TEA
Texas Education Agency

2019–2020 Texas Education for Homeless Children and Youth (TEHCY) Technical Assistance, Professional Development, and Support
COMPETITIVE GRANT Application Due 5:00 p.m. CT, March 26, 2019

NOGA ID [   ]

Authorizing Legislation	**McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of ESSA (42 U.S.C. 11431 et seq.)**

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Application stamp-in date and time

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Grant period from | **July 1, 2019 – August 31, 2020**

[X] Pre-award costs are not permitted.

Required Attachments
No attachments are required to be submitted with this application.

Amendment Number
Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds): [   ]

Applicant Information

Organization	Region 13 Education Service Center	CDN	227-950	Vendor ID	1741590220	ESC	13	DUNS	042979604

Address	5701 Springdale Drive	City	Austin	ZIP	78723	Phone	512.919.5313

Primary Contact	Albert Felts	Email	albert.felts@esc13.txed.net	Phone	512.919.5419

Secondary Contact	Dr. Leticia Serna	Email	leticia.serna@esc13.txed.net	Phone	512.919.5236

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. 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 certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

[X] Grant application, guidelines, and instructions
[X] General Provisions and Assurances
[X] Application-specific Provisions and Assurances

[X] Debarment and Suspension Certification
[X] Lobbying Certification
[X] ESSA Provisions and Assurances requirements

Authorized Official Name	Dr. Rich Elsasser	Title	Executive Director

Email	rich.elsasser@esc13.txed.net	Phone	512.919.5301

Signature	*[signature]*	Date	3/15/19

Grant Writer Name	Dr. Leticia Serna	Signature	Leticia Serna Digitally signed by Leticia Serna Date: 2019.03.15 09:38:16 -05'00'	Date	03/15/2019

(•) Grant writer **is** an employee of the applicant organization.   ( ) Grant writer is **not** an employee of the applicant organization.

RFA #	701-19-105	SAS #	436-20	**2019–2020 TEHCY Technical Assistance**

701-19-105-002

Shared Services Arrangements

[X] SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
1. Currently, per TEA PEIMS data, 2.2% of students enrolled in Texas public and charter schools are identified as homeless. National census data indicates that the over 3.3 % of all students meet MV criteria. The State of Texas needs to identify all MV students	• Share comprehensive information in a youth-driven social media format about the McKinney-Vento Act (MV) and who is eligible for MV services. • Disseminate best-practices in identification of students who are homeless. • Advance knowledge of resources in a non-stigmatizing, culturally relevant manner to students, families, educators and other key stakeholders.
2. National data (2016-2017) indicate that Texas had an estimated child homeless population of 115,676. Over 79% percent were doubled-up. Educators need to accurately identify doubled-up situations.	• Create a series of short video training sessions targeted to specific school district roles such as registrars, bus drivers, school leaders and teachers. • Use search engine optimization to increase the searchability of resources. •Use a train the trainer model for TEHCY sub-grantees to train local stakeholders.
3. In Texas, all students graduate at a rate of about 89.7%. Students below the poverty line graduate at a rate of 86.9%. MV students graduate at a rate of 72.1% MV students need to be promoted/graduate on time.	•Provide supports to students and families via the MV to keep students enrolled in the school of origin when it is in the student's best interest. • Share best practice information on academic interventions to support success. •Train district staff to develop/support partnerships for promotion/graduation.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

1) By October 2021, the percentage of students identified McKinney-Vento eligible in the State of Texas data system will increase from 2.2% in 2018 to 3.5% in 2021 so that students and families receive appropriate McKinney-Vento resources.

2) By October 2021, the percentage of students identified as McKinney-Vento eligible in the State of Texas data system will graduate from high school on time at a minimum rate of 75%.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Upon notification of grant award, ESC 13 will: • Transfer Project Director from current job duties • Post all ESC 13 positions and recruit qualified job applicants • Post RFQs for all contracted positions• Deploy TEHCY website, based on user research and audit of current website. Create the toll-free phone number, text hotline and social media accounts •Send press release. Once the project date begins, ESC 13 will: • Hire experienced, highly qualified staff and train personnel on project goals, expectations and customer service standards • Create program structure, hierarchy and specific job duties for all personnel. • Create TEHCY grant task, activity and budget plan to ensure alignment with needs and SMART goals. • Meet with subgrantees in person and virtually to discuss needs and identify resources. • Host orientation webinar with subgrantees. • Develop and finalize subgrantee monitoring tool and training plan for Year 1. • Finalize logistics for all training events in 2019-20 • Sign and execute contracts with all collaborators.

Measurable Progress (Cont.)

Second-Quarter Benchmark

• Report quarter 1 activities to TEA and revise project plan to incorporate mid-course corrections.
• Full launch of TEHCY website with complete branding, site analytics, social media accounts and digital marketing tools.
• Begin external evaluation focus group and stakeholder surveys to establish baseline qualitative and quantitative data.
• Begin site visits and regional training to include Training of Trainers and MV updates to TEHCY Subgrantees and ESCs.
and deploying the new communication strategy via social media outreach, print, and email campaigns.
• Create print and multimedia tools to assist educators with MV student identification and students with self-identification.
• Participate and/or present in the state and national homeless conferences.
• Create and publish targeted videos to specific stakeholder groups.
• Share exemplar practices on supporting MV students and their families during the holiday season.

Third-Quarter Benchmark

• Report second quarter activities to TEA and revise project plan to incorporate mid-course corrections.
• Increase TEHCY social media followers and email list subscribers by 50% as compared with the second quarter, and continue to utilize website and social media analytics to refine our digital marketing strategies.
• Design and deploy online professional development modules via the recently launched TEHCY website.
• Produce and deploy additional features to the website based on the user research collected during the first-quarter.
• Expand printed and digital tools to additional targeted stakeholders including languages other than English and Spanish.
• Host webinars to highlight best practices from diverse schools and student groups across Texas and the nation.
• Share exemplar practices on preparing MV students for STAAR/EOC and college entrance exams.
• Offer technical assistance and corrective feedback to subgrantees based on site visits and data collection to date.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

The SMART goals for this project seek to increase the statewide number of students identified homeless on the annual PEIMS snapshot in order to provide supportive services so that these students may graduate in a timely manner. As graduation rates and the percentage of students identified as homeless are published annually, additional qualitative and quantitative measures will be monitored on a quarterly basis. The external evaluator will begin collecting conducting baseline quantitative and qualitative data in the second quarter of the first year of the project. The evaluators will develop surveys to establish baseline measures for parent, student, teacher and administrator feedback about MV supports and services. The evaluators will create a random sample of stakeholders from communities with high percentages of MV students, including both subgrantees and districts not receiving TEHCY funds. The evaluation team will capture data on the personnel who most frequently identify MV students. This information will inform the ESC 13 Team in creating program strategies and will allow the team to make mid-course corrections on the project plan.

As professional development is a key strategy to impact the needs in this program, the evaluator will conduct focus groups and surveys to obtain feedback from training participants. These participants will include stakeholders who have attended either face-to-face as well as virtual learning sessions. The evaluator will provide quarterly feedback to the ESC 13 team so that mid-course corrections will be implemented in a timely manner. The ESC 13 Team will use Slido tools for real-time feedback, questions and answers and polling during workshops, to increase participant engagement and reliable feedback. If limited progress is made toward the SMART goals, the evaluator will conduct an intensive work session for the ESC 13 team. The evaluator will lead a review of exemplar practices and examine all aspects of program implementation, feedback from TEA personnel and program stakeholders. The goal of these training sessions will be to re-design the project plan to make the efforts more likely to achieve the SMART goal. If significant progress is made on the SMART goal, the evaluator will disseminate best practices across the state that can be implemented using existing resources or recreated to increase the number of MV students These successes can be shared in a variety of platforms, including presentations, videos and social media.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 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 they will adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures as noted in the 2019–2020 TEHCY Technical Assistance, Professional Development, and Support Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ 4. The applicant provides assurance that they will provide regular, on-going, and timely communication (no later than 15 calendar days) with TEA program staff, including:
   a. Notification of any project related issues that affect project timelines;
   b. Notification of any policy issues or concerns that require US Department of Education (USDE) and/or the National Center for Homeless Education (NCHE) input to TEA program staff; and
   c. Notification of any staffing modifications and use of subcontractors or vendors, to be approved in writing by TEA in advance.

☒ 5. The applicant provides assurance that they will coordinate all planning and communications with TEA program office, including:
   a. Communications with USDE;
   b. Communications with legislative staff; and
   c. Planning concerning major activities and events with state and national non-profit and private partners on the education of homeless children and youth

☒ 6. The applicant provides assurance that they will provide uninterrupted workflow throughout the grant period, including the summer months.

☒ 7. The applicant provides assurance that no more than 30% of the 2019–2020 total grant award will be used for subcontracting and that any proposed changes in subcontractors during the grant period will require prior approval from TEA.

☒ 8. The applicant provides assurance that all technical assistance, professional development, and trainings will include a way to evaluate effectiveness, assess knowledge gains and behavior changes of participants (when applicable), and provide an opportunity for participants to provide feedback.

☒ 9. The applicant provides assurance that they will provide high-quality drafts of all submitted work product to TEA program staff and that all submitted work product will be copy edited and ADA compliant prior to TEA review.

☒ 10. The applicant provides assurance that all final presentations, materials and resources will have a high-standard of professional quality, carry the TEA logo, and be ADA compliant. TEA maintains the right to final approval on all presentations, materials, and resources developed before publication or presentation.

☒ 11. The applicant provides assurance that all materials and resources intended for use with parents, students, and families will be available in English and Spanish, and other languages as needed or determined necessary by TEA program staff.

☒ 12. The applicant provides assurance that they will maintain documentation for all grant expenditures.

☒ 13. The applicant provides assurance that they will adhere to policies and procedures regarding use of confidential data, data requests, and data collection procedures.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 14. The applicant provides assurance that they will store all work product, program documents, presentations, and resources in a collaborative, online, secured platform that is TEA approved and accessible by TEA program staff.

☒ 15. The applicant provides assurance that they will develop and lead presentations at an annual Homeless Education conference.

☒ 16. The applicant provides assurance that they will facilitate weekly or bi-monthly meetings and conference calls with TEA program staff including agenda preparation, discussion documents, and summary notes of meeting action items and results. Agendas will be emailed to TEA program staff two business days prior to the meetings or conference calls for input and approval. Meeting minutes will be posted or emailed within two business days to TEA program staff.

☒ 17. The applicant provides assurance that performance and fiscal monitoring reports will be submitted each year that grant funds are awarded.

☒ 18. The applicant provides assurance that a standard professional development evaluation template will be developed and provided to TEA program staff for input and final approval prior to use.

☒ 19. The applicant provides assurance that a standard subgrantee site visit evaluation tool will be developed and provided to TEA program staff for input and approval prior to use.

☒ 20. The applicant provides assurance that they will use a TEA approved evaluation form with debriefing notes that will be maintained after each training or subgrantee site visit and will be analyzed to support grantees and program effectiveness overall. This information will be provided to TEA monthly.

☒ 21. The applicant provides assurance that technical assistance calls and emails from LEAs, ESCs, and stakeholders will be addressed within two business days.

☒ 22. The applicant provides assurance that TEHCY subgrantee visits will occur at least once annually and/or upon request by TEA program staff.

☒ 23. The applicant provides assurance that they will provide TEHCY program announcments, list serve messages, and other communication updates as requested by TEA program staff. All program communication is to be coordinated with and pre-approved by TEA program staff.

☒ 24. The applicant provides assurance that they will assist TEA program staff in the development of TEHCY subgrantee applications and reports.

☒ 25. The applicant provides assurance that they will staff and manage 1) a technical assistance call-line or 1-800 help-desk at least 8 hours per day, Monday through Friday, between the hours of 8:00 a.m. and 5:00 p.m. and 2) a system to track response rates and analyze calls and trends in inquiries.

☒ 26. The applicant provides assurance that they will submit an annual professional development plan, including training content, format, staff assignments, budget, and timelines.

☒ 27. The applicant provides assurance that they will submit a monthly professional development and community collaboration calendar at least one month in advance, before activities occur, for TEA program staff approval.

☒ 28. The applicant provides assurance that they will assign a technical assistance consultant to each subgrantee. Technical assistant consultants will be responsible for providing technical assistance, professional development, and resources, to ensure implementation of subgrant activities.

☒ 29. The applicant provides assurance that they will develop a TEA approved template for reporting technical assistance monthly and at the end of the grant period.

☒ 30. The applicant provides assurance that they will submit a monthly technical assistance data report to TEA program staff.

☒ 31. The applicant provides assurance that they will provide all materials and resources to TEA at the end of the grant period or upon request. All materials and resources are property of TEA.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 32. The applicant provides assurance that they will complete and submit the TEHCY Grant Task, Activity, and Budget Plan no more than 30 days after the grant start date. This document must be reviewed and approved by TEA program staff.

☒ 33. The applicant provides assurance that they will adhere to all timelines, activities, tasks, performance measures, and budget included in the TEHCY Grant Task, Activity, and Budget Plan as approved by TEA program staff, including:
   a. Monthly check-in calls, McKinney-Vento webinars, annual and/or semi-annual trainings in each ESC Region, annual on-site visits, and grant support for 76 TEHCY subgrantees; and
   b. Development, dissemination, and collection of all grant reports on the negotiated due date(s).

☒ 34. The applicant provides assurance that they will request prior approval from TEA program staff for all travels costs.

☒ 35. The applicant provides assurance that they will develop annual TEHCY program reports and infographics as requested by TEA program staff. All TEHCY program reports and infographics will be coordinated and pre-approved by TEA program staff prior to publication and dissemination.

TEA Program Requirements

1. Provide a description of the applicant's management plan, organizational structure, and capacity to ensure successful performance of the grant program. This should include:
   a. Project management and staffing plan, including:
      i. Titles of all personnel who will staff the project throughout the duration of the grant period
      ii. Staff titles or positions that will coordinate major activities during each phase of the grant
      iii. Time allocations that the personnel described will devote to the fulfillment of this grant;
   b. External contractors projected to be involved in the operation and delivery of any grant program activities, including time allocations, qualifications, evaluations and experience;
   c. Evidence of the ability to manage, coordinate and perform all grant requirements, tasks, activities, and performance measures for this grant program;
   d. Evidence of successful past performance for similar projects of this size and scope;
   e. The systems and processes in place to manage, coordinate, and perform all grant requirements, tasks, activities, and performance measures for this grant program;
   f. The systems and process in place to monitor, review and approve technical assistance, professional development, and resources for quality assurance; and
   g. The process to escalate any issues to the next level of authority throughout the term of the grant.

Region 13 Education Service Center (ESC 13), founded in 1967 as working in partnership with the Texas Education Agency and the local school districts and the schools they serve by disseminating information, conducting training and consultation for both federal and state programs. The TEHCY Project personnel will report to the ESC 13 Senior Coordinator of Student Support services. The project team will include the following positions:
A. Project Director (1.0 FTE) will oversee all aspects of operations, liaison with TEA and monitor all weekly, monthly and quarterly deliverables. This position will work with the team to create all curricula, professional development and products. Program Specialists (4.0 FTE) providing education, technical assistance and resources to the subgrantee and school districts. Program Assistant (1.0) providing program support, logistics for site visits, training and monitor digital and social media. Budget Manager (.10 FTE) manage all expenditures and create monthly reports for the project.
B. ESC 13 plans to have three external contracting entities to support the work of the TEHCY Project:
Communications Team: The ESC 13 Communications Team will create documents, deliverables, videos, online learning and other channels to deliver information on MV. This team will also assist in statewide marketing efforts.
Evaluation Team: The TEHCY Team will hire evaluator/s to conduct the external evaluation process, per TEA guidelines. This team will collect data to inform mid-course corrections and give feedback to all stakeholders.
Resource Curation and Development: The TEHCY Team will hire an external consultant to review all current resources, conduct a gaps analysis on needs and provide evidence-based tools and deliverables to support all relevant stakeholders.
C. ESC 13 has an extensive history of providing quality professional development activities. Educators learn strategies and practical classroom-proven techniques through our face to face workshops, consulting services, in-depth certification programs and on-line learning programs. ESC 13 currently supports numerous statewide technical assistance programs assisting schools on a variety of content areas. ESC 13 is in compliance with all similar TEA initiatives.
D. ESC 13 has collaborated on many statewide technical assistance initiatives including the Texas Statewide Leadership for Autism (TSLAT), Advancing Educational Leadership (AEL), and TX Principal Evaluation & Support System (TPESS).
E. ESC 13 has sophisticated data, budgetary and planning tools to manage all aspects of performance. The ESC Informational Technology Team will create the toll-free hotline using existing technology and set up data systems using the Google platform to conduct surveys, track program progress and share information with relevant collaborators. The Project Director will use Microsoft Project to create timelines, Gantt charts and check weekly progress during the weekly status meetings. The iTCCS system will monitor all aspects of the program budget delivered by the budget manger weekly.
F. The Project Director will host weekly status meetings to monitor and review progress on deliverables, milestones and data collection. ESC 13 uses the E-Campus platform to register and monitor participants in program workshops. In order for participants to receive credit for their professional development sessions, they must complete an evaluation on Canvass. The professional development surveys will be developed in partnership with the external evaluator, to best monitor the efficacy of these classes and to collect data that informs program improvement efforts.
G. ESC 13 has an established local procedure to escalate issues or concerns. If there are unresolved issues with non-compliant subgrantees, the ESC 13 Team will escalate these issues to district leaders or the next level of authority, as appropriate.

TEA Program Requirements

2. Provide an assessment of existing resources, services, and external links that can be found on the TEA Education for Homeless Children and Youth webpage at https://tea.texas.gov/Texas_Schools/Support_for_At-Risk_Schools_and_Students/Texas_Education_for_Homeless_Children_and_Youth_(TEHCY)_Program/. Include a proposal with a gap analysis, strategies, and actions to strengthen and/or expand upon guidance for the following program areas:
   a. Identification;
   b. Enrollment;
   c. School Selection;
   d. Dispute Resolution;
   e. Transportation;
   f. Academic Interventions;
   g. Community Collaborations;
   h. Frequently Asked Questions; and
   i. Other resources not listed above.

While preparing for this proposal, ESC 13 staff reviewed existing resources and information available via the Texas Education Agency TEHCY Program. While there are a number of helpful resources, ESC 13 recommends a number of strategies to improve and streamline these resources. First and foremost, it would be important to review the analytics of the current technical assistance (www.theotx.org) website, to see the digital visitors and traffic to specific links. Those with the most clicks and views will be moved to the forefront of the user interface to facilitate ease of use.

Each of the following areas could be improved by the following strategies:

A. Identification: As there is no mandatory identification tool, the TEA material on identification is vague and only provides suggestions about LEA processes. Further, there is no information available on the TEA website to facilitate MV student self-identification. This section could be improved by creating a template for student and self-identification and offering a variety of approaches for a district to name campus contacts and ways to entice employees to volunteer for this role.

B. Enrollment: TEA website does not readily list the barriers to enrollment; theTEA website refers viewers to the THEO website and to how the process of enrollment should occur but not to what frequently happens when homeless students try to enroll. There is no definition of "immediate" enrollment. Two solutions to these issues are: 1) Provide a fillable form that assists personnel in avoiding erecting barriers to student enrollment; 2) Include professional development on the legal definition of "immediate".

C. School Selection: TEA website calls the school selection process "school choice." Given the meaning of "choice" in current parlance, this should be re-named. The website also notes the frequency with which school selection decisions result in disputes, but does not specifically outline how to avoid a dispute over school selection. Solutions to this issue include: 1) Include professional development on "school selection that minimizes disputes."2) Demonstrate one or more situations that most frequently lead to disputes.

D. Dispute resolution: This section is fairly clear and easy to understand. The only concern noted is that there is no way to access the dispute resolution process in Spanish or other foreign languages. Given that many non-English speaking parents may need this information, it would be helpful if it was possible to download this information in other languages.

E. Transportation: The link to the Texas Homeless Education Office has two downloadable documents which are written with legal language and may not be easily understood by unaccompanied youth and family members. Consider creating documents with clear and concise language, geared toward parents with a range of reading levels and have translated documents available for parents speaking languages other than English.

F. Academic Interventions: The website has a section on Title I services, but does not explicitly explain how a student can access tutorials, after-school programs, credit recovery and similar interventions. Having more detailed information and links on these supports would be helpful, especially when linking them with other statewide programs and interventions.

G. Community Collaborations: There is no explicit information on community collaborations or the continuum of care. More information and links would be helpful, especially when linking them with other statewide programs.

H. Frequently Asked Questions: There is no explicit link to FAQs on the webpage. The bottom of the page has a link to the Texas Homeless Education Office, but there is no visible FAQ option on the main page. Again, it would be helpful to have an easy to read document, in commonly spoken languages, that highlighted important information on MV rights, roles and responsibilities. A video targeted to youth may also help to explain these concepts in an understandable manner.

I. Information on human trafficking prevention would be relevant on this website, with appropriate links and resources.

TEA Program Requirements

3. Provide a technical assistance implementation plan that addresses the following components:
   a. How the three categories of technical assistance, professional development, and support listed below will be provided and implemented to ensure program fidelity (See Program Description, Page 5 of Program Guidelines):
      i. General/Statewide Activities
      ii. Specific/Subgrant Activities
      iii. Intensive Support and Targeted Activities;
   b. How a technical assistance call-line or 1-800 help-desk will be staffed, managed, and maintained and the system that will be used to track response rates and analyze calls and trends in inquiries;
   c. How the applicant will:
      i. Develop, market and maintain a TEHCY program website, including regular review and reporting on website analytics to support optimum website function and usability
      ii. Ensure all professional development opportunities and resources provided are ADA (Americans with Disabilities Act) compliant and accessible to LEAs and ESCs; and
   d. What targeted marketing plan, strategy, and processes will be used to effectively communicate and disseminate new technical assistance resources and professional development opportunities to LEAs and ESCs.

ESC 13 has based these technical assistance strategies on decades of expertise, technology and adult learning pedagogy.
A. i.1) Curate information from multiple homeless education sources; 2) Disseminate MV requirements and best practices via TEHCY website and social media. 3) Hold, record and make transcripts available of monthly webinars and Zoom meetings 4) Share brief professional development videos 5) Prioritize development, selection and dissemination of professional development curriculum on quantifiable user data and evaluation. 6) Create and disseminate a Homeless Liaison Quick Reference Guide. 7) Training on prevention of human trafficking. 7) Training of trainers to increase expertise.
ii. Specific subgrant activities: 1) Conduct monthly check-ins with subgrantees utilizing ZOOM meetings and/or phone calls to provide guidance and ensure subgrantee is on track with grant goals and activities. 2) Share grant information and deliverables on the website and Mail Chimp email blasts 3) Hold four statewide regional subgrantee meetings yearly to provide training, resources and support for subgrantees. 4) Host face to face meetings as needed in various locations.
iii. Intensive support and targeted activities 1) For subgrantees not meeting goals ESC 13 will include weekly phone calls, ZOOM meetings and/or site visits. A plan of correction will be implemented until sufficient progress is demonstrated.
b. TEHCY staff will respond to inquiries within 24 hours. Messages left on the toll free number are emailed via audio file to the designated staff members. Any trending topics noted will be included on the website in the Q&A section. Call-in data will be sent to TEA as requested. The call-in phone line number will be displayed on all digital and printed materials. Data aggregated from phone calls and texts will assist in creation of future professional development.
c. i. The Region 13 Communications Team and TEHCY technical assistance staff will review the site's interactivity, usability, and accessibility on a monthly basis. Data obtained from the site's on-going Q&A module, user surveys, and focus groups will inform digital strategies for a variety of stakeholders. Any recommendations for the website from internal and external viewers will also be discussed and evaluated. The technical assistance and marketing teams at ESC 13 will generate reports that are the most impactful for professional development and reports will be sent to TEA as requested.
ii. The TEHCY Team will host a yearly homeless education summit. The program specialists will ensure that it is ADA compliant and culturally relevant. Further, all professional development resources will be reviewed by the TEHCY Team before being disseminated and/or placed on website to ensure material is ADA compliant.
d. The Communications Team will apply their expertise to develop effective marketing tools to deliver MV information with the intent to connect with homeless youth. Resources will include short (5 minute or less) video library materials created specifically for each of the following: homeless youth, parents/guardians, school personnel based on role/job to provide helpful information, and how to help students in homeless situations pass STAAR/EOC exams. These resources can be easily integrated into district-level professional development and classroom instruction. All new resources/information will be showcased and tagged accordingly for quick and easily searchability. All professional development opportunities for school district homeless liaisons and ESCs homeless education staff will be listed on the TEHCY Technical Assistance Program website. An email marketing program will be utilized to send upcoming professional development opportunities to school district homeless liaisons listed on the TEA Ask Ted website and to the TEHCY subscriber list. The email campaigns open and engagement rate data will be analyzed to improve outreach efforts to all targeted audience members.

TEA Program Requirements

4. Provide a description of the processes and procedures that will be utilized to:

   a. Assist Homeless Liaisons to become more knowledgeable about their duties as described in the McKinney-Vento Homeless Education Assistance Act and state law, including use and implementation of a Homeless Liaison Quick Start Guide;

   b. Develop and implement a Trainer-of-Trainers (ToT). Topics including: McKinney-Vento law, duties of a liaison, identification, enrollment, assessing students' needs and services, dispute resolution, collaboration, support to remove barriers, college and career readiness. The proposed ToT must be aligned with adult learning theory and include a variety of training components such as presentations, webinars, online modules, training videos, resources, interactive tools and activities;

   c. Evaluate effectiveness, assess knowledge gains and behavior changes, and provide opportunities for participant feedback for all technical assistance, professional development and trainings;

   d. Provide monthly check-in calls, McKinney-Vento webinars, annual and/or semi-annual trainings in each ESC Region, annual on-site visits, and grant support for 76 TEHCY subgrantees, to be determined in coordination with TEA program staff;

   e. Assist homeless liaisons, parents, or homeless or unaccompanied youth with the dispute resolution process;

   f. Provide strategies, best practices, and resources to ensure that homeless and unaccompanied youth receive the educational services for which they are eligible for in accordance with statute, such as immediate enrollment, even if the child or unaccompanied youth is unavailable to produce records normally required for enrollment, nutrition, transportation, academic supports, and community resources or services; and

   g. Provide strategies, best practices, and resources to support coordination with Title I, Part A, Special Education, English Learners, Career and Technical Education (CTE), and Gifted and Talented (GT) program areas.

A variety of TEA-approved training resources will provide knowledge on MV, preventing human trafficking, components of the Texas ESSA State Plan and other relevant TEA state initiatives.

A. ESC 13 will 1) orient homeless liaisons on the components of the MV and state plan; 2) create a digital and printed quick start guide on all aspects of MV. Unlike former handbooks, this tool will be interactive, and will efficiently assist all personnel on identification and enrollment of MV students. 3) Zoom webinar sessions will support the quick start guide launch and answer the questions about common concerns, strategies and disputes.

B. ESC 13 will create a scenario-based Train the Trainer (ToT). The ToT will be based on the 5 assumptions of adult learning theory (https://elearningindustry.com) and will present "what should you do" scenarios and the implications of the MV for each scenario. Via these video scenarios, the ToT will be a comprehensive training of each of the MV components and state law. Unlike current written documents, in-depth live scenarios will demonstrate a step-by-step protocol for addressing the dispute resolution process for the homeless liaison, parent/guardian/unaccompanied youth, and school district.

C. ESC 13 will use quantitative data to measure the effectiveness of all professional development. These data will include but not be limited to 1) percentage of students identified locally versus percentages statewide; 2) increases in numbers and sources of identification such as numbers of students identified by teachers, counselors, and others in addition to the homeless liaison; 3) numbers of MV students retained in grade and percentages that graduate; percentages of MV students who progress to higher education.

D. ESC 13 will use the Doodle Online Scheduling tool for TEHCY subgrantees to schedule monthly check in meetings and progress reports.

E. The ESC 13 Team will provide information on the dispute resolution process in English, Spanish and other languages (as needed) on rights, roles and responsibilities for students and families experiencing homelessness. When disputes between schools/districts and parents/students arise, the TEHCY team will provide support, information and resources to the conflicted parties. Conflict resolution and dispute management will be provided to statewide homeless liaisons and subgrantees. The ESC 13 Team will assist homeless liaison with issues that cannot be addressed on the local level.

F. ESC 13 will develop quick start guides and conversational scripts to assist Homeless Liaisons in how to best engage in difficult conversations, ensuring that homeless and unaccompanied youth receive their eligible educational services.

G. The ESC 13 Team will gather customer feedback via real-time response systems to ascertain best practices for training, coordination and collaboration with Title I, Part A, Special Education, English Learners, Career and Technical Education (CTE), and Gifted and Talented (GT) program areas. Based on responses to customer feedback, best practices will be disseminated via the website, Mail Chimp and Zoom meetings.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

○ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.

◉ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	Foreign language speakers	Barrier	Non-English or non-Spanish speakers may have limited translation.
Group	Registrars	Barrier	Limited information to identify MV students targeted to this job role.
Group		Barrier	
Group		Barrier	

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

	BUDGET
Project Direction Position (1.0 FTE): Oversight and leadership for all activities, reporting and training.	$90,000
Project Specialist Positions (4.0 FTE): Provide technical assistance, training, subgrantee monitoring,	$280,000
Program Support: Budget manager (.10 FTE) and Program Assistant (1.0 FTE). Logistics, budget, products	$55,050
Fringe Benefit Costs: TRS health insurance and retirement FICA, Medicare, Workers Comp, Unemployment	$114,764

PROFESSIONAL AND CONTRACTED SERVICES (6200)

ESC 13 Facility Use Costs (LAN, Utilities, Computer Lease, Telephone, Printing)	$46,041
ESC 13 Communications Production: Create targeted videos, website, social media plan, quickstart guide.	$100,000
Evaluation and Resource Curation and Development: Two $50,000 contracts for professional services	$100,000

SUPPLIES AND MATERIALS (6300)

Tablet Computers for Six TEHCY Team Employees: Six tablets and software at $1,500 per tablet.	$9,000
Printing Costs: Quickstart guides, multi-lingual printed items, workshop handouts, instruction materials	$20,000
Office Supplies: Set up office for six full time personnel	$12,000

OTHER OPERATING COSTS (6400)

Site visit travel: Visit to ESCs, Subgrantees and other sites statewide to provide training and assistance.	$72,000
State and National Conference Travel: Professional staff travel to both Texas and Federal Conferences	$27,000
Local mileage reimbursement: Reimburse staff travel at $.54 per mile for travel within Central Texas	$5,226

CAPITAL OUTLAY (6600)

Total Direct Costs	$931,081
Indirect Costs	$68,919
TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)	$1,000,000