2019–2020 Texas Education for Homeless Children and Youth (TEHCY) Technical Assistance, Professional Development, and Support

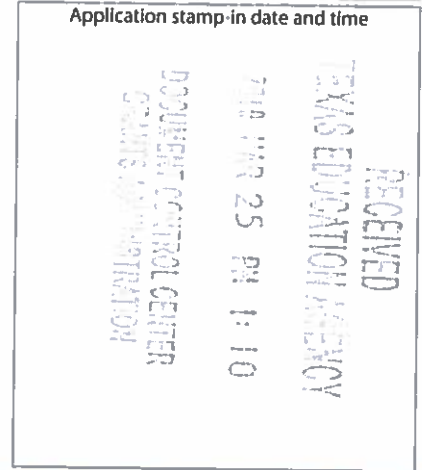**COMPETITIVE GRANT Application Due 5:00 p.m. CT, March 26, 2019**

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 <u>cannot</u> be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

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

[X] Pre-award costs are not permitted.

Application stamp-in date and time

TEXAS EDUCATION AGENCY RECEIVED 2019 MAR 25 PM 1:10 DOCUMENT CONTROL CENTER

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 14 ESC	CDN	221-950	Vendor ID	75-1247833	ESC	14	DUNS	784720435

Address	1850 Hwy 351		City	Abilene	ZIP	79601	Phone	325.675.8600

Primary Contact	Emilia Moreno	Email	emoreno@esc14.net	Phone	325.675.8674

Secondary Contact	Emily Jeffrey	Email	ejeffrey@esc14.net	Phone	325.675.7003

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	Shane Fields	Title	Executive Director

Email	sfields@esc14.net	Phone	325.675.7037

Signature	*[signature]*	Date	3-22-19

Grant Writer Name	Tina Haywood	Signature	*[signature]*	Date	3/22/19

(•) 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

701-19-105-003

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
Texas' graduation rate for students classified as homeless in 2016-2017 was 72.1% while the state average was 89.7%. We aim to close the 17.6% gap between the graduation rate of homeless students and all students.	Provide liaisons and counselors professional development in specific areas that address improving graduation rates for M-V students. PD will include graduation plans, credit recovery/accrual, credit transfer, transcripts, & online resources. Promote collaboration with programs such as CTE, EL, & Special Education. Collaborate with local agencies to meet other basic needs.
Early Childhood Education programs serve a small percentage (10%) of students experiencing homelessness. We need to increase identification of eligible M-V students participating in ECE programs.	Collaboration w/early HeadStart programs Professional Development w/key stakeholders Family engagement Community outreach
Increase the number of ESCs and LEAs including Homeless Liaisons (HL) trained in McKinney-Vento.	Provide training to LEAs via ESCs with use of specifically developed/approved training materials. All ESCs/LEAs will have immediate access to use materials to educate staff and key stakeholders. Identify and support new Homeless Liaisons with materials and resources.

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.

There is a 17.6% gap between the state graduation rate and the graduation rate of students classified as homeless. The Technical Assistance Program would work to close this graduation gap. The SMART goal is to increase the graduation rate of students classified as homeless from 72.1% (2016-2017 school year) to 74.6% for 2017-2018 school year with the understanding that these grant funds would have no impact on 2017-2018 rates. The program would focus on establishing a long-term graduation goal of 85% over five years (2020-2021). This SMART goal will help support TEA's Strategic Priority #3, Connecting High School to Career. As graduation rates increase, students will have better opportunities to seek higher education. LEAs can seek partnerships with higher education entities in serving this disadvantaged population.

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

By the end of the First Quarter Benchmark, the tasks, activities, goals, objectives will be in place:
* Create list serve with updated/new liaison contact information for all LEAs.
* Submit annual PD plan to TEA for approval, set meetings w/TEA program staff w/agenda, requested documents.
* Make contact w/all ESCs & date scheduled for PD at the ESC for liaisons/counselors in their respective region.
* Staff and manage 800 help-line with established tracking components.
* Develop website resources & materials to assist Homeless Liaisons in carrying out their duties.
* Implement data tool analysis, develop baseline measures for tracking professional development/training opportunities.
* Educate LEAs and ESCs on how to more effectively foster collaborations w/school programs and community agencies.
* Develop progress monitoring/evaluation tools based on grant objectives.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the Second Quarter Benchmark, these tasks, activities, goals, and objectives will be in place:
* Develop subgrantee site visit evaluation tool, support.
* Provide TEHCY program announcements, updates, and messages as needed.
* Track response rates & analyze calls and trends in order to respond more effectively to highlighted areas of need.
* Submit TA collaboration calendar to TEA program staff showing collaboration efforts w/other programs/agencies.
* Submit monthly TA data report to TEA program staff.
* Adhere to & analyze time lines, activities, tasks, performance measures, and budget.
* Evaluate program effectiveness of needs assessment, technical assistance, professional development, resources/materials
* Analyze website for functionality and usability in order to better serve LEAs.

Third-Quarter Benchmark

By the end of the Third Quarter Benchmark, these tasks, activities, goals, and objectives will be in place:
* Analyze monitoring/evaluation data.
* Evaluate 800 help-line for quality assurance i.e. accuracy of information, value of service provided.
* Distribute needs assessment to all ESCs and Homeless Liaisons.
* Establish baseline measures for statewide PD, TA, and resources.
* Analyze budget reports.
* Analyze evaluation tools/performance measures for program effectiveness.
* Retrieve preliminary graduation results from TEA's Division of Accountability Research.

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 purpose of Project Evaluation Data is to monitor how well the project is meeting its goals. Evaluation data should be results-driven, leading to improvements in management practices, organizational performance, and training effectiveness Such monitoring ultimately leads to behavior changes that drive improved student outcomes. Evaluation data may include:
 Surveys
 Professional Development/Training evaluations
 Technical Assistance feedback
 Professional Development opportunities
 Needs Assessments
 Website Analytics
 Program Support through training, technical assistance, 800 help-line, and on-site support as needed
 PEIMS Data- homeless enrollment, attendance, STAAR/EOC
 Meaningful Collaborations across programs such as English Learners that drive improved student outcomes
 Possible Challenges in areas such as implementation, participation in professional development opportunities
 Graduation rates
 Retention rates
Data will be used to measure progress towards meeting the benchmarks and ultimately the SMART goal. Data results will be used to determine any modifications necessary to meet benchmarks and sustain the program.
Project evaluation data will be collected after each benchmark period to be analyzed for progress and effectiveness. If benchmarks do not show progress toward meeting the summative SMART goal, determinations will be made as to why benchmarks are not being met and what modifications/interventions will be made. Specific modifications/interventions would then address the appropriate invested/potential stakeholders including but not limited to HLs, teachers, and students. Continuous monitoring of project evaluation data will keep the project on target for meeting benchmarks and improving student outcomes. Timely, relevant modifications to the program will allow for program sustainability.

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.

TA management plan, organizational structure, and capacity for successful performance is detailed below.
 a. Project management and staffing plan includes:
  i. One Project manager, Five Technical Assistance Providers, One IT Technician, and One Secretarial Support Staff
  ii. Monthly collaborations among the Project manager, Technical Assistance providers, and key stakeholders to coordinate major activities throughout the grant will ensure a successful grant program. Monthly meetings with TEA program staff, including the state coordinator, will also assist in ensuring the capacity to operate a successful program.
  iii. Eight full-time positions subject to the fingerprinting requirement and devoted to making the grant successful.
 b. No external contractors are projected to be involved with this grant program.
 c. Evidence of the ability to manage, coordinate, and perform all grant requirements, tasks, activities, and performance measures include planned timeline w/objectives, progress, outcomes, & expected challenges. Region 14 ESC knows the challenges of meeting the needs of homeless children and youth particularly with small rural schools. The ESC believes in providing an equal opportunity for participation and meeting state academic challenges. Therefore, Region 14 has operated a successful homeless program for our 42 school districts for the past 13 years. The service center has also retained the homeless grant (TEXSHEP) for 10 years to assist LEAs in meeting students' needs.
 d. Region 14 ESC currently operates a successful HeadStart program serving 3 and 4 year olds across 12 counties in two ESC regions. Region 14 ESC successfully managed the state Learn and Serve program until funding was ended. This project was designed for youth at risk of dropping out of school. Students were given opportunities to engage in their school and community through a needs assessment to identify & meet a need. Both HeadStart and Learn and Serve seek to serve underprivileged children including homeless. Region 14 ESC is located in Abilene and has demonstrated its ability to manage multi-region/statewide projects. It has systems and processes in place to effectively oversee a project of this magnitude. There is a focus in this area on meeting the needs of our homeless population. The largest city in Region 14, Abilene, is committed to ending homelessness. In fact, as of March 2019, Abilene is the first and only Texas city with zero veteran homelessness.
 e. The systems and processes in place to manage, coordinate, and perform all grant requirements, tasks, activities, and performance measures include but are not limited to creating and adhering to a yearly/monthly calendar, timelines/action plans for tasks, activities, & grant requirements, time and effort, monthly meetings with TEA program staff, technical assistance providers, & IT technician, collaborations/meetings with necessary stakeholders, and relevant data collection & analysis.
 f. The systems and processes in place to monitor, review, and approve technical assistance, professional development, and resources for quality assurance include but are not limited to TEA approval, surveys, needs assessments, TA & PD feedback, and evaluation data.
 g. The process to escalate any issues to the next level of authority throughout the term of the grant is set and established in accordance with state and local guidelines. TA providers can assist LEAs with the resolution process at the local level using state guidelines and local policy where applicable. If a resolution is unattainable within the recommended time allotment, the dispute will follow procedure and advance to the next level which is the state agency who has final authority.

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.

The Texas Education for Homeless Children and Youth webpage contains some necessary information for LEAs in assisting with their local EHCY program. However, the website could be clearer, more concise, and the content more specific to allow for quick, easy access to information. Additionally, the existing website has some syntax and semantics errors that need to be addressed. All external links are live, functioning links with some duplication. Repeated words or phrases like McKinney-Vento Act and Texas Homeless Education Office (THEO) could have links throughout the document for easier accessibility. The existing website lists Homeless Education Liaisons, Identification, Enrollment, School Choice, Dispute Resolution, Transportation, and Title I Services as areas of interest.

TEA's updated, comprehensive website should include the following:
 Introduction to the TEHCY program, including the purpose for the website, which is to provide basic information with links to detailed guidance, resources, and best practices. TEC and TAC codes should be provided wherever necessary with links to specified guidance.
 Identification
 Enrollment
 School Selection
 Dispute Resolution
 Transportation
 Academic Interventions
 Community Collaborations
 Frequently Asked Questions

 Other resources not listed above could include contact information regarding Homeless Education Liaisons, Human Trafficking, and Trauma-Informed Care.
The website also could provide live up-to-date information using the Fall and Summer PEIMS Snapshot data.
The website should be routinely evaluated by its users to determine effectiveness, usability, and possible enhancements.
TEA's IT technician could also use analytics to gather the traffic patterns, effectiveness, and user friendliness of the website.

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.

The implementation plan will consist of a timeline of objectives, tasks, activities, and benchmarks for providing the three categories of technical assistance, professional development, and support with fidelity. The plan will be based on the objectives of the grant to meet all statutory requirements in supporting LEAs serving children and youth who are experiencing homelessness by removing barriers so students will have equal access to all educational opportunities and supports.

Technical Assistance (Direct Technical Assistance)
   i. General/Statewide Activities- 800 help-line, TEHCY website
   ii. Specific/Subgrant Activities- designated technical assistance providers assigned to each subgrantee for support
   iii. Intensive Support and Targeted Activities- available via phone, video conferencing, on-site as needed, or electronically

Professional Development
   i. General/Statewide Activities- annual trainings/presentations at the ESCs, webinars, online modules, training videos, resources, interactive tools, and activities
   ii. Specific/Subgrant Activities- annual grant training/monthly reviews focused on topics or concerns related to the grant
   iii. Intensive Support and Targeted Activities- on-site support as needed, virtual support by phone, email, and webinars

Support
   i. General/Statewide Activities- distribution of resource documents and tools, training materials, program reports
   ii. Specific/Subgrant Activities- budget reviews, grant activity reviews
   iii. Intensive Support and Targeted Activities- TEA specified support services to meet M-V compliance/grant requirements

Technical Assistance help-line: The help-line will be staffed by technical assistance providers. Calls will be answered M-F, 8-5. Secretarial support staff will be available to manage call volume. The project manager and IT technician will jointly manage and maintain the 800 help-line tracking response rates and analyze calls and trends in inquiries. Technical assistance tracking components will include but not be limited to: basic information, date of request and date of close-out, contact information, description of the presenting problem and requested assistance, preliminary analysis of underlying issue and needs contributing to the presenting problem, TA action necessary to "fix the problem(s)", guidance provided, resolution, or outcome, and policy issues or concerns. Regularly scheduled staffing with the TA providers will review call data including content, best practice, and quality assurance.

Website/Professional Development: Collectively the TA providers and IT technician will develop, market, and maintain a TEHCY program website using proven state and national TA models such as National Center for Homeless Education (NCHE for functionality and usability. Content will be based on LEAs' and ESCs' need to follow all federal and state mandates including assisting these entities/stakeholders with various materials and resources. The project manager and IT technician will regularly review and report on website analytics to support optimum website functionality and usability. The TEHCY program website will collect feedback from users to assist with continuous improvement. The IT technician will ensure all professional development opportunities and resources provided are ADA- compliant and accessible to LEAs and ESCs.

Communication: TA providers will effectively disseminate new technical assistance resources and PD opportunities to LEAs and ESCs. TA providers will utilize website, list serve, recorded webinars, and other informative means.

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. To assist HLs to become more knowledgeable about their duties, the TA project will develop and implement a Homeless Liaison Quickstart Guide to better serve students experiencing homelessness, as well as to build capacity in the local Homeless Liaison Program. The Quickstart Guide will also include resources addressing such topics as Law, Duties, Identification, Enrollment, School Selection, Transportation, Disputes, Unaccompanied Homeless Youth, and Collaboration. Other resource materials such as posters/brochures, website support, and on-site support will be available. TA will assist with implementation of the program via phone, email, video conferencing, or other means necessary.

b. The process and procedure for developing and implementing a ToT will come through the utilization of a variety of training components, such as but not limited to, high-quality meaningful presentations, webinars, online modules, training videos, resources, interactive tools, and activities. The process will begin with training all ESCs as ToTs who will then deliver this training to their regional LEAs. Topics will include MV law, liaison duties, identification, enrollment, assessing students' needs and services, dispute resolutions, collaboration, support to remove barriers, and college and career readiness. The ToT will use adult learning theory to ensure ToTs receive relevant, timely, and useful information.

c. Evaluation of effectiveness is essential in sustaining a TA project. TA may be provided via phone, email, website, on-site, video conferencing, or by other means, and evaluations will be provided electronically to assess the effectiveness of the TA provided. Yearly surveys/needs assessments will include opportunities to provide feedback and suggestions for improvement. Evaluation of PD and training will be delivered via participants' email with an opportunity for feedback to assess knowledge gains, possible behavior changes, and an opportunity to inquire about additional information on the topic presented. The survey will seek input on future PD and trainings to accommodate the needs of ESCs, HLs and/or LEAs.

d. In coordination with TEA program staff, TA project will use a monthly/yearly calendar to schedule monthly check-in calls, MV webinars, annual and/or semi-annual trainings in each ESC region, annual on-site visits, and grant support for TEHCY subgrantees. TA providers will regularly coordinate with ESCs and subgrantees on a set schedule to provide support.

e. The TA program will provide ESCs/LEAs training and guidance on the dispute resolution process. If requested, technical assistance will assist HLs, parents, and unaccompanied homeless youth through the dispute process.

f. The processes and procedures for providing strategies, best practices, and resources will utilize the expertise of the many HLs that run successful programs across the state. Soliciting proven, evidenced-based best practices, strategies, and resources will ensure the capacity to build a high-quality, effective, and supportive program.

g. The processes and procedures for providing 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 will utilize the expertise of the HLs and ESCs who have successfully coordinated such programs across the state.

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		Barrier	
Group		Barrier	
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
5 Technical Assistance Providers annual salary $70,435 plus benefits of $9,085	$397,600
1 Project Manager annual salary $82,435 plus benefits of $9,550	$91,985
1 IT Technician proposed annual salary $67,111 plus benefits of $8,957	$76,068
1 Secretary Support Staff proposed annual salary $34,902 plus benefits of $7,709	$42,611

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Telephone Services for 24/7 assistance	$10,000
Building use for meetings and office space	$45,320
Network Services for internet, etc	$38,400

SUPPLIES AND MATERIALS (6300)

General office supplies ($1944.50 per staff of 8)	$15,556
Data Analysis Software and equipment such as laptops	$100,000

OTHER OPERATING COSTS (6400)

Travel Costs for Project Manager and 5 Technical Assistance Providers ($10,000 each)	$60,000
Marketing and Production	$73,600

CAPITAL OUTLAY (6600)

Total Direct Costs $951,140

Indirect Costs $48,860

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) $1,000,000