



# 2021-2022 McKinney Vento Competitive Grant Application

Submit the application \*electronically\* no later than 4:00 pm on May 28, 2021



**\*Incomplete or late proposals will not be considered**



# KANSAS STATE BOARD OF EDUCATION

## MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

## VISION

Kansas leads the world in the success of each student.

## MOTTO

Kansans Can

## SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

## OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

900 S.W. Jackson Street, Suite 600  
Topeka, Kansas 66612-1212  
(785) 296-3203  
[www.ksde.org](http://www.ksde.org)

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DISTRICT 9

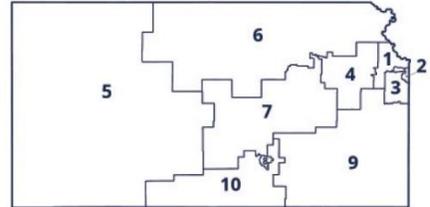


Jim Porter  
[jporter@ksde.org](mailto:jporter@ksde.org)

VICE CHAIR  
DISTRICT 1



Janet Waugh  
[jwaugh@ksde.org](mailto:jwaugh@ksde.org)



DISTRICT 2



Melanie Haas  
[mhaas@ksde.org](mailto:mhaas@ksde.org)

DISTRICT 3



Michelle Dombrosky  
[mdombrosky@ksde.org](mailto:mdombrosky@ksde.org)

DISTRICT 4



Ann E. Mah  
[amah@ksde.org](mailto:amah@ksde.org)

DISTRICT 5



Jean Clifford  
[jclifford@ksde.org](mailto:jclifford@ksde.org)

LEGISLATIVE LIAISON  
DISTRICT 6



Dr. Deena Horst  
[dhorst@ksde.org](mailto:dhorst@ksde.org)

LEGISLATIVE LIAISON  
DISTRICT 7



Ben Jones  
[bjones@ksde.org](mailto:bjones@ksde.org)

DISTRICT 8



Betty Arnold  
[barnold@ksde.org](mailto:barnold@ksde.org)

DISTRICT 10



Jim McNiece  
[jmcniece@ksde.org](mailto:jmcniece@ksde.org)



# KANSAS STATE DEPARTMENT OF EDUCATION

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JAN. 2021



## McKinney-Vento Homeless Education Act Title IX, Part A, Every Student Succeeds Act of 2015 Guidelines 2021-2022

### Purpose

The Education for Homeless Children and Youth program was enacted in 1987 as *Title VII, Subtitle B of the Stewart B. McKinney Homeless Assistance Act*. The program was amended by the *McKinney Homeless Assistance Act Amendments of 1990*, amended by the *Improving America's Schools Act of 1994*, amended again under the *No Child Left Behind Act of 2001* and it has most recently been amended as part of the *Every Student Succeeds Act of 2015*.

The McKinney-Vento program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State Educational Agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to educational and other services that they need to enable them to meet the same challenging state student academic achievement standards to which all students are held accountable. In addition, homeless students may not be separated from the mainstream school environment. States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

### Eligibility

Any public school district in Kansas with a minimum enrollment of ten homeless children may apply for the grant program through a competitive grant process. Partnerships with homeless shelters and other social service organizations that serve the homeless are encouraged. Districts interested in providing services must develop and submit an application no later than 4:00 pm on May 28, 2021.

### Awards

The Kansas State Department of Education (KSDE) has approximately \$500,000 available for local grant awards. Grants will be awarded on the basis of the need for assistance under this subtitle, quality of the applications submitted, and availability of funds.

### Selection Process

Each proposal will be reviewed and rated by a grant review committee. Proposals will then be ranked and recommended for funding. The Review Committee recommendations will be forwarded to the Kansas State Board of Education for action at the August, 2021 meeting.

### Program Year

The program operating period begins September 1, 2021 for FY 2022. Grant recipients will be expected to complete all activities and spend funds received under this program by September 30, 2022. Provided funds are available and requirements are met, selected grantees have the opportunity to apply for continuation grants for school years 2022 – 2023 and 2023 – 2024.



## Completing the 2021 – 2022 Competitive Grant Application

The following documents are included in the Grant Proposal Package for reference and assistance with Proposal Writing

- Scoring Rubric: for reference; the form the review panel will use to calculate scores
- US Department of Education’s General Education’s Provision Act (GEPA): review the bulleted items
- McKinney-Vento Subgrants Authorized Activities: for reference when writing narratives
- Duties of Local Liaisons
- Categorical Definitions of Homeless Children & Youth
- Needs Assessment Worksheet and Summary: included to assist with Narratives

### Required Grant Proposal Components:

- Assurances/Original signature: review the bulleted items, fill in the blanks and obtain the required signature
- Grant Narratives: Parts One – Six (see “Grant Proposal Narrative Requirements”)
- The US Department of Education’s General Education Provisions Act (GEPA)
- Relevant Board Policies/Procedures specific to the applicant USD
- Budget Page

### Grant Proposal Narrative Requirements

Each Grant Narrative section includes the Proposal Assessment Rubric for reference.

See also the “Needs Assessment Worksheet and Summary”

- Part One: Needs Assessment
- Part Two: Program Design
- Part Three: McKinney-Vento Liaison and District Resources Capacity
- Part Four: Collaboration and Coordination of Services
- Part Five: Evaluation
- Part Six: Budget and Budget Narrative

### The Grant Proposal Formatting requirements are:

- Maximum total page is limited to no more than 20 pages of narrative. This limitation does not include the *Assurances*, *Budget page*, *Budget Narrative* or *GEPA* page.
- Do not include anything that cannot be printed on a black and white printer.
- Charts or grids are allowed if needed; however, they will count toward the total page limitations.
- Be sure to label and complete all questions included in the application.
- Pages should be on 8<sup>1/2</sup> x 11” paper, printed in 12-point font, double-spaced and numbered.
- Submit 1 (one) electronic copy which must include a signed & scanned copy of the assurances page. The assurances page signature must be the district’s authorized representative. Keep the original signature on file at the district.



## Completing the 2021 – 2022 Competitive Grant Application

### **Application Deadline**

The completed application must be submitted via e mail no later than 4:00 p.m. on May 28, 2021. Incomplete or late proposals will not be considered.

### **Submit to:**

Maureen Ruhlman  
Kansas State Department of Education  
Special Education and Title Services  
Education of Homeless Children and Youth Program Grant Application  
900 SW Jackson St., Suite 620  
Topeka, KS 66612  
(785) 296-1101  
[mruhlman@ksde.org](mailto:mruhlman@ksde.org)

**Education for Homeless Children & Youth  
2021-2022 Competitive Grant**  
\*This form is a REQUIRED Grant Document

|                               |          |   |  |
|-------------------------------|----------|---|--|
| USD #                         | USD Name |   |  |
| Program Administrator/Liaison |          |   |  |
| USD Address                   |          | Program Administrator/Liaison Address<br>if different |  |
| City/Zip Code                 |          | City/Zip Code   |  |
| Area Code and Phone Number    |          | Area Code and Phone Number                            |  |
| Area Code and Fax Number      |          | Area Code and Fax Number                              |  |

**Assurances**

- The applicant complies with, or will use requested funds to comply with, paragraphs (3) through (7) of section 722(g). (Local Education Agency [LEA] requirements)
- Included in the application is a description of approved Board policies and procedures, consistent with section 722(e)(3), that the agency will implement to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youth.
- Fiscal control and accounting procedures will be used to ensure proper disbursement of and accounting for funds paid to such applicants under this program.
- Ensure the LEA will designate an appropriate staff person, who may also be a coordinator for other federal programs, as a local educational agency liaison for homeless children and youth, to carry out the duties described in paragraph (6)(A) in Section 722 of the Act.
- Ensure the LEA will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in paragraph (3)(A) of Section 722 of the Act and as applicable in Section 722(g)(1)(J)(iii) of the Act.
- Ensure reports will be submitted to the SEA as may be necessary to enable such agency to perform its duties under each such program.
- Ensure the LEA meets Maintenance of Effort requirement.
- Ensure that the Homeless liaison or their designee will attend state meetings (up to two meetings in Topeka) and the NAEHCY (National Association for the Education of Homeless Children and Youth) Conference.

\_\_\_\_\_  
Signature of Superintendent (or designee)

\_\_\_\_\_  
Date

|                      |           |               |                 |
|----------------------|-----------|---------------|-----------------|
| <b>KSDE Use Only</b> | Signature | Date Approved | Amount Approved |
|                      |           |               |                 |



GRANT SCORING RUBRIC  
2021

USD # \_\_\_\_\_ District Name \_\_\_\_\_

Reviewer # \_\_\_\_\_

Estimated number of homeless children/youth to be served: \_\_\_\_\_

| <u>Section</u>   | <u>Points Possible</u> | <u>Points awarded</u> |
|--|------------------------|-----------------------|
| 1. Needs Assessment                                      | 25                     | _____                 |
| 2. Program Design  | 35                     | _____                 |
| 3. McKinney-Vento Liaison and District Resource Capacity | 20                     | _____                 |
| 4. Collaboration and Coordination of Services            | 20                     | _____                 |
| 5. Evaluation  | 15                     | _____                 |
| 6. Budget and Budget Narrative                           | 30                     | _____                 |
| <b>Total Possible:</b>                                   | <b>145</b>             |                       |

TOTAL AWARDED:

\*This document is included for reference.



## McKinney Vento Subgrant Authorized Activities

A local educational agency may use funds awarded under this section for activities that carry out the purpose of this subtitle, including the following:

- The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic content standards and challenging State student academic achievement standards the State establishes for other children and youth.
- The provision of expedited evaluations of the strengths and needs of homeless children and youth, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and students with limited English proficiency, services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, programs in vocational and technical education, and school nutrition programs).
- Professional development and other activities for educators and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youth, the rights of such children and youth under this subtitle, and the specific educational needs of runaway and homeless youth.
- The provision of referral services to homeless children and youth for medical, dental, mental, and other health services.
- The provision of assistance to defray the excess cost of transportation for students under section 722(g)(4)(A), not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under section 722(g)(3).
- The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.
- The provision of services and assistance to attract, engage, and retain homeless children and youth and unaccompanied youth, in public school programs and services provided to non-homeless children and youth.
- The provision for homeless children and youth of before-and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities.
- If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youth in school, including birth certificates, immunization or medical records, academic records, guardianship records, and evaluations for special programs or services.
- The provision of education and training to the parents of homeless children and youth about the rights of, and resources available to, such children and youth.
- The development of coordination between schools and agencies providing services to homeless children and youth, as described in section 722(g)(5).
- The provision of pupil services (including violence prevention counseling) and referrals for such services.



## Authorized Activities, Continued

- Activities to address the particular needs of homeless children and youth that may arise from domestic violence.
- The adaptation of space and purchase of supplies for any non-school facilities made available under subsection (a)(2) to provide services under this subsection.
- The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.
- The provision of other extraordinary or emergency assistance needed to enable homeless children and youth to attend school.



## Duties of Local Liaison

### Duties

Each local educational agency liaison for homeless children and youth, designated under paragraph (1)(J)(ii), shall ensure that:

- Homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies;
- Homeless children and youth enroll in, and have a full and equal opportunity to succeed in, schools of that local educational agency;
- Homeless families, children, and youth receive educational services for which such families, children, and youth are eligible, including Head Start and Even Start programs and preschool programs administered by the local educational agency, and referrals to health care service, dental services, mental health service, and other appropriate services;
- The parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Public notice of the educational rights of homeless children and youth is disseminated where such children and youth receive services under this Act, such as schools, family shelters, and soup kitchens.
- Enrollment disputes are mediated in accordance with paragraph (3)(E); and
- The parents or guardians of homeless children or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, as described in paragraph (1)(J)(iii), and is assisted in accessing transportation to the school that is selected under paragraph (3)(A).

### Notice

State Coordinators established under subsection (d)(3) and local educational agencies shall inform school personnel, service providers, and advocates working with homeless families of the duties of the local educational agency liaisons.

### Local and State Coordination

Local educational agency liaisons for homeless children and youth shall, as a part of their duties, coordinate and collaborate with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youth.



## Categorical Definitions of Homeless Children & Youth

### Children & Youth

For purposes of this section, "children" and "youth" mean those persons including preschool-age children who, were they children of residents of the State, would be entitled to a free, appropriate public education.

### Homeless Children and Youth

Section 725 of the McKinney-Vento Act, as amended by the ESSA, defines the following terms:

1. **Homeless children and youths** mean individuals who lack a fixed, regular, and adequate night time residence. The term includes—
  - a. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
  - b. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
  - c. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
  - d. Migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described in this definition.
2. **Unaccompanied youth** includes a homeless child or youth not in the physical custody of a parent or guardian.

A **fixed residence** is one that is stationary, permanent, and not subject to change. A **regular residence** is one which is used on a regular (i.e. nightly) basis. An **adequate residence** is one which is sufficient for meeting both the physical and psychological needs typically met in home environments. According to the McKinney-Vento Act, children who lack a fixed, regular, and adequate residence are considered homeless.

**Section 103(c)** of the Act specifically excludes from the definition of homeless individuals any person who is imprisoned or otherwise detained by Act of Congress or State law. Therefore, children who are incarcerated or in Kansas Youth Corrections facilities are generally not to be considered homeless.



## **Free and Appropriate Public Education**

Based on the Act's definition, "free and appropriate public education" in Kansas means the provision of services for which the child would be eligible if not homeless in the same manner as that provided to other students who are similarly eligible for the service. Therefore, homeless children shall be eligible for transportation services, compensatory education services, bilingual education services, special education services, school meal programs, preschool programs, or any other programs offered by the local school division for which the homeless child or youth is otherwise eligible.

## **Age of Eligibility**

Kansas Code, K.A.R. 72-3118 states individuals who are the age of five on or before August 31<sup>st</sup> of any school year are considered eligible for school enrollment. School age, for the purposes of this plan, exceeds this limit whenever the school district offers services to children younger or older than the required ages. For instance, if the local educational agency offers a preschool program to three- and four-year-olds, then homeless three- and four-year-olds shall be considered to be of school age if they would otherwise qualify for the district's preschool program. Special education services, as provided under the Individuals with Disabilities Education Act, would apply to children experiencing homelessness from birth through age 21.

## **Residency Requirements**

Kansas Code, K.S.A. 72-3122 assigns residency to homeless children and youth.

## Needs Assessment Worksheet and Summary

This worksheet is provided as an aide for the Grant Narratives, Parts one through six

Source: NCHC Homeless Liaison Toolkit, Appendix 15.D

<https://nche.ed.gov/homeless-liaison-toolkit/>

| <i>Issue</i>                | <i>Guiding Questions</i>  | <i>Status/Comments</i> |
|-----------------------------|---|------------------------|
| <i>Awareness</i>            | <ul style="list-style-type: none"> <li>• What is the level of awareness/education of LEA program administrators and school personnel regarding the statutory requirements of McKinney-Vento and Title IA legislation relative to the education of homeless children and youth?</li> <li>• What is the level of awareness/education in other community agencies and networks, such as homeless coalitions, shelter providers, and other service providers?</li> <li>• Are homeless education posters displayed in each school in the community?</li> </ul>   |                        |
| <i>Policies/ Procedures</i> | <ul style="list-style-type: none"> <li>• How often do you review/revise district policies, regulations, and practices that might be barriers to the school enrollment, attendance, and success of homeless students?</li> <li>• What kinds of outreach efforts are in place and by whom to target the identification of homeless children and youth in your community?</li> <li>• Does the LEA obtain data on homeless students from shelters?</li> <li>• How are homeless families informed, in a language they understand, of the educational rights of their children regarding enrollment, transportation, etc.? Is information posted in places they are likely to see?</li> <li>• Are shelter personnel and other service providers aware of the district's obligation to provide transportation to the school of origin?</li> <li>• How do you support homeless students' right to attend the school of origin when doing so is in their best interest?</li> <li>• What kinds of parent involvement activities and initiatives are implemented district-wide? Are supports provided to encourage and assist homeless families in being involved?</li> <li>• What issues/barriers are addressed consistently in calls received by the local liaison requesting information or technical assistance?</li> <li>• Do you provide basic services and supports, such as school supplies, fee waivers, and transportation, as needed?</li> <li>• Does the district have a written dispute resolution policy? Are parents provided with a copy when disputes arise?</li> </ul> |                        |

| <i>Issue</i>  | <i>Guiding Questions</i>  | <i>Status/Comments</i> |
|---|---|------------------------|
| <i>Identification/<br/>Enrollment/<br/>Access<br/>(continued)</i> | <ul style="list-style-type: none"> <li>• How many homeless children and youth have been identified as homeless in your district?</li> <li>• How many homeless unaccompanied youth have been identified?</li> <li>• How many homeless preschool-age children have been identified? (birth-2 and 3-5)?</li> <li>• How many homeless migrant homeless students have been identified?</li> <li>• Do you enroll homeless students immediately?</li> <li>• Do you identify and remove barriers to school enrollment, attendance, and success in school for homeless students? Are barriers specific to homeless unaccompanied youth eliminated?</li> <li>• How many homeless shelters are in your district?</li> <li>• How many school-aged children reside in homeless shelters in your district?</li> <li>• How many students are doubled-up with friends or family due to lack of housing?</li> <li>• How many homeless students are in other kinds of living situations?</li> <li>• How many homeless students have moved within the district, or from outside the district in the past school year?</li> <li>• Do you consider data relative to poverty, unemployment, foreclosures, and other economic trends in your community when assessing the accuracy of your numbers of homeless students identified and served?</li> <li>• Is it likely that there are homeless children and youth in the community who have not been identified and are not attending school?</li> </ul> |                        |
| <i>Student<br/>Success</i>  | <ul style="list-style-type: none"> <li>• What percentage of identified homeless students in your district are grade-level proficient in reading, math, and science?</li> <li>• Is the academic proficiency of homeless students increasing in your district?</li> <li>• Does analysis of proficiency data factor in length of time enrolled in the school where tested?</li> <li>• Does the reporting process recognize discrepancies in data as students move from school to school or from district to district?</li> <li>• What other indicators, in addition to academic achievement scores, do you monitor? (e.g. attendance, chronic absenteeism, grade-level promotion/retention, graduation rates, disciplinary referrals, etc.)</li> </ul>   |                        |

| <i>Issue</i>                        | <i>Guiding Questions</i>  | <i>Status/Comments</i> |
|-------------------------------------|---|------------------------|
| <i>Collaboration<br/>– Internal</i> | <ul style="list-style-type: none"> <li>• What is the frequency of communication between the local liaison and Title IA program leaders in your district?</li> <li>• What kinds of decisions are made jointly between homeless education and Title IA?</li> <li>• How does your Title IA plan address the needs of homeless students?</li> <li>• How do homeless education liaisons and Title IA coordinators collaborate to address the needs of homeless unaccompanied youth? Homeless preschoolers (Birth-3 and 4-5)? Homeless migrant students?</li> <li>• Are the reservation of Title IA funds, the amount, and the use determined jointly between Title IA coordinators and the local liaison?</li> <li>• Is the amount determined based on data from a needs assessment?</li> <li>• Is a description of the Title IA reservation, and how the funds are used, included in your Consolidated Plan submitted to the State?</li> <li>• Is a description of the Title IA reservation included in your McKinney-Vento subgrant program description?</li> <li>• How many homeless students are participating in Title IA programs? (Schoolwide? Targeted Assistance? Other?)</li> <li>• What is the level of coordination with other program personnel (transportation, nutrition, counseling, drop-out/truancy, special education)</li> <li>• How many homeless students are receiving special education services?</li> </ul> |                        |
| <i>Collaboration<br/>-External</i>  | <ul style="list-style-type: none"> <li>• What is the frequency of communication between the local liaison and community agencies that serve homeless families?</li> <li>• What community agencies are active in the provision of services to homeless children, youth, and families in your community?</li> <li>• Do LEA staff members participate in collaboration with Head Start, Runaway and Homeless Youth Act programs, HUD, etc.?</li> <li>• What community agencies collaborate with the LEA on data collection?</li> <li>• Are community agencies working with homeless families aware of the statutory requirements of McKinney-Vento and Title IA legislation?</li> <li>• What specific projects/initiatives are underway as a result of collaboration within the community network?</li> <li>• How would you assess the overall quality and effectiveness of community collaboration?</li> </ul>  |                        |

| <i>Issue</i>  | <i>Guiding Questions</i>   | <i>Status/Comments</i> |
|---|--|------------------------|
| <i>Resources/<br/>Capacity</i>  | <ul style="list-style-type: none"> <li>• What resources are available to meet the unique needs of your homeless students?</li> <li>• Does your district receive a McKinney-Vento subgrant? If so, what supplemental services are provided with those funds?</li> <li>• If your district does not receive a McKinney-Vento subgrant, what supplemental services are provided and how are they funded?</li> <li>• What amount of Title IA funds is reserved to meet the needs of homeless students in your district?</li> <li>• How are these funds used?</li> <li>• What happens with Title IA funds that are unspent at the end of the fiscal year?</li> <li>• How are pupil transportation services provided by the district for homeless children and youth?</li> <li>• Are public transportation options provided by the district when needed?</li> <li>• What other LEA supports are available?</li> </ul> |                        |
| <i>Additional<br/>Questions for<br/>Charter<br/>Schools (if<br/>applicable)</i> | <ul style="list-style-type: none"> <li>• How many homeless students are attending your charter school?</li> <li>• How are services provided to homeless students in your charter school?</li> <li>• Are you receiving McKinney-Vento subgrant or Title IA funds?</li> <li>• Is technical assistance being provided to charter school personnel regarding the educational rights of, and provision of services for, homeless children and youth? How and by whom?</li> <li>• How are you ensuring that school administrators and staff are providing services and supports in compliance with the McKinney-Vento Act?</li> </ul>  |                        |

## Needs Assessment Summary

Complete each section below based on the results of the Needs Assessment Worksheet.

- 1 = Many areas of concern; several compliance issues; technical assistance is needed
- 2 = Implementation is minimally adequate; systems, tools, and mechanisms are needed to strengthen implementation; technical assistance is needed
- 3 = Implementation is adequate; procedures are in place but could be improved
- 4 = Program is strong and robust, with model systems, tools and mechanisms in place

Awareness (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Policies/Procedures (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Identification/Enrollment/Access (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Student Success (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Collaboration - Internal (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Collaboration - External (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Resources/Capacity (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Guidance/Monitoring (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

1. Based on the summary scores above, list in order of priority the areas needing improvement:
2. What strengths exist to assist in addressing these areas of concern?
3. What general strategies will you use to address these priorities?
4. In what areas do you anticipate needing additional resources and/or technical assistance?
5. What process will you use to generate an action plan to address your most pressing issues?

**\*Grant Narratives are REQUIRED Grant Components**

**Part One: Needs Assessment – 25 points**

Note: Homeless Liaison Toolkit Appendix 15.D provides a Needs Assessment Worksheet and Summary (included) that may be useful in completion of this section.

1. Describe the level of awareness regarding statutory requirements of McKinney-Vento and Title IA legislation.
2. To what extent are district policies and procedures developed/revised to ensure elimination of barriers and to ensure successful implementation of McKinney-Vento legislation?
3. To what extent are identified homeless students achieving at grade-level standards and regularly attending school?
4. Describe the system used to identify and count children and youth considered to be homeless.
5. Report the number of identified homeless students in each category: preschool, elementary school, middle school, high school, ungraded.

**Scoring Rubric – For each attribute, circle the description most closely reflective of the grant proposal.**

|   | Not Comprehensive<br>(0-1 point)  | Somewhat Comprehensive<br>(2-3 points)   | Most Comprehensive<br>(4-5 points)  |
|---|---|--|---|
| 1 | Awareness level across key personnel and parents is not known.  | Awareness level across key personnel and parents has been assessed.  | Awareness level across key personnel and parents has been assessed and clear targets are developed to improve awareness.  |
| 2 | District policies and procedures have not been evaluated.   | Evaluation of policies and procedures is in process.   | Evaluation of policies and procedures has occurred with a plan to revise any such policies/procedures that might result in barriers.  |
| 3 | Academic achievement and attendance levels have not been analyzed.  | Academic achievement levels and/or attendance have been reviewed.  | Academic achievement levels and attendance have been reviewed with clear goals and strategies identified for improvement.   |
| 4 | The number of children and youth considered to be homeless has not been accurately identified.  | Children and youth considered to be homeless are identified using a system considered to be accurate and reliable.   | Numbers of children and youth are identified using a system considered to be accurate and reliable and reported as required in the needs assessment. Identification processes are consistent across all schools and levels within the district. |
| 5 | Anticipated number of homeless children and youth to be served: total number is 10 – 100 and is broken down into preschool, elementary, middle school, ungraded, and high school. | Anticipated number of homeless children and youth to be served: total number is 101-400 and is broken down into preschool, elementary, middle school, ungraded, and high school. | Anticipated number of homeless children and youth to be served: total number is 401 or more and is broken down into preschool, elementary, middle school, ungraded, and high school.  |

Points Possible: 25

Points Awarded:

Comments:

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**\*Grant Narratives are REQUIRED Grant Components**

**Part Two: Program Design – 35 points**

For each item below, describe the type and intensity of services to be provided to children and youth identified as homeless.

1. Describe the process used to identify children and youth considered to be homeless.
2. To what extent are requested funds earmarked for provision of new services or to improve services already available?
3. What changes in policies/procedures are needed to eliminate barriers, and to make sure children are not isolated or stigmatized?
4. Describe how services will be integrated into regular education program.
5. Describe parental involvement activities designed to promote active, informed advocacy for their children.
6. Describe professional development activities for staff.
7. To what extent does over-all narrative reference services or program enhancements designed to intensify and integrate services?

**Scoring Rubric – For each attribute, circle the description most closely reflective of the grant proposal.**

|   | <b>Not Comprehensive<br/>(0 – 1 Points)</b>  | <b>Somewhat Comprehensive<br/>(2-3 Points)</b>  | <b>Most Comprehensive<br/>(4-5 Points)</b>   |
|---|--|---|--|
| 1 | The grant proposal contains little or no information regarding type and intensity of identification process. | Identification processes lack specificity or intensity.   | The type of identification process is clearly articulated and promises to be highly intensive.   |
| 2 | There is no indication that new or improved services will be available to students and families.             | Some new services may be available to students and families and/or some services may be improved.                     | Grant funds are clearly earmarked to intensify existing services and/or to provide new services to students and families.                                  |
| 3 | Commitment to elimination of barriers, isolation, or stigmatization is weak or not articulated.              | There is some evidence of intent to intensify strategies designed to eliminate barriers, isolation or stigmatization. | There is strong intent to intensify strategies to reduce barriers, isolation, and/or stigmatization.   |
| 4 | There is little or no intent to integrate services into the regular education program.                       | There is some intent to integrate services into the regular education program.  | There is clear commitment to integration of services into the regular education program.   |
| 5 | There is little or no evidence of meaningful parental involvement.   | Parental involvement is evident in this proposal.   | Informed parental advocacy and involvement is clearly a goal.  |
| 6 | Plans for professional development are weak or not evident.  | Professional development proposals are evident and somewhat rooted in best practices.                                 | Professional development proposals are evident and reflective of best instructional practices.   |
| 7 | The over-all grant narrative lacks substantial evidence of improved strategies or services.                  | The over-all narrative indicates some attempt to develop over-all intensity and integration of services.              | The over-all grant narrative presents an integrated, coordination program likely to result in substantial improvement with regard to intensity of service. |

Points Possible:

35

Points Awarded:

Comments:

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**\*Grant Narratives are REQUIRED Grant Components**

**Part Three: McKinney-Vento Liaison and District Resources Capacity - 20 points**

1. Provide a detailed description of the qualifications and skills of the McKinney-Vento liaison.
2. Describe how the grant will increase the ability of the liaison to effectively perform duties.
3. Discuss on-going professional development provided for the liaison.
4. Grant support will provide support for expanded capacity of other LEA staff, to include teachers, counselors, social workers, and those involved in transportation and food service.

**Scoring Rubric – For each attribute, circle description most closely reflective of the grant proposal.**

|   | Not Comprehensive<br>(0 – 1 Points)  | Somewhat Comprehensive<br>(2-3 Points)  | Most Comprehensive<br>(4-5 Points)  |
|---|--|---|---|
| 1 | There is no liaison job description or the description fails to stipulate necessary qualifications and experience.   | The job description stipulates minimal experience and educational background.   | The McKinney-Vento liaison job description outlines qualifications to include experience and education necessary to fully implement liaison responsibilities and grant proposal strategies. |
| 2 | There is no plan to expand liaison capacity to identify and serve homeless students.   | There is some expectation that liaison capacity to serve students will expand.  | With grant support, the liaison capacity will expand to better serve homeless students and families.  |
| 3 | The grant proposal provides little or no expansion of liaison professional development opportunities.  | Professional development opportunities for the liaison are expanded beyond that which was available without a grant.  | Grant strategies include advanced opportunities for the liaison to expand his/her knowledge and skills to better support homeless children and families.                                    |
| 4 | There is little or no expectation that grant support will expand service capacity of other district personnel (Ex: transportation, food service, teachers, counselors) | Other district personnel (ex: transportation, food service, teachers, counselors) will receive limited support designed to expand their capacity to serve homeless students and families. | Other district personnel (ex: transportation, food service, teachers, counselors) will receive targeted support designed to expand capacity to serve homeless students and families.        |

Points Possible: 20

Points Awarded:

Comments:

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**\*Grant Narratives are REQUIRED Grant Components**

**Part Four: Collaboration and Coordination of Services –20 points**

1. Describe how the liaison will collaborate with other school-based services. (Ex: Title I, special education, transportation, food service, counseling, social workers)
2. Describe how services will be coordinated between the liaison and community based services (Ex: social services, county health, law enforcement, housing authorities, shelters, emergency services)
3. Describe how districts will address the needs of homeless children and youth arising from domestic violence.
4. Describe how transportation will be provided to continue the homeless child’s education in the school of origin, including transportation across district boundary lines.

**Scoring Rubric – For each attribute, circle the description most closely reflective of the grant proposal.**

|   | Not Comprehensive<br>(0 - 1 Point)  | Somewhat<br>Comprehensive<br>(2-3 Points)  | Most Comprehensive<br>(4-5 Points)   |
|---|---|--|--|
| 1 | There is little or no description of how the liaison will collaborate with other school services.   | There is some description of how the liaison will collaborate with other school services.  | A detailed description is provided regarding coordination of services with other school based resources.   |
| 2 | There is little or no description regarding coordination of resources across school and community agencies.   | There is some expectation of coordination between school and community agencies.   | The coordination of services across school and community agencies is an integral component of this grant proposal.   |
| 3 | There is little or no discussion about programs or how the district will address the needs of homeless children and youth arising from domestic violence. | There is some discussion of how the district will address the needs of homeless children and youth arising from domestic violence. | Discussion of how the district will address the needs of homeless children and youth arising from domestic violence is provided in detail.                         |
| 4 | There is little or no discussion concerning transportation to continue the homeless child’s or youth’s education in its school of origin.                 | Transportation is mentioned in general, about continuing the homeless student’s education in the school of origin.                 | Transportation services necessary to ensure continued education in the school of origin are clearly described; nonsubgrant funds will be leveraged to cover costs. |

Points Possible:

20

Points Awarded:

Comments:

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**\*Grant Narratives are REQUIRED Grant Components**

**Part Five: Evaluation - 15 points**

1. Program outcomes include at least one specific, measurable goal regarding academic achievement (reading and/or math) of students considered to be homeless.
2. Program outcomes include a specific, measurable goal regarding school attendance.
3. At least one other goal, both specific and measurable, is included in program outcomes.

**Scoring Rubric – For each attribute, circle the description most closely reflective of the grant proposal.**

|   | Not Comprehensive<br>(0 – 1 Point)  | Somewhat Comprehensive<br>(2-3 Points)  | Most Comprehensive<br>(4-5 Points)  |
|---|---|---|---|
| 1 | There is no goal regarding student reading and math achievement.              | An academic goal exists, but does not include both reading and math and/or does not include a specific, measurable outcome. | Both reading and math achievement are targeted, with specific, measurable outcomes.                   |
| 2 | Attendance is not targeted as a measurable outcome.                           | Attendance improvement is an outcome, but the goal is not specific and measurable.  | A specific, measurable attendance goal is part of program outcomes.                                   |
| 3 | Program outcomes do not include at least three specific, measurable outcomes. | Outcomes lack specificity.  | At least three outcomes are included in program evaluation, each of which is specific and measurable. |

Points Possible:

15

Points Awarded:

Comments:

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**\*Grant Narratives are REQUIRED Grant Components**

**Part Six: Budget and Budget Narrative – 30 points**

1. Describe how other funding sources support the homeless education program (Ex: local funding, Title IA set asides, other grant funding, and donations).
2. Complete the enclosed budget form by indicating the amount of funds requested in each category, as well as the total.
3. Provide a budget narrative that supports each line item expense.
4. Describe how the excess cost of transportation of homeless children and youth will be funded by the district.
5. Describe how the district will pay for the costs of sending personnel to required and optional state and national conferences.
6. The requested amount is commensurate with projected number of children/youth to be served.

**Scoring Rubric – For each attribute, circle the description most closely reflective of the grant proposal.**

|   | Not Comprehensive<br>(0-1 Point)   | Somewhat Comprehensive<br>(2-3 Points)  | Most Comprehensive<br>(4-5 Points)   |
|---|--|---|--|
| 1 | There is no description of how other funding sources are used in the homeless education program.                       | There is a limited description of how other funding sources are used in the homeless education program.   | There is a clear and detailed description of how other funding sources support the homeless education program.   |
| 2 | There is no budget provided.   | The budget is complete, accurate, and adequate with the requested funds and totals in appropriate columns.  | The budget is complete and accurate with reasonable requests that match the budget narrative.  |
| 3 | No budget narrative was provided.  | The budget narrative supports each line item.   | Support is given in detail for each budget line item expense and the support shows a clear relationship between the proposed expenditures and the program.         |
| 4 | There is no description of how excess cost of transportation will be funded by the district.                           | There is limited description of how the excess cost of transportation will be funded by the district.   | There is a clear and detailed description of how the excess cost of transportation will be funded by the district. Nonsubgrant funds are leveraged to cover costs. |
| 5 | There is no description of how the district will pay the costs of sending personnel to state and national conferences. | There is a limited description of how the district will pay the costs of sending personnel to state and national conferences.                       | There is a clear and detailed description of how the district will pay the cost of sending personnel to state and national conferences.                            |
| 6 | The amount requested is clearly inappropriate, given the projected number of children/youth to be served.              | It is unclear how the requested amount was determined; the request may be inappropriate, given the projected number of children/youth to be served. | The amount requested represents a well thought out, reasonable assessment of projected number of children/youth to be served and total resources needed.           |

Points Possible:

30

Points Awarded:

Comments:

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## **GEPA: The U.S. Department of Education's General Education Provisions Act (GEPA, Section 427)**

The U.S. Department of Education's General Education Provisions Act (GEPA, Section 427) affects all applicants including local school districts that apply to the State for funds under federal programs. Each applicant must indicate the steps it proposes to take to ensure equitable access to, and participation in, its Federally-assisted programs for students, teachers and other program beneficiaries with special needs, including persons with disabilities and persons who speak or use a language other than English.

Section 427 highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability or age. Based on local circumstances, determine whether these or other barriers may prevent your students, teacher, etc., from accessing or participating in the Federally-funded projects or activities.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing projects and activities, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in those projects or activities and to achieve to high standards.



## \*The GEPA is a REQUIRED Grant Component

Please provide information as to how the applicant (district or other eligible entity) intends to reduce barriers and meet the provisions of Section 427 by checking the items below that are appropriate and/or by providing a narrative description:

### GEPA

- o Ensuring all students have access to challenging content and instructional materials and curricula.
- o Encouraging and supporting the integration of technology into curriculum and instruction.
- o Recruiting and retaining qualified and highly effective personnel that are equipped to meet the challenging needs of our diverse student populations.
- o Providing appropriate and equitable financial support for public education.
- o Making opportunities for training available to all eligible participants.
- o Providing access to materials and products including as appropriate, Braille, sign language interpreters and materials in languages other than English to students, teachers, administrators, and parents using newsletters, website and other media to inform constituents.
- o Reaching out to parents in the community to encourage access and involvement in education programs and activities.
- o Disaggregating data and focusing on greatest needs in order to close current gaps in student performance as they relate to gender, race/ethnicity, disabilities, English language proficiency.
- o Providing program information and materials (print and electronic) that are free of stereotypes and are in formats accessible to students with special need and their parents and /or guardians.
- o Designing and using promotional and other outreach materials (print and electronic) that depict individuals from diverse backgrounds, ensuring multi-racial, gender and disability representation to the maximum extent possible.
- o Other: Please specify other means of reducing barriers to the Federally-funded programs. Add whatever space you may need for your response.



\*The Budget is a REQUIRED Grant Document  
Education for Homeless Children & Youth  
2021-2022 Competitive Grant

|                     |
|---------------------|
| FY 2022 Budget Form |
|---------------------|

| Budget Categories                                 | Amount Requested<br>(Use Whole Dollars) |
|---|---|
| <b>1000 Instruction</b>                           |   |
| 100 Personnel Services Salaries                   | \$                                      |
| 200 Employee Benefits                             | \$                                      |
| 300 Purchased Professional and Technical Services | \$                                      |
| 400 Purchased Property Services                   | \$                                      |
| 500 Other Purchased Services                      | \$                                      |
| 600 Supplies and Materials                        | \$                                      |
| 700 Property (Equipment)                          | \$                                      |
| 800 Other   | \$                                      |
| <b>2700 Student Transportation</b>                | <b>\$</b>                               |
| 2720 Vehicle Operations Services                  | \$                                      |
| <b>TOTAL</b>                                      | <b>\$</b>                               |



## Explanation of Budget Line Items

### 1000 Instruction

- 100 Personnel Services--Salaries:  
*Instructional salaries for full & part time certified and non-certified employees.*
- 200 Employee Benefit:  
*FICA, Group Insurance, Workman's Compensation, etc., for personnel in line 100.*
- 300 Purchased Professional & Technical Services:  
*Consultants, counseling, guidance, medical & accounting services.*
- 400 Purchased Property Services:  
*Lease, repair, maintain & rent property & equipment owned or used by the district.*
- 500 Other Purchased Services:  
*Out of district staff travel, staff development, registration fees.*
- 600 Supplies & Materials:  
*Items that can be consumed, worn out, or deteriorated through use.*
- 700 Property or Equipment:  
*Initial, additional or replacement equipment.*
- 800 Other:  
*Miscellaneous amounts paid for goods and services not otherwise classified above.*

### 2000 Support Services

- 2700 Student Transportation Services: *Providing transportation for students.*