distance-learning, and webinars	0.00
<input type="checkbox"/>	Materials related to professional learning activities including curriculum alignment and standards-based, student-centered learning	0.00
SUPPLEMENTAL SUPPORT RELATED TO EXTENDED DAY		EST COST
<input type="checkbox"/>	Additional activities, such as field trips, intervention programs, curricular support for out-of-school time.	0.00
<input type="checkbox"/>	Materials and supplies connected to extended day activities.	0.00
GENERAL ADMINISTRATIVE		EST COST
<input checked="" type="checkbox"/>	Indirect Costs (restricted rate)	1,171.00
Public Est Cost Total:		50,000.00

NUMBER OF CHILDREN SERVED (CURRENT)	NUMBER
Number of homeless children (preschool) served current year.	11
Number of homeless children (K-5, elementary) served current year.	95
Number of homeless children (6-12, secondary) served current year.	102
Total district enrollment of homeless children for the current year:	208

NUMBER OF CHILDREN SERVED (PROJECTED)	NUMBER
Number of homeless children (preschool) projected to be served in next program year.	30
Number of homeless children (K-5, elementary) projected to be served in next program year.	150
Number of homeless children (6-12, secondary) projected to be served in next program year.	140
Total district enrollment of homeless children projected for next program year:	320

DISTRICT DATA

DISTRICT POVERTY RATE**AMOUNT**

Poverty Rate Percentage:

40.4900

Rank the needs of the homeless children and youth within the service area. Place a '0' by those categories where there are no needs. The number '1' should indicate the area of greatest need in each grade span group, the number '2', the next greatest need, etc.

PRESCHOOL

5	Domestic Violence	6	Runaway
1	Mental Health	4	Medical/Dental
2	Educational	3	Clothing/Personal Needs
0	Other	0	Other

ELEMENTARY

5	Domestic Violence	6	Runaway
1	Mental Health	4	Medical/Dental
3	Educational	3	Clothing/Personal Needs
0	Other	0	Other

SECONDARY

6	Domestic Violence	5	Runaway
2	Mental Health	4	Medical/Dental
1	Educational	3	Clothing/Personal Needs
0	Other	0	Other

ALL TEXTBOXES MUST BE COMPLETED**INTEGRATION INTO CONTINUOUS IMPROVEMENT PLAN**

How is this grant supported by your LEA? Describe joint planning that occurred. Include CIP alignment information.

Our LEA offer such activities as coordination and collaboration with other local agencies to provide comprehensive services to homeless children, youths and their families. Our LEA also offers accelerated assessments of the needs of homeless children to help them enroll in school, attend regularly, and achieve success. Collaborative Planning meetings are held with the Homeless Liaison. Joint planning also takes place during the summer at designated times for elementary, middle and high schools, with all stakeholders. These sessions are usually a half day for each school zone. We identify the risk and protective factors, discuss social services, examine the continuous efforts with all the community partners, and discuss ways to help end chronic homelessness. Additionally, the district reserves funds from Title I, Part A to support homeless students. Homeless students are also addressed in each school's continuous improvement plan in the special population section. The Homeless Liaison will also meet with the nurses, transportation directors, Child Nutrition, Social Workers and Counselors to address every need of our homeless students. There is also joint planning meetings with the teachers, paraprofessionals, secretaries, and receptionists. The custodians and others from the maintenance department are also educated about our homeless students. The central office staff also collaborates with the Homeless Liaison by making sure that they are available as well to assist parents as needed. Monthly monitoring of the continuous improvement plan for Tuscaloosa City will also provide information as it relates to the continuous planning of our homeless youths. Additionally, services for Homeless Students are included in our systems Consolidated Plan. Monthly monitoring of the school's ACIP will also provide information as it relates to the continuous planning of our homeless youths. Virtual meetings have been conducted with schools teams (which includes, parents, teachers, administrators).

CAPACITY TO IMPLEMENT

What is your capacity to implement this grant?

The Director of our Federal Programs, Dr. Knight, has overseen multiple grants implementation in Tuscaloosa City Schools. She and her staff make sure that each program has effective program evaluation and are monitored frequently. We received five 21st Century Extended Day Grants during the 2018-2019 school year and two during the 2019-2020 school year, our school district was re-accredited for five years by the AdvancEd Commission of Colleges and Schools. Dr. Knight is a certified Instructional Leader (CIL) through the Council of Leaders in Alabama Schools. The Homeless Liaison has been a principal for 13 years and has many expertise in the area of local, state and federal laws. The liaison holds four degrees and is currently completing a Doctor of Administration. The liaison stays abreast of new policies and school laws. These are shared with school personnel and other stakeholders such as transportation, nurses, social workers and counselors. The highly qualified liaison finds ways to assist families and schools to implement this program. The Homeless Liaison makes sure that children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies. Making sure that homeless children and youths are enrolled in and have full and equal opportunity to succeed in school is first and foremost. The school or schools of the LEA is also a major factor for the Homeless Liaison. The Homeless staff will coordinate the efforts with other local agencies to ensure that funds are meeting the needs of our homeless students. Home visits and working with the housing projects will also be a key fact in the success of implementing this grant. Parents and guardians and unaccompanied youths are fully informed of all transportation services, including transportation to and from the school of origin and are assisted in accessing transportation services and other related services that are available to them. This will be a new grant for the 2020-2021 school year. However, a Homeless grant program has been implemented in the district for eleven years previously. Regardless of the current situation surrounding COVID-19, the Homeless Liaison will continue every effort to reach out to families, through use of TCS Facebook, Posters, flyers, School Cast, personal phone calls, etc. to make sure that we are collaborating with our stakeholders and families. The issues related to COVID-19 and other existing issues that our Homeless families already facing, it is extremely imperative that we meet their needs. Having such a qualified and caring team to work with, collaboration is top priority during this unprecedented time.

PARTNERSHIP COMMITMENT: STAKEHOLDER INVOLVEMENT/COLLABORATION

Who are your major partners? Describe each partner's level of commitment.

A collaborative action plan is used involving community agencies to provide more continuity of services for homeless students and families. The district level homeless liaison communicates with community agencies/organizations such as the Jesus Way Shelters, Salvation Army and Turning Points. Other agencies such as Veterans Administration's Community Homeless Assessment Local Education and Networking Group (CHALENG), West Alabama Coalition for the Homeless (WACH), the Alabama Credit Union, the Mental Health Alliance, Ministerial Alliance, Ministers' Wives Group, Tuscaloosa Housing Authority, James O. Ellis Health Center serves homeless population in the community. Tuscaloosa's One Place (family resource center, and area shelters to identify and address the needs of homeless children and youth) and the Navigation Team which meets every Wednesday to discuss and fill the needs of homeless veterans and citizens of Tuscaloosa. All the other organizations continued participation in third Thursday monthly meetings and activities in the community specifically for homeless families provide evidence of their commitment to serving the students in our district. Likewise, these partners also sponsor a conference, an annual housing or health fair, homeless annual housing or health fair, homeless annual court event, and a weekly meal service for the homeless community. The Alabama Credit Union sponsors, Secret Meals Hungry Child where food packs are provided for students to take home for the weekend. Other community partners such as Temporary Emergency Services, Catholic Emergency Services, Kristen Anderson Foundation, Tuscaloosa County Extension Services, Wings of Grace, Tuscaloosa Housing Authority, PRIDE of Tuscaloosa, Hospice of West Alabama and Child Abuse Prevention Services offer their invaluable services to the TCS Homeless Families.

TCS has six 21st Century Learning Community Centers that provides extended day academic and enrichment opportunities for ALL students. We make every effort to include our homeless families in these learning centers as well. One of the requirements is to partner with local businesses and communities to help provide these services for students. Some of the community providers include, Alabama Blues Project and Dancers 4 Life that help provide music enrichment to students. All of TCS schools have Adopt-A-School Partners where businesses adopt one or more of our schools and work collaboratively together to help provide schools and students with additional resources. These are extremely important to our homeless families because they know that are included in before and after school activities. Our goal is to continue to remove barriers so that ALL our families can have equal opportunity and equal access to what we are providing. Virtual meetings are conducted presently with our community partners so that the work can continue and that there are no lag in time due to COVID-19. Many of our community partners are stepping up to assist due to COVID-19. Many families have lost their jobs due to this pandemic and those who are working are still in need of child care. Our partners such as YMCA, Boys and Girls Club and many others are assisting.

EVIDENCE BASED RESEARCH

How will you incorporate EBR? Include evidence that you are currently utilizing EBR materials.

As appropriate, any materials purchased will be research and evidence-based. Homeless research is used to determine effective services and are EBR materials. The National Center for Homeless Education provides research material such teaching and classroom strategies for homeless and multiple students, which provides valuable information for teachers to effectively teach homeless students. Additionally, materials purchased are consistent with strategies and materials identified in each schools Continuous Improvement Plan (ACIP). Our district utilizes proven evidence based programs such as Reading Horizons, Imagine Learning Reading and Math, Reading Street, Lexia, and other supplemental materials. These are used during the school day and extended day. All Tuscaloosa City Schools have access to these programs. The use of the RTI Plan as an instructional framework to assist our homeless students with social, emotional and behavioral needs-(students are monitored) is a great tool that is already in place. Common Core Standards, 21st Century Technology which includes a One to One Initiative is instrumental in assisting our homeless students. They always have access to technology at home or at school. The use of MyON Online Reading Program and Edgenuity Skills-Based Program are also great tools that the system provides to assist our Homeless students as well. Better Practice Visits in classrooms conducted by the Central Support Team helps with the academic monitoring of all school programs. Additionally, the Director of Federal Programs screens all purchases to ensure that programs meet the Evidence-Based Research requirements. Only programs that are proven evidence-based are purchased with federal funds and district funds within the Tuscaloosa City School System.

PROFESSIONAL DEVELOPMENT

What is your professional development plan for all individuals connected to this program?

The homeless program will provide ongoing staff development and workshops to increase the sensitivity of those who have contact with homeless students in our district. The Homeless Liaison will also attend the National Homeless Conference and then in turn, conducted professional development for district leaders and stakeholders. The Homeless Liaison will work with schools representatives to conduct in house professional development as it relates to serving our homeless youths. The Homeless Liaison will provide information to faculty, staff and Central Office to get involved in the following (evidence will be collected): **Work at a shelter.** Take an evening or overnight shift. Help with clerical work such as answering phones, typing, filing, or sorting mail. Serve food, wash dishes, or sort and distribute clothes. **Help build or fix up houses or shelters.** Check with your local public housing authority, or find the nearest chapter of Habitat for Humanity by calling (800) 422-4828 or visiting <http://www.habitat.org>. **Share hobbies.** Teach your hobbies to a group of people staying at a homeless shelter. Ask them about their hobbies and have them teach you. **Organize "Faces of Homeless Panel"** though an opening dialogue of sharing information at Parent Teacher Association (PTA) The use of the Homeless PowerPoint provided by the Alabama State Department of Education will ensure that nurses, bus drivers, Child Nutrition Program (CNP) Staff, custodians, social workers, secretaries, counselors, and teachers are fully aware of the laws and polices surround homeless education. Specific monthly professional development for parents will also ensure that they are kept abreast of their rights and how we can assist them during this time. Monthly professional development on Homelessness will be made available to each school during their monthly faculty meetings. Likewise, these training opportunities will help encourage teachers to understand the nature of homelessness, create positive experiences for homeless children, while providing alternative strategies for instruction. The homeless liaison will participate, and webinars offered by the SDE, attend the Alabama summer conference and the regional homeless conference, and the homeless liaison will also present information at one of the West Alabama Coalition for the Homeless (WACH) monthly meetings.

PROGRAM EVALUATION

How will you evaluate your progress in achieving your goals and objectives?

To evaluate the overall effectiveness of the school districts effort to ensure access of homeless students to the same free, appropriate public education provided to other students, we will review data at the end of the year for the following: percentage of homeless students remaining in their school of origin; percentage of homeless students participating in state assessment; percentage of homeless students meeting or exceeding states standards; and the number of days it took for transportation to be provided upon notification. Also, area shelters will ask residents to complete a client satisfaction survey as part of their exit conference materials. A client satisfaction survey will be conducted in the spring of 2021, for parents of homeless students and unaccompanied youth to determine the level of satisfaction with services provided. Area shelters will also be asked to provide an assessment of the school districts responsiveness to their residence. The homeless liaison will monitor the attendance, academic and behavior progress of each student to determine if additional services are needed to eliminate any barriers to success. The liaison will encourage referrals to the Student Support Team and appropriate community agencies. Instructional services will be provided to homeless students in shelters as deemed necessary and will be evaluated through examining the district Dibbles and Performance Series Data. Non-Instructional Materials such as backpacks, clothing, shoes, dental care, transportation, counseling services, housing education, Parent Education, Professional Development for Staff, Supplemental Services that will help students participate in after school activities, and General Administrative Cost-Indirect cost for program implementation will be done. The use of sign in sheets, monthly and weekly monitoring with the use of a checklist will help to evaluate its implementation. Refer to the Program Evaluation Template that is uploaded in Related Documents.

BUDGET/ALLOCATION OF RESOURCES/COSTS/BUDGET INTEGRATION

How do you propose spending these funds? Include an explanation for each expenditure and how each

expenditure aligns with your goals in an efficient and effective manner? If applicable, provide local match information and the amount spent for local match.

Children and youths in homeless situations benefit from the resources, services and programs that are provided. The following outlines a major undertaking that will be implemented when these funds are given. We believe that changing the mindset of our stakeholders, will help to bring about a radical change in our behaviors as we eradicate the war on poverty. It is our goal to

reach the parents with a strict regiment of "keys" that would remove barriers such as:

- Not having good housing history
- Not having a decent credit
- Not having character that shows a model citizen (good pattern of behavior)
- Not having sustainable housing income that can provide for the rent

We will collaborate with the school's social workers and counselors and help develop Individual Housing Plan (IHP). Parents will have a time line on the plan and make adjustments accordingly as they work with be able to get a home of their own. Collaborating with organizations such as Home-school Instruction for Parents of Preschool Youngsters (HIPPY) and Easter Seal as we provide strategies to help parents become teachers will also be a strong part of this plan. By the Spring of 2021, a Resource Fair where several vendors, such as Lawyer Groups, Pritchett-Moore Reality, Sealy Reality, Unemployment Office, DHR, Indian Rivers, Financial Institution, United Way, Boys and Girls Club, Big Brothers/Big Sisters, Salvation Army, West Alabama Food Bank, Financial Advisor, Tuscaloosa Housing Authority, and many others, will speak with our homeless parents, who have been working with the Certified Housing Counselors on their IHP. In addition to the above plan of action, funds for this grant will allow the following: extended day tutoring at shelters for approximately two hours each day for three days each week during the school year; summer tutoring at two shelters (\$5000), Fees and Field Trips (\$5,430), GED/parent resources (\$1000), testing for parents, Transportation for homeless students (\$5,000), Health Items (\$1,000), Clothing (\$3000), Materials and Supplies (\$15,329) for homeless students during the school year and in the summer, and indirect cost (\$1,171). All expenditure items are aligned with the districts goal of helping homeless students succeed academically. Additionally, it allows the district to ensure that all students will have the same free, appropriate public education as provided to other students.

TIMELINE

What is your program implementation timeline for the fiscal year?

Effective October 1, 2020 for the duration of the 2020-2021 school year and through September 30, 2021 will be the implementation for the grant. With community partners on board, monthly meetings will be held and, in some cases, bi-weekly meetings. Workshops with social workers will begin immediately as we work with parents in reaching out to the community about the housing plans (October). Monthly presentations on Housing Projects will take place virtually, at the Central Office or during PTA Meetings (October-November) (January- May). Varying topics on Housing issues will be presented. Parents will be provided with a visual-aided presentation to improve their household living after they complete the housing plan in November. During the school year from October through the summer of 2021, we will reach out to families and their appropriate children for household harmony. Extended day tutoring at shelters for approximately two hours each day for three days each week during the school year; summer tutoring at two shelters will be for 5 weeks in the summer.

SUSTAINABILITY

How will your project sustain itself if/when funding is reduced or ended?

Children and youth in homeless situations benefit from Title I services and programs. However, additional Title I funds may be needed to address specific needs of children who are homeless or highly mobile. Set-aside Title I funds for Homeless Students will support children and youth experiencing homelessness in non-Title I participating schools and those in participating schools who need additional support outside of school, including students living in shelters, motels, transitional living programs, and other locations. Director of Federal Programs and staff will communicate and collaborate on an ongoing basis to identify the needs of children and youth experiencing homelessness, review resources, and plan ways to address needs. We will also reach out to other community agencies to provide additional services.

MCKINNEY-VENTO HOMELESS ASSISTANCE REQUIREMENTS

Describe the extent to which homeless children will be integrated within the regular education program (non-segregation).

The district will ensure timely access to the appropriate educational services and school support services. Students in homeless

situations will be placed in regular classroom settings and receive appropriate services available to students who are not homeless. Enrollment in extracurricular activities will be encouraged. School supplies, uniforms, clothing, shoes, and any appropriate fees will be covered. Any additional assessments will be provided.

- Teachers should first understand their responsibility to identify and readjust their own misconceptions about students and families experiencing housing instability.
- Teachers, especially those working with Homeless students, can help each other develop more accurate perspectives that empower the teaching and learning process.
- All students need to feel a sense of belonging, and time at school may be the best part of the day for HHM students. Schools can be a place of refuge, providing a sense of stability they are unable to get anywhere else.
- Providing a consistent and caring environment is the basis for establishing quality relationships between teachers and students.
- Teachers who are sensitive to the feelings of HHM children can create a climate of acceptance and understanding by simply listening when the students want to disclose their feelings.
- Examine the student's record for grades, attendance, and background information.
- Spend some individual time in the first couple of days to encourage students, ensure they are adjusting well, and that they understand your willingness to help.
- Offer tutoring or review time before or after school or at lunch.
- Watch for indications that the student is struggling to adjust academically, socially, or psychologically.
- Create referral procedures for new students who have difficulty adjusting.
- Form a "new student" group.
- Set up a mentoring or peer buddy program.
- Offer a welcome bag or backpack with school supplies and snacks.
- Keep snacks in the classroom for students who are so hungry they fall asleep and provide secret meals to identified students.
- Respect students' right to privacy. Everyone does not need to know about their living arrangements.
- Ensure that students do not feel singled out because of their living circumstances.

Describe the involvement of parents or guardians of homeless children or youths in the education of their children.

The district will encourage family involvement by reaching out to the families and keeping them abreast of what is going on through social medias and phone calls. The schools will provide warm and nonjudgmental receptions of homeless parents and address their questions and concerns. Workshops conducted at shelters will be scheduled, covering such topics as the educational rights of homeless children, make and take, special education, child development, cyber safety, and how to communicate and conference with teachers. Assistance will be provided for parents to attend parent conferences. Materials are provided to areas shelters and unsheltered homeless parents. Home-school compacts are given to parents and teachers, Letters and posters are mailed and posted about parent's right to know. The Liaison will assist with job search for the parents. Social workers, counselors and Liaison will also work with our parents on referrals to the correct community partners for GED, job search and housing information. Parents will participate in Statewide Parent Visitation Day in October 2020 for their child's school and participate in various parents to attend conferences. Materials are provided to areas shelters and unsheltered homeless parents.

Describe actions to address the needs of preschool homeless children.

The homeless liaison will work closely with our Pre-K Program in our school system, Head Start, Turning Point Domestic Violence Shelter, and Jesus Way Shelter. Head Start provides homeless students preference in enrollment. Also, the school district is committed to providing opportunities for preschoolers to attend programs available in the district. Our school district has 34 preschool classes and we will ensure that our Homeless Students are provided with an opportunity to attend. Home visits will be made and will make every effort for our homeless students to enroll in Pre-k. The Liaison will work with The HIPPY program, Easter Seals and United Way of West Alabama, will ensure that the academic and social needs of our Pre-K students are met.

Describe past programming efforts that met the needs of homeless children and youth.

The district has facilitated a continuity of schooling by helping the homeless students remain in their school of origin; minimized enrollment delays; ensured timely access to appropriate educational services and school support services; supported their participation in extracurricular activities, provided family support services; empowered teachers as homeless advocates; provided ongoing professional development and workshops; encourage family involvement; and provided a district and school site homeless contact person. The previous grants allowed us to hold workshops for parents, teachers, transportation, secretaries, Child Nutrition Program, nurses, etc. We were able to provide chrome books with Chromebook covers, gas cards, care packets, backpacks, school supplies, tutorials, dental and health benefits for families. We were also able to assist with housing educational needs and GED services.

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

[Expand All](#) [Collapse All](#)

1.) Challenging Curricula

Goal Details

Description:

All students will reach high standards, at a minimum attaining proficiency or better in reading and math; and, where applicable, in other academic and technical areas.

Performance Measures

The percentage students in the aggregate and for each subgroup by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged who are at or above the proficient level in academic areas will improve by 2% compared to the previous school year. .

Estimated Costs

\$3,824,381.00

Fiscal Resources

	PROGRAM	NOTES	2021
Consolidated			
	Title I-A, Schoolwide		\$3,824,381.00
	Total:		\$3,824,381.00
Homeless			
	Homeless	<input type="checkbox"/> Notes Strategy 1.1	\$50,000.00
	Total:		\$50,000.00
Special Education			
	Special Education, Part B-IDEA		\$2,599,863.00
	IDEA Preschool		\$119,572.00
	Total:		\$2,719,435.00
	Grand Total:		\$6,593,816.00

1.1.) Targeted Additional Resources

Strategy Details

Description:

Target additional resources and attention on interventions to impact all students in low performing / high poverty schools (i.e. classroom coaches, special consultants, etc.) and network with successful schools about how to improve performance.

Performance Measures

By the end of the 2020-2021 school year, the percentage of homeless students remaining in their school of origin in state assessments and meeting or exceeding state standards on Performance Series Express and the Alabama Comprehensive Assessment Program (ACAP) will increase by 2% compared to the previous school year.

Estimated Costs

\$50,000

1.1.1.) Instructional Materials & Resources

Action Step Details

Description:

Purchase and distribute educational materials and resources for all identified homeless students as needed during the 2020-2021 school year.

Performance Measures

By the end of the 2020-2021 school year, 100% of instructional materials and supplies for identified homeless students will be purchased, distributed, and used by all identified homeless students and all homeless students will have the resources needed for their educational needs.

Estimated Costs

\$15,329

Grant Relationships

Homeless Notes

Instructional materials/supplies (1100/411)= \$15,329

1.1.2.) Student Fees

Action Step Details

Description:

Provide funds to cover school related feeds, field trips, and any other necessary fees required for participation in school events and activities for homeless students.

Performance Measures

By the end of the 2020-2021 school year, homeless students receiving funds to cover school related fees and other necessary educational expenses will participate in all educational field trips, athletic programs, and graduation ceremonies as all other students who are not identified as homeless. All financial barriers will be removed in order for students to participate in extracurricular and educational opportunities.

Estimated Costs

\$5,000

Grant Relationships

Homeless Notes

Student Fees (2190-399)- \$5,000.00

1.1.3.) Transportation for Homeless Students

Action Step Details

Description:

Provide transportation costs to parents for homeless students in order for the parents to drive their children to attend their school of origin or provide bus transportation as needed for the 2020-2021 school year.

Performance Measures

By the end of the 2020-2021 school year, the percentage of homeless student attendance rate at school will increase by 2% compared to the previous school year as transportation will be provided as needed in order for the students to remain in their school of origin.

Estimated Costs

\$5,000

Grant Relationships

Homeless Notes

Transportation Cost (\$5,000)- 2190/399

1.1.4.) Non-Instructional Clothing/Healthcare Items for Homeless Students

Action Step Details

Description:

Provide funds to cover clothing, shoes, and healthcare items necessary for all homeless students to have for school and their personal health.

Performance Measures

By the end of the 2020-2021 school year, 100% of healthcare supplies and clothing items will be purchased and provided as needed for all identified homeless students in the Tuscaloosa City Schools. Additionally, attendance rate will increase by 2% as students health is being addressed through these grant funds.

Estimated Costs

\$4,000

Grant Relationships

Homeless Notes

Clothing & Healthcare Items for Homeless Students -\$4,000.00 (2190/399)

1.1.5.) Parent Education Training

Action Step Details

Description:

Consultant feeds and materials for parent trainings for parents of homeless students to obtain their GED or take the ACT WorkKeys assessment.

Performance Measures

Performance will be measured based upon the number of parents who attend training provided by Tuscaloosa City Schools and the results of surveys from the training and the number of successful passing of GED and/or ACT WorkKeys.

Estimated Costs

\$1,000

Grant Relationships

Homeless Notes

Consultant Fees/Registration fees & Materials for Parents of Homeless Student Training (2190/399)- \$1,000.00

1.1.6.) Professional Development for Homeless Liaison

Action Step Details

Description:

Professional Development including registration and travel fees for Tuscaloosa City School's Homeless Liaison to attend the National Association for the Education of Homeless Children and Youth Conference (NAEHCY) in Washington, DC in November 2020.

Performance Measures

Performance will be measured based upon the certificate of attendance from the Homeless Liaison and the turn around training sign in sheet that will be conducted with the Social Workers and Guidance Counselors upon the return of the conference.

Estimated Costs

\$2,500

Grant Relationships

Homeless Notes

NAEHCY Conference Registration Fee & Travel Expenses for Homeless Liaison- \$2,500 (2215/383/623)

1.1.7.) Technology Equipment for Instruction

Action Step Details

Description:

Purchase of Chromebook Computers and Internet Hot Spots for homeless students to use for virtual learning at home or in Homeless Shelters.

Performance Measures

Performance will be measured by the fact that all homeless students will have access to technology needed for virtual learning and completing educational assignments are required.

Estimated Costs

\$8,000

Grant Relationships

Homeless Notes

Computers for Virtual Learning- \$8,000 (1100/495)

1.1.8.) Educational Tutors for Homeless Students in Shelters

Action Step Details

Description:

Funds to cover (3) certified tutors salaries and benefits to work in area shelters at least twice a week during the school year to provide tutorial services & materials & supplies for identified homeless students as needed.

Performance Measures

The percentage of homeless students actively receiving tutoring will be maintained and homeless student's grades will improve overall as a result of tutoring services.

Estimated Costs

\$5,000

Grant Relationships

Homeless Notes

Salaries/Benefits for Teachers to provide Tutoring Services to students in shelters (9130-010/200)= \$5,000

1.1.9.) Indirect Cost

Action Step Details

Description:

Indirect cost amount at restricted rate of 2.40% per state department and finance guidelines.

Performance Measures

All schools with homeless students will be served by TCS maintenance, technology, etc. as all other schools who do not have identified homeless students.

Estimated Costs

\$1,171.00

Grant Relationships

Homeless Notes

Indirect Cost (6910/910)= \$1,171.00

1.1.10.) Referrals for Medical, Dental, and other Health Services

Action Step Details

Description:

Fees for referrals for medical, dental, mental health, and any other health service as needed.

Performance Measures

All homeless identified students will receive medical, dental, and/or mental health services as needed.

Estimated Costs

\$3,000

Grant Relationships

Homeless Notes

Referral Services for Medical & Dental for Homeless Students- \$3,000 (2140/399)

1.2.) Procedures to Improve Results

Strategy Details

Description:

Develop procedures that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact student achievement.

Performance Measures

The percentage of students in the subgroup of children with disabilities who are at or above the proficient level in academic areas will improved by 2% compared to last school year. IDEA \$2,599,863.

Estimated Costs

\$2,599,863

1.2.1.) Specialized Instructional Salaries and Contract Purchased Services

Action Step Details

Description:

Providing staffing through (8) certified teachers (19) (1100/-010-250) *\$1,034,272 para-educators (9140/010-250) \$268,020. (2) School Psychometrist (2170-086-250) \$161,924. (1) Curriculum Specialist (2210/081-250) \$113,603. Contract services for direct instruction and assistance to improve student achievement from outside agencies such as physical therapy, occupational therapy, behavioral consultation/collaboration (BCBA), assistive technology (AT) with consultation, observation, and program recommendations, University of Alabama Autism Spectrum Disorder Clinic for evaluation, observation and program recommendations, VI Services (including Braille, Orientation & Mobility, low vision and deaf blind consultation), speech language services, Brewer Porch Adolescent and Children Centers for behavioral intervention program, and RISE Program for preschool children with disabilities. Dance, Music, and Art therapy will include weekly therapy sessions for students who are severely cognitively delayed (2140/311) *\$186,031. (2170/311) \$87,659 (2180/199-250) \$32,301. (2180/311) *\$79,140. (2190/199-250) *\$35,860. (2190/311) *\$257,397. The role of the Curriculum Specialist is ensure IDEA requests are adhered to and followed including attending IEP and eligibility meetings and being the liaison between the Special Education Office and school and community agencies. In addition, the Curriculum Specialist will provide professional development for all special education staff, including Teachers, Para educators and other SPE personnel. Also, staffing to provide a summer school personnel for special education extended school year services \$0. Transportation for summer school services (4100/300) \$5,000. Itinerant Teacher Travel (1100/382-383)* \$5,500. (1100/399) Instructional Substitutes *\$11,266. Preschool Substitutes (9140/399) \$2,300. Total IDEA= \$2,280,273.

Performance Measures

The percentage of students in the subgroup of children with disabilities who are at or above the proficient level in academic areas will improve by 2%.

Estimated Costs

Grant Relationships

Special Education, Part B-IDEA Notes

Specialized Instructional Salaries and Contract Purchased Services

1.2.2.) Professional Development to Improve Results

Action Step Details

Description:

Professional development activities will be scheduled at the district level for all staff. \$2,000. (2215 /382-383) will be used to cover stipends for teachers to allow participation in staff development activities. *\$6,000 (2215/623) will be used to cover the cost of registration fees for staff development activities and Travel.

Performance Measures

High Quality Professional Development will be assessed through monitoring of: professional development sessions/workshops, including co-teaching models; local school professional development plans aligned with local school ACIP and District Strategic Plan; personal

professional development plans related to local, state, and national workshop and conferences; other local measurement instruments and results of academic progress as measured by state assessments in areas of reading, language arts, mathematics, and science by special education subgroup.

Estimated Costs

- ▢ Grant Relationships
 - Special Education, Part B-IDEA ▢ Notes
 - Professional Development to Improve Results

▢ **1.2.3.) Instructional Resources**

- ▢ Action Step Details

Description:

Purchase scientifically research based materials and supplies to enhance and articulate learning in all content standard areas. Instructional classroom supplies, hardware, iPads, Lexia Reading Software, S.P.I.R.E Reading, LAMP, and Braille Reading Materials (1100/400,414,491,495) \$20,360. Psychological Service Testing supplies {ability, achievement, behavioral rating scales, and language assessments} (2170/400) \$15,000. Pre-K testing supplies and other student supplies including gloves for nurses, and paper for changing tables (2140/419) *\$3,969 (2190/400) \$2,000. School Administration office supplies and non-instructional equipment such as USB ports, flash drives, Project Discovery Transition Kits, and ink cartridges (2300/400) *\$7,000 Instructional resources are used to supplement instructional strategies for students ages three through five. IDEA sf 3210 Total \$48,329

Performance Measures

The percentage of students in the aggregate and for each special education subgroup who are at or above the proficient level in academic areas will increase by 2%.

Estimated Costs

- ▢ Grant Relationships
 - Special Education, Part B-IDEA ▢ Notes
 - Instructional Resources

▢ **1.2.4.) Related Service Equipment**

- ▢ Action Step Details

Description:

Purchase and maintain Related Service Equipment such as Ipad, Chrome book, and other Augmentative Communication devices.

Performance Measures

The Related Service Equipment is purchased and maintained as outlined in the individualized student's IEP. (3400/399) \$3,000.

Estimated Costs

- ▢ Grant Relationships
 - Special Education, Part B-IDEA ▢ Notes
 - Related Service Equipment

▢ **1.2.5.) Special Education Administration**

- ▢ Action Step Details

Description:

Professional Development Activities will be planned at each school site as well as at the district level in reading, transition, behavior intervention, autism, curriculum standards, Alabama Alternate Standards, legal updates, IEP development and implementation, mental health services, sensory integration, ADHD and ODD. Professional development activities will also include providing professional development for teachers and administrators at the state and national level in the areas of transition, legal updates, federal and state updates and mandates, autism, ADHD, LAMP, and augmentative communication. Professional development substitutes, travel, & registration fees related to district wide, state and national professional development will be granted in the areas of transition, autism, ADHD, legal updates and federal and state updates and mandates. The training and information received from the professional development will be shared at the local school level using district wide, vertical feeder zone, and individual school professional development opportunities.

Performance Measures

High Quality Professional Development will be assessed through monitoring of: professional development sessions/workshops; local school professional development plans; personal professional development plans; Educator Effectiveness Tool & Leadership Effectiveness Tool; other local measurement instruments and results of academic progress as measured by local and state assessments. Administration Registration (6220/623) \$500. Professional Development for Travel Expenses (6000/382-383) \$2,000. Total \$2,500.

Estimated Costs

- ▢ Grant Relationships

1.2.6.) Nonpublic School Programs

Action Step Details

Description:

Private School Proportionate share for speech language services, including materials, supplies, and Itinerant travel.

Performance Measures

Func./Obj. (9200/311-399) \$25,000. (9200/411-499) \$15,173 Total = \$40,713

Estimated Costs

Grant Relationships

Special Education, Part B-IDEA Notes
Nonpublic School Programs

1.2.7.) Indirect Cost

Action Step Details

Description:

Special Education is served by Maintenance and Technology departments IDC Unrestricted rate 2.75%. Idea B \$65,527,

Performance Measures

Indirect cost amount to be used for General Fund in order to serve special Education. Restricted rate 2.75%

Estimated Costs

Grant Relationships

Special Education, Part B-IDEA Notes
Indirect Cost

1.3.) Procedures to Improve Pre K Results

Strategy Details

Description:

Develop procedures that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact student achievement.

Performance Measures

The percentage of students in the subgroup of children with disabilities who are at or above the proficient level in academic areas will improved by 2% compared to last school year. Preschool \$105,188

Estimated Costs

1.3.1.) Specialized PreK Instruction

Action Step Details

Description:

Idea Sf 3220. One preschool teacher provide assessments and evaluations for children ages three through five. They promote and support child find by locating, evaluating, and identifying children ages three through five with special needs (9140/010-250) \$101,897. (Preschool Teacher 1.00 FTE)(sf-3220)} Total Preschool \$101,897

Performance Measures

The percentage of students in the subgroup of children with disabilities who are at or above the proficient level in academic areas will improve by 2%.

Estimated Costs

Grant Relationships

IDEA Preschool Notes
Specialized PreK Instruction

1.3.2.) Nonpublic PreK School Programs

Action Step Details

Description:

Private School Proportionate share for speech language services, including materials, supplies, and Itinerant travel.

Performance Measures

Nonpublic School Programs. Function./OBJ 9200/389 Preschool \$476.

Estimated Costs

Grant Relationships

IDEA Preschool Notes
Nonpublic PreK School Programs

1.3.3.) Indirect PreK Cost

Action Step Details

Description:

Special Education is served by Maintenance and Technology departments IDC Unrestricted rate 2.75%. (6910/910) Preschool \$2,815.

Performance Measures

Indirect cost amount to be used for General Fund in order to serve special Education.
Restricted rate 2.75%





Estimated Costs

Grant Relationships

IDEA Preschool Notes

Indirect PreK Cost

* = Required

RELATED DOCUMENTS		
	TYPE	DOCUMENT
 	*Program Evaluation Results	Program Evaluation
 	*Program Evaluation	Program Evaluation 2020-2021