



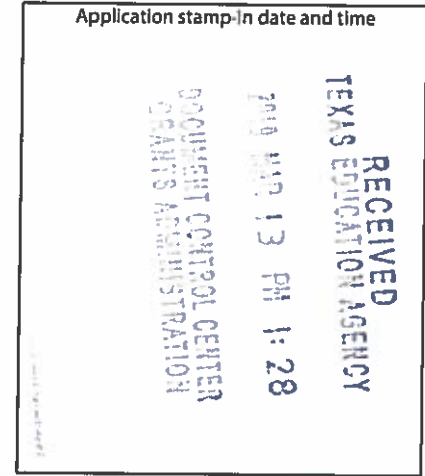
2019-2020 Texas Education for Homeless Children and Youth (TEHCY) Technical Assistance, Professional Development, and Support
COMPETITIVE GRANT Application Due 5:00 p.m. CT, March 26, 2019

NOGA ID [Redacted]

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:

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**

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): [Redacted]

Applicant Information

Organization **Texas State University** CDN **105902** Vendor ID **100181** ESC **13** DUNS **074602368**
 Address **601 University Drive** City **San Marcos** ZIP **78666** Phone **512-245-2102**
 Primary Contact **Dr. Leslie Huling** Email **la03@txstate.edu** Phone **512-716-4531**
 Secondary Contact **Karen Fabac** Email **kf19@txstate.edu** Phone **512-716-4532**

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):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name **Kay Beauchamp** Title **Director, PreAward Support Services**

Email **grants@txstate.edu** Phone **512-245-2102**

Signature *Maurice M. Arroyo for Kay Beauchamp* Date **03/08/2019**

Grant Writer Name **Leslie Huling** Signature *Leslie Huling* Date **3-12-19**

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

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.

Texas State University, in response to the TEA Request for the 2019-2020 Texas Education for Homeless Children and Youth (TEHCY) Technical Assistance, Professional Development and Support grant, is proposing the Texas Educator Collaborative for Homeless Students (TECHS). Funding for the TECHS project will support the following three needs identified through a comprehensive review of the services provided to educators serving homeless students as depicted on several key state and national websites devoted to homeless education. The websites reviewed include Texas Education for Homeless Children and Youth (TEHCY), the Texas Homeless Education Office (THEO), National Center for Homeless Education (NCHE) and the National Association for the Education of Homeless Children and Youth (NAEHCY).

Based on a review of the available resources and other documents, it was determined that the TECHS project activities will be guided by the following three identified needs:

Quantifiable Need	Plan for Addressing Need
<p>Need 1: There is a need to deliver in 2019-20 increased educator professional development related to the McKinney-Vento Home Assistance Act to 30% more educators than were served in 2018-19 (as reported by TEA) and to develop a minimum of 6 new related professional development resources that can be accessed in real-time on an as-needed basis.</p>	<p>Plan to Address Need 1: Four large face-to-face professional development events will be conducted in partnership with ESCs during 2019-20 and three additional online professional development resources and three additional print resources will be developed and marketed via the project website, social media and through a strong presence at five major statewide educator conferences.</p>
<p>Need 2: There is a need for increased technical assistance for TEHCY Subawardees and LEA Homeless Liaisons, which will be provided through the implementation of a 1-800-help-desk (helpline), monthly teleconferences, and ongoing informal contacts with stakeholders and documented through a comprehensive tracking and monitoring system. The goal is to serve 30% more educators in 2019-20 than were served in 2018-19 (as reported by TEA).</p>	<p>Plan to Address Need 2: TECHS will launch a staffed helpline to which awardees and LEA Homeless Liaisons can request assistance with an accompanying tracking and monitoring system that will be implemented to record the types of requests received, the services provided, and the duration of the assistance events. This helpline will be marketed through the project website, social media avenues, and will have a strong presence at five key statewide educator conferences. The project will use Adobe Connect or a similar platform to conduct monthly teleconferences for TEHCY subawardees and homeless liaisons. In addition, the hotline coordinator will regularly reach out to TEHCY subawardees and homeless liaisons to build stronger relationships and to monitor needs and services provided.</p>
<p>Need 3: There is a need for an enhanced communication, marketing and dissemination campaign to facilitate a broader understanding of the issues surrounding homelessness, the services to which homeless students are entitled, and the resources available to support educators serving homeless students. The success of this subgoal will be measured by website and social media analytics and the documentation of the number and types of participants served through the TECHS presence at five statewide educator conferences.</p>	<p>Plan to Address Need 3: A comprehensive marketing and dissemination plan will be implemented to advertise the availability and utility of these resources. In addition, the project will have a strong presence at five key statewide educator conferences (TASA, TASB, TSTA, TCTA and CSSOTE) where there will be project presentations and an exhibit that features the homeless education project services and upcoming professional development opportunities.</p>

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.

SMART Goal: To assist TEA with administration and implementation of the TEHCY program, including providing statewide technical assistance (TA), delivering professional development (PD), creating and disseminating professional resources, and supporting priority agency initiatives in coordination with TEA program staff. This goal will be operationalized through the following measurable sub-goals:

3.2 Utilize social media avenues to assure ongoing communication about homeless education and TECHS professional development and resources.	Gomez-Ongoing	Social Media Postings Stakeholder Evaluations
3.3 Propose professional conference presentations on TECHS services and resources to 5 key statewide educator professional conferences.	Resta-Ongoing	Proposals submitted Session handouts Participant Evaluations
3.4 Arrange and staff professional conference displays and exhibits at 5 key statewide educator professional conferences	Resta-Ongoing	Exhibit contracts Exhibitor visitor documentation
3.5 Distribute TECHS marketing resources at events and make them electronically accessible for further distribution	Resta-Ongoing	Product distribution records Stakeholder Evaluations
Sub-Goal 4: Administration, Evaluation & Reporting <i>Establish administrative, evaluation and reporting procedures necessary for the successful operation and fiscal and program accountability of the project. The success of this subgoal will be measured by the submission of 100% of the required reports and project representation at 100% of the meetings and trainings required or suggested by TEA.</i>		
4.1 Employ and supervise TECHS staff.	Huling-July-Aug. 2019	Staff PCRs Staff Evaluations
4.2 Establish grant account and administrative access to all accounting procedures necessary for the successful operation of the TECHS project.	TBD Admin/Budget Spec.-July 2019	Project Grant Account # SAP System access documentation
4.3 Contract with external evaluator and collect, analyze and report evaluation data and findings.	Ortiz-Ongoing throughout 2019-20	External evaluator contract Annual evaluation report Evaluation sections of progress and annual reports
4.4 Review all evaluation data on a quarterly basis to make program refinements as needed and to identify and disseminate lessons learned.	Ortiz, Huling & External Evaluator-Ongoing & Quarterly	PD Registration data Technical Assistance logs Participant Evaluations
4.5 Collaborate with TEA program officer and staff in an ongoing manner to successfully implement TECHS project.	Huling-Ongoing	Logs of TEA Contacts Meeting Agendas Meeting Notes
4.6 Submit required TEA financial, progress and annual reports.	Huling-Specified deadlines	Reports Report submission receipts
4.7 Attend and represent project at meetings and trainings required or suggested by TEA.	Huling-Ongoing	Travel records Meeting Agendas

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

- Task, Activity and Budget Plan submitted to and negotiated with TEA
- Website developed and operationalized
- Helpline established and marketed
- Technical assistance tracking and monitoring system established and operationalized
- Professional development training dates and locations scheduled and marketed
- Contracts issued to external consultants and external evaluator
- Evaluation measures developed and evaluation timeline established
- Conference proposals submitted and exhibit arrangements made

Second-Quarter Benchmark

- First large face-to-face professional development event conducted
- Trainer of Trainers (ToT) module developed, reviewed and marketed
- LEA Homeless Liaison Quick Start Guide developed, reviewed and marketed
- Marketing materials ordered and acquired
- Presentations and exhibits sponsored at two statewide educator professional conferences
- Evaluations completed and analyzed for all PD events conducted
- Technical assistance records reviewed and adjustments made in TA service plan

Third-Quarter Benchmark

- Two additional large face-to-face professional development events conducted
- Two additional online professional development resources developed, reviewed and marketed
- Two additional print resources developed, reviewed and marketed
- Presentations and exhibits sponsored at an additional two statewide educator professional conferences
- Technical assistance records reviewed and adjustments made in TA service plan
- Evaluations completed and analyzed for all PD events conducted

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 project director and evaluation specialist will work closely with the external evaluator to develop the evaluation tools that will be used to assess the quality of the technical assistance and professional development provided by TECHS. In addition, the external evaluator will collect independent data from various stakeholders in the form of interviews and will provide an annual evaluation report, which will accompany the annual progress report provided to the Texas Education Agency.

The Technical Assistance and 1-800-help-desk (also referred to as Helpline Coordinator, or helpline) will be responsible for implementing a detailed tracking and monitoring system to log requests for technical assistance and to document the support provided. After the support intervention has been provided, the recipient will be sent a brief survey to collect information about their satisfaction with the support received.

Participants in each TECHS professional development session will evaluate the quality and helpfulness of the training and the results of these evaluations will be monitored on an ongoing basis to guide decision-making about revisions needed in the training. Traffic to the TECHS website will be monitored through website analytics and these data will be used to guide decision-making about marketing and dissemination of resources and services. Data from the professional development monitoring system, the technical assistance monitoring system, and the website analytics will be reviewed on an ongoing basis to inform project decision-making.

In planning sessions with the project staff, project refinements will be planned to address any concerns identified through the evaluation data. As refinements are implemented, the evaluation data will continue to be monitored to determine if an improvement in services has occurred. If so, the refined practices will be institutionalized and, if not, further refinements will be planned and implemented. This recursive process will continue in an ongoing manner throughout the project.

Specifically, TECHS project staff commit to collecting and reporting to TEA the following data:

1. Number of technical assistance components received, addressed, and resolved
2. Number of professional development opportunities provided
3. Number of homeless liaisons, LEA/ESC staff, and stakeholders receiving McKinney- Vento professional development
4. Number of reports, resources, activities, and web content developed, updated, and disseminated
5. Number and percentage of project status agendas, quarterly reports, annual or final reports, and program project reports submitted in accordance with the required or negotiated due dates.
6. Performance measures and metrics developed by the grantee to report to TEA quarterly that demonstrate:
 - a) Fidelity of implementation of grant requirements
 - b) Effectiveness of training, resources, and materials implemented
7. Baseline measures for LEAs to report that statewide professional development, technical assistance, and resources supported the identification, services, and early academic interventions of students experiencing homelessness.

Evaluation data and findings will be included in each TECHS progress report and annual report submitted to TEA and will be discussed regularly with the TEA program officer and staff in their ongoing communications throughout the project.

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.

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.

- 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.
- 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.

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.

- 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 announcements, 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.
- 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 travel 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.

Management Plan

The TECHS Management Plan provides a roadmap and an organizational infrastructure and articulates how the TECHS staff, supported by the contributions of external consultants, will operationalize the project.

Staffing

The TECHS project will be staffed by the following personnel:

PI/Project Director—Leslie Huling, Ed.D., a university professor with extensive grant management experience, will be assigned 50% to oversee the various components of the project, to monitor progress toward achieving project goals, and to supervise the project staff and their work. Dr. Huling will also assume responsibility for the compilation and submission of progress reports and annual reports.

Co-I & Project Evaluation Specialist—Araceli Ortiz, Ph.D., a highly experienced grant manager with expertise in research and evaluation, will be assigned 10% to the project to oversee the evaluation of project activities and to interface with the project’s external evaluator.

Technical Assistance and Helpline Coordinator—Karen Fabac, B.A.A.S. & Certified Public Manager (CPM), a highly experienced grant specialist, will be assigned 100% to manage the helpline, to facilitate ongoing contact with TEHCY subawardees and LEA liaisons, and to plan and implement the marketing of helpline services.

Professional Development Coordinator—Michelle Berry, M.Ed. & Texas mid-management certification, a highly experience project coordinator, will be assigned 100% to oversee the development and delivery of both face-to-face and online professional development offerings and newly developed professional resources. She will also plan and implement the marketing of project resources and professional development opportunities.

Webmaster and Social Media Coordinator—Edgar Gomez, B.S. & Certified Public Manager (CPM), a highly experienced system analyst, will be assigned 100% to oversee the development and ongoing maintenance of the project website and social media venues. He will also oversee the technical aspects of the online professional development services and resources.

Outreach and Dissemination Specialist—Virginia Resta, Ph.D., a highly experienced grant specialist, will be assigned 50% to manage the interface of the project with five key statewide educator conferences, including TASA, TASB, TSTA, TCTA, and CSOTTE. She will submit conference presentation proposals, arrange for conference displays and exhibits, and coordinate the project’s participation and presence at each conference.

TBD Administrative and Budget Support Specialist—An experienced administrative and budget support specialist will be assigned 50% to complete the administrative procedures necessary for grant operations and to monitor the budget and financial record-keeping of the project.

Procedures for On-going Project Coordination and Oversight

Under the direction of PI and project director, Dr. Leslie Huling, the TECHS staff will be headquartered together in a suite of offices at the Texas State University Round Rock campus which will greatly facilitate daily communication among the staff working in each of the project components. Dr. Huling will be monitoring the project activities using a project master timeline to ensure that activities are occurring as planned, and will be submitting requested and required progress reports to the Texas Education Agency.

The TECHS staff will conduct weekly staff meetings to facilitate ongoing collaboration and problem solving, and will conduct monthly teleconferences with the TEHCY subawardees and LEA liaisons. In addition, the Technical Assistance and Helpline Coordinator will be reaching out to subawardees and LEA liaisons on an ongoing basis to build stronger relationships and to collect information about needs and services provided.

The project website and social media venues will also be a valuable resource of timely information for stakeholders and will support project coordination by ensuring that there is a central communication resources in which all stakeholders can learn about upcoming professional development opportunities and access professional resources produced by the project.

Quality Assurance Procedures for Technical Assistance, Professional Development, and Resource Development

A comprehensive quality assurance process will be implemented to track all requests for technical assistance, including the requester, the nature of the request, and the assistance provided. Requesters will receive a brief survey to track their satisfaction with the support provided. These records will be monitored on an ongoing basis to assure that timely assistance is provided and to identify recurring issues and requests to guide planning for professional development and content for the future resources that will be developed by the project.

All face-to-face and online professional development will be evaluated by participants and these evaluation results will be analyzed in order to refine professional development services to improve the experience for participants. In addition, these evaluations will be included in the reports of the external evaluator who can make further recommendations based upon his interpretation of the findings.

Professional resources will each be reviewed by three professional colleagues who have expertise in resource subject matter. Feedback from the reviewers will be incorporated in the revisions of the resources. Given that the resources will be available electronically, if enhancements are needed after the resource is produced, refinements can be made quickly and the revised resource will be available through the TECHS website.

Criteria Related to Issue Resolution and Escalation

A simple decision-tree will be utilized to identify issues that need to be escalated for resolution. Each component coordinator will have the latitude to resolve issues as they occur and will brief the project manager on the nature and resolution of the issue. Issues that the component coordinator is unable or unqualified to address, will be referred directly to the project manager. Similarly, if the project manager is unable or unqualified to address the issue, it will be referred to the TEA project officer or to the appropriate grant support office if the issue is the result of an administrative processing challenge. Finally, if the TEA project manager deems that additional expertise is required to resolve an issue, specialized help will be sought from the appropriate professionals.

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/](https://tea.texas.gov/Texas_Schools/Support_for_At-Risk_Schools_and_Students/Texas_Education_for_Homeless_Children_and_Youth_(TEHCY)_Program/), 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 TECHS needs assessment and gap analysis was based upon an examination of four readily accessible repositories of homeless education resources—the TEA Education for Homeless Children and Youth (TEHCY) website, the Texas Homeless Education Office (THEO), website, the National Center for Homeless Education (NCHE) website, and the National Association for Education of Homeless Children and Youth (NAEHCY) website. The rationale behind this approach was that educators seeking information and assistance related to homeless education would have these avenues readily available to them with minimal or moderate investigative efforts. The analysis was conducted utilizing the nine various program areas that represent the requirements of the McKinney-Vento Homeless Assistance Act, as resulted in the following:

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.

Implementation Plan

Implementation of Project Support Categories & Program Fidelity

The TECHS project is committed to:

- Creating and implementing professional development, resources, and materials that support LEAs, ESCs, and stakeholders with information to increase the identification, support and enrollment of homeless students; expedite the removal of barriers; and provision of early academic interventions;
- Ensuring LEAs follow all federal and state mandates; and
- Supporting TEA with priority initiatives and implementation of the McKinney-Vento components of the ESSA State Plan.

These three categories of support will be implemented through the operation of a TECHS website and staff helpline, the design and delivery of both face-to-face and online professional development, the development and dissemination of professional resources, monthly teleconferences for TEHCY subawardees and LEA liaisons, and a strong presence at 5 major statewide educator conferences. Specifically, during the first year, the following will occur:

- the TECHS website will be launched during the first month of operation
- the helpline will be established during the first month of operation
- four large training events will be scheduled across the state in collaboration with ESC partners
- monthly teleconferences will be conducted for TEHCY subawardees and LEA liaisons
- three online professional events will be developed and made available through the TECHS website
- three printed publications will be developed and made available through the TECHS website

TECHS project staff will work closely with the Texas Education Agency program officer and staff to identify priority initiatives and to ensure that the McKinney-Vento components of the ESSA State Plan are being implemented in accordance with all federal and state mandates. In ongoing work with the ESCs and LEAs, TECHS staff will make sure that all stakeholders are familiar with the McKinney-Vento requirements that specify that every LEA must designate a liaison for students experiencing homelessness who is able to carry out the duties described in the law including:

- Ensuring that homeless children and youth are identified and enrolled in school, and have a full and equal opportunity to succeed in school.
- Participating in professional development and other technical assistance offered by the State Coordinator.
- Ensuring school personnel receive professional development and other support.
- Ensuring that unaccompanied homeless youth are informed, and receive verification, of their status as independent students for college financial aid.
- Ensuring that homeless children, youth, and families receive referrals to health, dental, mental health, housing, substance abuse, and other appropriate services.
- Disseminating public notice of McKinney-Vento rights in locations frequented by parents and youth, in a manner and form understandable to them.
- Ensuring that parents and youth are informed of and assisted in accessing transportation.
- Removing barriers that prevent homeless youth from receiving credit for full or partial coursework satisfactorily completed at a prior school.

In addition, McKinney-Vento has specific requirements related to school stability, school enrollment and participation, preschool children, and credit accrual and college readiness.

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 to 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.

TECHS Operating Processes and Procedures

Support Services for LEA Homeless Liaisons

LEA Homeless Liaisons will be supported in a variety of ways including the TECHS Helpline, monthly teleconferences, and various face-to-face and online professional development offerings. The TECHS Technical Assistance and Helpline Coordinator will also be contacting LEA Homeless Liaisons to provide support, help build stronger relationships, and to better understand their needs and challenges.

The TECHS website that will be continually updated will also be a valuable source of information for LEA Homeless Liaisons and the website and its features will be highlighted in each teleconference, professional development event, conference presentations, and conference exhibits. In addition, the TECHS project will create a list serve of LEA Homeless Liaisons and will disseminate information to them on an ongoing basis.

Development and Delivery of TECHS Trainer of Trainers (ToT) Resources and Professional Development

Within the first three months of operation, A Trainer of Trainers (ToT) module will be developed and this module will be shared in each TECHS professional development event during which the ToT activities will be delivered and modeled. The module will include requirements of the McKinney-Vento Homeless Education Act, specific criteria to use in identifying homeless students, ways to remove barriers for students experiencing homelessness, and ways of ensuring that homeless students have equitable access to all available supports, resources and meet state academic standards. The module will be designed to meet the learning characteristics of adult learners and will include a variety of interactive activities, discussion scenarios, and supplementary resources.

The ToT module will include a detailed Trainer's Guide, PowerPoint presentations, and participant handouts that can be used by educators who have completed the ToT training to provide professional development to other educators. The ToT resource will be available on the TECHS website, but it will be suggested that educators first attend a training session as a participant in preparation for training other educators.

Ongoing Evaluation of Technical Assistance and Professional Development Services

The project evaluation specialist will work closely with the external evaluator to develop the evaluation tools that will be used to assess the quality of the technical assistance and professional development provided by TECHS. The Technical Assistance and Helpline Coordinator will be responsible for implementing a detailed tracking and monitoring system to log requests for technical assistance and to document the support provided. After the support intervention has been provided, the recipient will be sent a brief survey to collect information about their satisfaction with the support received.

Participants in each TECHS professional development session will evaluate the quality and helpfulness of the training and the results of these evaluations will be monitored on an ongoing basis to guide decision-making about revisions needed in the training. In addition to compiling these results, the TECHS External Evaluator will conduct interviews with a selected sample of the various TECHS stakeholders to collect additional information about the technical assistance and professional development provided. Finally, the evaluation data and findings will be reported to the Texas Education Agency through TECHS progress reports and annual reports.

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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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
Senior Personnel	\$443,710
Other Personnel	\$22,172
Fringe	\$128,008

PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Consultant services	\$76,500

SUPPLIES AND MATERIALS (6300)	
Project supplies	\$169,300

OTHER OPERATING COSTS (6400)	
Publication costs/documentation/dissemination	\$15,000
Travel, Domestic	\$70,750

CAPITAL OUTLAY (6600)	

Total Direct Costs \$925,440

Indirect Costs \$74,035

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) \$999,475