



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:

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.

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: UT-Austin (Charles A. Dana Center), CDN: 227, Vendor ID: 37217217217-39, ESC: 13, DUNS: 170230239
Address: 3925 W. Braker Lane, Suite 3.801, City: Austin, ZIP: 78759, Phone: 512-471-6190
Primary Contact: Richard Blount, Email: rblount@austin.utexas.edu, Phone: 512-475-7292
Secondary Contact: Alisha Thompson, Email: athompson32@austin.utexas.edu, Phone: 512-475-9703

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

Authorized Official Name: Elena V. Mota, BA, CRA Title: Assistant Director

Email: osp@austin.utexas.edu Phone: 512-471-6424

Signature: [Handwritten Signature] Digitally signed by Elena Mota Date: 2019.03.25 14:59:22 -05'00' Date: 03/25/2019

Grant Writer Name: Jeanne Stamp Signature: [Handwritten Signature] Date: 3/25/19

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

2019 03/25

**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.

Quantifiable Need	Plan for Addressing Need
High poverty, low identification, turnover of local education agency (LEA) staff, and homeless liaisons with other duties create a need for ongoing technical assistance (TA) to LEAs to identify and enroll homeless students.	Collaborate with education service centers (ESCs) and LEAs to prioritize needs and provide training to identify and enroll homeless students. Activities include creating an annual training plan, quick-start guide for new staff, teacher awareness training, and training-of-trainers (ToT) workshops. Training will be conducted in person and online; materials will be archived on the website.
Changes to federal and state laws, administrative rules, and regulatory guidance create the need for professional development (PD) materials that support compliance and program implementation.	Conduct surveys, track phone and e-mail inquiries, and review training evaluations to identify knowledge gaps and prioritize creation of PD materials. All materials will be reviewed and updated to provide LEA staff with resources for statutory compliance and program implementation.
TEA has identified the need for support with new priority initiatives and the implementation of the McKinney-Vento (M-V) components of the Every Student Succeeds Act (ESSA) State Plan.	Develop a detailed work plan with TEA program staff outlining activities for TA, PD, subgrant oversight, and agency priority initiatives. Regular meetings of TEA and the Dana Center's Texas Homeless Education Office (THEO) staff will guide the implementation of all activities.

**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.

THEO's vision is that all students in homeless situations will be identified, enrolled, and provided services so that they may achieve academic success.

Goal 1: Increase the number of homeless liaisons trained in each year of the grant.

Goal 2: Increase training participants' knowledge and self-efficacy of federal and state laws for identifying, enrolling, and providing services to homeless students.

Goal 3: Improve LEA implementation of M-V components for identification and enrollment of homeless students.

**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

Goal 1. Q1 (1). Track the number of new homeless liaisons trained per M-V 101 training session by district and school.

Goal 1. Q1 (2). Track the number and type of TA homeless liaisons attend/engage in.

Goal 2. Q1. Administer (in person before training) Knowledge and Self-efficacy Survey (pre) to all attendees at training sessions.

Goal 3. Q1. Conduct interviews with newly trained homeless liaisons (from sample schools).

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

Goal 1. Q2 (1). Track the number of new homeless liaisons trained per M-V 101 training session by district and school.  
 Goal 1. Q2 (2). Track the number and type of technical assistance homeless liaisons attend/engage in.  
 Goal 2. Q2. Administer (via e-mail) Knowledge and Self-efficacy Survey (midpoint).  
 Goal 3. Q2 (1). Review procedures for enrolling students (from sample schools); track documents used to identify students as homeless.  
 Goal 3. Q2 (2). Review aggregate student homeless identification data (from sample schools) to understand how liaisons are identifying homeless students.

**Third-Quarter Benchmark**

Goal 1. Q3 (1). Track the number of new homeless liaisons trained per M-V 101 training session by district and school; establish total by the end of Year 1 to set the baseline for Year 2 of 5.  
 Goal 1. Q3 (2). Track TA number and type attended/engaged in by homeless liaisons to determine overall support Year 1.  
 Goal 2. Q3. Administer (via e-mail) Knowledge and Self-efficacy Survey (post).  
 Goal 3. Q3 (1). Conduct follow-up interviews with sample of newly trained homeless liaisons interviewed in Goal 3. Q1.  
 Goal 3. Q3 (2). Review procedures for enrolling students (from sample schools) and track documents used to identify students as homeless to determine if there has been a change in identification procedure.  
 Goal 3. Q3 (2). Review aggregate student homeless identification data (from sample schools) to understand how liaisons are identifying homeless students.

**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.

Evaluation will be conducted to (1) inform THEO of its progress in meeting the SMART Goals for the purpose of modifying and improving programmatic work and (2) determine the extent to which SMART goals meet their desired targets by the end of Year 1.

**Progress Monitoring and Modification**

Goal 1: A central database will be developed to document and track registration. Although THEO will have ongoing access to the database, evaluators will report at four time points (Q1, Q2, Q3, year end) the spread of the M-V 101 training and TA. This reporting will inform THEO of its reach and expansion in training liaisons.

Goals 2 and 3: Knowledge and self-efficacy develop over time and are mediated by opportunities to learn, develop understanding, and apply knowledge. Over the course of Year 1, evaluators will collect survey and interview data, review identification and enrollment processes, and describe aggregate student data to understand more about how liaisons learn, understand, develop, and apply what they have learned to identify and enroll homeless students in compliance with federal and state law. Evaluators will provide a midpoint report to THEO so it may use the findings to make adjustments to training and TA content or to document that its programmatic work is on track to meet year-end goals.

**Measurement of Year-end Goals**

At the end of Year 1, evaluators will provide a Year 1 summative report that will inform THEO of the extent to which its goals were met. For Goals 2 and 3, evaluators will report liaisons' growth in knowledge and self-efficacy as well as changes in implementation and show where training and technical assistance mediated that growth and changes. Reporting will also show the numbers and types of interactions liaisons had with THEO over Year 1 to better understand variations in outcomes.

**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 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.

**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.

a.i. and a.ii. THEO is located at The University of Texas at Austin under the supervision of the managing director and the chief operating officer of the Charles A. Dana Center. The THEO project director, with the TEA TEHCY program staff, currently manages and will continue to manage the statewide activities. Four to five THEO coordinators will provide statewide TA, PD, and TEHCY-targeted support to TEA-approved subgrantees.

a.iii. All THEO positions will be full-time equivalents to the TEHCY program.

b. External contractors assist with website development and maintenance, social media platforms, data collection and reporting, and program evaluation. The current website developer has worked with THEO for four years. The THEO website is hosted off-site. The current social media contractor has worked with THEO on Facebook, Twitter, and Facebook blog posts for two years. Non-THEO Dana Center evaluation staff developed the evaluation plan and will implement the plan or manage its implementation. Contractor time allotted in this application is less than 15% in total. The website ([www.theotx.org](http://www.theotx.org)) has nearly 100,000 page views yearly, and social media reaches more than 85,000 recipients yearly.

c. The Texas office for the M-V EHCY program originated at TEA in 1989 and was granted to the ESC 10 in 1996 when the agency decentralized several TA programs. The ESC 10 contracted with THEO at the Dana Center to perform the majority of the day-to-day operations of the program for TA, PD, materials creation, and subgrant support. For 23 years, ESC 10, TEA, and THEO leadership comprised the management team, collaborating on management decisions regarding the scope and implementation of the work plan. THEO has created resource books, videos, and other materials that are used nationwide.

d. THEO staff has partnered in the management of the EHCY program since 1989. Since that time, TEHCY subgrantee numbers has grown from 3 to 76. THEO provided the majority of all TA through the 1-800 help-desk and direct phone calls, e-mail responses, and in-person visits as well as PD on site at ESCs, LEAs, the Texas Conference for Ending Homelessness, and National Association for the Education of Homeless Children and Youth and other conferences. In addition, THEO has produced awareness and guidance materials, including an award-winning video, resource books, training manuals, and topical fact sheets for awareness of and compliance with federal and state laws. Many of these materials are used nationwide. THEO provides more than 1,500 TA responses and more than 100 trainings per year.

e. Program requirements and time lines are managed through regular communications from leadership, biweekly staff meetings with work plan review and updates, and project director review and approval of all materials.

f. All materials are vetted and approved by TEA. Feedback from evaluations will be used to monitor and inform progress toward meeting goals and improve program content and processes. TA documentation will be used to identify which LEAs, regions, and topics are most frequently addressed.

g. THEO coordinators work as a team to resolve difficult situations and involve the project director for guidance as needed. The project director in turn escalates some issues to TEA program staff. TEA guidance and legal citations support all THEO TA responses. Dispute resolution support is given to LEAs, parents, and students.

**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/). 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 current TEA TEHCY webpage should provide a comprehensive overview of the TEHCY program, including annual reports and data summaries of students identified and program impact. The webpage needs to reflect the diversity that is found in the end users. Homeless education requires a comprehensive, interdisciplinary approach that includes many departments and programs in LEAs (e.g., child nutrition, special education, curriculum and instruction, transportation, state and federal programs). Successful local homeless education programs must be highly collaborative with internal and external partners. Resources and guidance for LEAs should be easily accessible to all stakeholders and beneficiaries of the program: homeless liaisons, LEA and campus administrators, campus front office personnel and registrars, school counselors and social workers, teachers, parents, students, unaccompanied youth, and community service providers. The webpage should provide a way for stakeholders to find or sort the law or the accompanying guidance into segments that are applicable to their own roles. The few external links lack complete and detailed information on topics, with the exception of the links to the THEO website, which organizes information by topics and end-user roles.

For each program area listed, (1) identifies a gap and (2) identifies strategies and actions to strengthen or expand upon the guidance:

a. Identification: (1) The definition of "homelessness" in public schools is not clearly stated on the webpage; (2) Provide the education definition of "homelessness" to assist LEA personnel, parents, and unaccompanied youth in making determinations about program eligibility. b. Enrollment: (1) Resources should guide LEAs to remove barriers for student enrollment without required documents or proof of immunizations. (2) Links to fact sheets dealing with enrollment issues such as guardianship, immunizations, unaccompanied youth, obtaining records, and FERPA provisions are needed. c. School Selection: (1) Details should be provided to assist with "best interest" determinations for students, with the accompanying rights for students, based on the school selected. (2) Link to updated fact sheets from THEO that reference current laws and expand on best-interest determinations. d. Dispute Resolution: (1) Explanations and documents posted are technical and difficult to understand by persons not familiar with school culture or terminology. (2) Link to simplified fact sheets with explanations and sample letters to communicate the process; include a flowchart and corresponding time line for the steps in the dispute process. e. Transportation: (1) There should be guidance for best-interest determinations for school-of-origin transportation. (2) Link to fact sheets on transportation with best-interest information. f. Academic Interventions: (1) There should be guidance on academic interventions. (2) Fact sheets are needed on PreK-12 attendance support, best practices for credit accrual, and increasing homeless students' graduation. g. Community Collaborations: (1) There should be guidance on building community collaborations. (2) Fact sheets outlining successful strategies for collaborations with housing providers, Head Start and early childhood programs, federal assistance programs, and access to community services would promote student success and family stability. h. Frequently Asked Questions: (1) There should be a way of addressing FAQs. (2) The THEO website has links to FAQ documents and has developed additional FAQs with accompanying scenarios ready to be posted or linked. i. Other Resources: Teacher supports need to be added to the page, including links to online training modules for basic information about LEA roles and student rights. Unaccompanied youth resources need to be categorized. Online modules would provide training for onboarding LEA personnel when other training is not immediately available. Resources are needed that target parents and community service providers. The webpage needs an email link that visitors can use to request additional information.



**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.

a. Three technical assistance categories:

- i. General/statewide activities: The challenges of providing general statewide TA on homeless education in a state this size are tremendous. There are more than 1,200 LEAs and 8,700 campuses, all with continuous staff turnover. Most homeless liaisons have had the role of liaison added to other responsibilities. Other district and campus staff, parents, and students also benefit from and seek TA. There is a constant need to provide basic information to new staff, review basic information for returning staff, furnish a deeper dive for experienced staff, and deliver training on specific topics. THEO will implement a multifaceted approach to general TA so that all LEAs, ESCs, and stakeholders have access. THEO will follow an annual training calendar including on-site training at all 20 ESCs, LEAs, and relevant conferences. Whenever possible, THEO will also honor ad-hoc requests. Every session will include an evaluation. THEO will follow an annual webinar training schedule that includes four basic M-V 101 sessions and four follow-up M-V 201 sessions. In addition, there will be four webinars devoted to specific topics related to homeless education, determined in consultation with TEA. THEO will also provide additional webinar training upon request whenever possible. Each session will include an evaluation survey. In addition to on-site training and webinars, general statewide TA will be made available through a website and 1-800 help-desk; both are discussed below. Feedback on general statewide activities will be collected through session evaluations, website metrics and user surveys, and an annual statewide conference evaluation survey.
- ii. Specific subgrant activities: THEO will provide TA to all LEAs and ESCs participating in TEHCY subgrants, including those in shared service arrangement subgrants. Such support may include assisting in conducting annual training conferences/workshops, providing input on subgrant processes and documents, developing resource materials, targeted e-mail, regular phone contact, annual on-site visits, responding to questions, and other appropriate strategies.
- iii. Intensive support and targeted activities: THEO will assist TEA in identifying LEA and TEHCY subgrantee needs and provide targeted follow-up on a case-by-case basis through individual contacts and LEA training to ensure resolution of issues and district compliance.

b. Technical assistance call-line: THEO will continue to operate the 1-800 help-desk for anyone with a question or concern related to homeless education. THEO staff has maintained one number for this help-desk for more than 30 years. It is the recognized help-line for inquiries from schools, community service providers, families, students, and community and government organizations. Calls will be tracked following TEA’s guidelines and analyzed for TA and PD planning.

c. The TEHCY program website: THEO will continue to maintain a comprehensive website providing TA resources on the TEHCY program. THEO has operated such a website for more than 20 years. The site includes resources and information developed by THEO and TEA as well as resources developed by other state and national organizations. In consultation with TEA, THEO will continue to develop and publish new resources and information. THEO will review website analytics on a quarterly basis to improve functionality and usability. The website will be ADA compliant per the oversight of the Dana Center.

d. Targeted marketing plan, strategy, and processes: THEO will utilize a variety of methods, including general and targeted e-mail notifications, posts on the THEO website, announcements at presentations, and the communication distribution networks at TEA, ESCs, and other relevant networks as approved by TEA.

**TEA Program Requirements**

4. Provide a description of the processes and procedures that will be utilized to:
- 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;
  - 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;
  - Evaluate effectiveness, assess knowledge gains and behavior changes, and provide opportunities for participant feedback for all technical assistance, professional development and trainings;
  - 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;
  - Assist homeless liaisons, parents, or homeless or unaccompanied youth with the dispute resolution process;
  - 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
  - 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.

- THEO will implement an annual training plan that includes in-person trainings at ESCs and LEAs, video conferencing, and webinars that address homeless liaisons' duties. TA will be conducted on site and via phone and e-mail as well as through a website of comprehensive materials. New and experienced homeless liaisons will benefit from the organization of the duties and requirements in the THEO-developed Homeless Liaison Quick Start Guide.
- THEO will collaborate with ESCs to complete the ToT and M-V 101, 201, 301, and 401 trainings to include such topics as homeless liaison duties, removal of barriers to identification and enrollment, assessing students' needs, dispute resolution, internal and external collaboration, addressing preschool through postsecondary and college readiness, and provision of services. ToT is based on adult learning theory with interactive modules and includes in-person trainings, webinars, and online modules with videos, group activities, scripts, handouts, pretests and posttests, and evaluation surveys.
- External evaluation will determine changes in behavior, knowledge, and self-efficacy through the collection and analyses of data from surveys, interviews, and reviews of enrollment practices and aggregated student data. Evaluators will provide an interim report to THEO to inform it of progress in meeting its goals. Opportunities for participant feedback will be provided through in-time pretests and posttests of knowledge gained during trainings and end-of-training surveys.
- THEO will continue to build strong relationships with LEAs, conduct annual on-site visits and monthly check-in calls to support TEHCY subgrantees, and identify subgrant issues. THEO will document identified issues and the supports it provides to address them. THEO will provide training to all 20 ESCs at least annually and more frequently as requested. In addition, other trainings will be provided at LEAs and professional conferences and via webinars and video conferencing.
- The THEO webpage lists dispute resolution resources and guidance, including sample letters and forms by topic. THEO provides dispute resolution guidance to ESC and LEA staff through trainings and direct technical support. It also provides guidance on dispute resolution to parents and unaccompanied homeless youth per TEA guidelines.
- THEO provides strategies, best practices, and resources for identifying, enrolling, and providing services and community referrals to unaccompanied homeless youth in all training sessions. Topical webinars address federal and state compliance, available school and community resources, and barriers to identification and enrollment without parent or legal guardian signature. THEO provides TA concerning unaccompanied youth issues, using its website materials and legal citations for guidance. THEO uses social media to reach unaccompanied homeless youth.
- THEO will assist LEAs with strategies for M-V collaboration with other LEA departments such as Title 1, Part A; Special Education; English Learners; Career and Technical Education; and the Gifted and Talented program through training, TA, written materials, and individualized guidance. THEO collaborates on state-level initiatives with early childhood and postsecondary issues to assist with LEA-level guidance and best practices.

**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
Salaries	\$576,450
Fringe (31%)	\$178,700
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<b>PROFESSIONAL AND CONTRACTED SERVICES (6200)</b>	
Website and website transfer	\$12,000
Tracking system setup	\$10,000
Facebook and blog	\$4,515
<b>SUPPLIES AND MATERIALS (6300)</b>	
Materials and supplies	\$24,675
Printing	\$6,000
Help desk and software licenses	\$3,100
<b>OTHER OPERATING COSTS (6400)</b>	
Staff finger printing	\$1,050
Staff travel (22 site visits, 6 staff, 1 day, 1 night)	\$95,832
Staff professional development (3 sessions, 6 staff, 1 day, 1 night)	\$13,068
<b>CAPITAL OUTLAY (6600)</b>	
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<b>Total Direct Costs</b>	\$925,390
<b>Indirect Costs</b>	\$74,031
<b>TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)</b>	\$999,421