

Funding Opportunity

Applications Due: **Thursday, March 13, by 11:59 pm**

Application Information Webinar:

**Tuesday, February 22, 2022, from 12 - 1pm *or*   
Tuesday, March 1, 2022, from 4 - 5 pm**

[Intent to Apply Due](https://app.smartsheet.com/b/form/5d81897e512c483483eeaf0d72780784): **Friday, March 4, 2022**

|  |
| --- |
| **EDUCATION OF HOMELESS CHILDREN****AND YOUTH PROGRAM** PURSUANT TO: McKinney-Vento Homeless Assistance Act of 2001  Title IX, Part A of the Every Student Succeeds Act (ESSA)  FUNDED BY: U.S. DEPARTMENT OF EDUCATION, OFFICE OF ELEMENTARY AND SECONDARY EDUCATION |

Education Data Advisory Committee (EDAC) stamp. Form number CGA-161, EDAC Approved 2/4/22 for 2022-2023

**Program Questions:**

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**Table of Contents**

[Introduction 3](#_Toc94691203)

[Purpose 4](#_Toc94691204)

[Eligible Applicants 4](#_Toc94691205)

[Available Funds 5](#_Toc94691206)

[Allowable Use of Funds 5](#_Toc94691207)

[Duration of Grant 6](#_Toc94691208)

[Evaluation and Reporting 6](#_Toc94691209)

[Data Privacy 7](#_Toc94691210)

[Application Assistance and Intent to Apply 7](#_Toc94691211)

[Review Process and Timeline 7](#_Toc94691212)

[Submission Process and Deadline 8](#_Toc94691213)

[Application Format 8](#_Toc94691214)

[Required Elements 8](#_Toc94691215)

[Part I: Applicant Information 9](#_Toc94691216)

[Part II: Program Assurances Form 10](#_Toc94691218)

[Application Scoring 11](#_Toc94691219)

[Selection Criteria and Evaluation Rubric 12](#_Toc94691220)

[Attachment A: Performance Measure Worksheets 16](#_Toc94691225)

[Attachment B: Homeless Education Funding Chart 20](#_Toc94691226)

[Attachment C: LEA/BOCES Policies and Procedures Chart 21](#_Toc94691227)

Attachment D: Implementation Chart …………………………………………………………………………………………………………………………….22

[Appendix A: Glossary of Terms 23](#_Toc94691228)

[Appendix B: Subgrantee Monitoring Documentation 25](#_Toc94691229)

[Appendix C: Subgrantee End-of-Year Survey 28](#_Toc94691230)

**Note:** The following version of the application is intended as a reference document for instructions and grant application planning purposes.

**Applications for the McKinney-Vento Education of Homeless Children and Youth Grant Program must be submitted through the** [**online application form**](https://app.smartsheet.com/b/form/79895ae6fc0848688c8fb43783670ea1)**.**

Submission of application materials either in hard copy or via

e-mail will not be accepted.

**McKinney-Vento Education of Homeless Children and Youth Program**

**Applications Due: Friday, April 22, 2022, by 11:59 pm**

# Introduction

In July of 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act (Public Law 100-77). This act included several provisions to help individuals experiencing homelessness. One component of the Act (Subtitle VII-B) requires states to assure that children and youth experiencing homelessness have access to a free and appropriate public education.

The McKinney Act requires Local Education Agencies (LEAs, also referred to as school districts throughout this document) and Boards of Cooperative Educational Services (BOCES) to enroll children and youth experiencing homelessness, even if they are not permanent residents of the school district; provide comparable services to children and youth experiencing homelessness; and maintain the records of children and youth experiencing homelessness so that records are made available when a child or youth enters a new school. The educational provisions of the McKinney Act were reauthorized under the Elementary and Secondary Education Act (ESEA) in the fall of 1994 and again in 2002 as Title X, Part C of the No Child Left Behind Act (NCLB). The most recent reauthorization occurred in December 2015 as Title IX, Part A of the Every Student Succeeds Act (ESSA). More information on the McKinney-Vento Homeless Assistance Act and other helpful resources can be found on [CDE’s Homeless Education website](http://www.cde.state.co.us/studentsupport/homeless_index) or on the website for the [National Center for Homeless Education](http://www.serve.org/nche).

Education of Homeless Children and Youth services may be provided through programs on school grounds or at other facilities (e.g., shelters and nonprofit community social service centers). Where services are provided through programs on school grounds, such services also may be made available to children or youth who are determined by the LEA/BOCES to be at risk of failing or dropping out of school, except that priority for such services shall be given to homeless children and homeless youth. To the maximum extent practical, services shall be provided through programs and mechanisms that integrate homeless individuals and non-homeless individuals. Activities undertaken must not isolate or stigmatize homeless children and youth. Services provided under this program are not intended to replace the regular academic program. Funds from this grant can be used to supplement existing services, but they cannot be used to supplant services which the LEA/BOCES has been providing through other means. Collaboration and coordination with other local and state agencies that serve homeless children and youth is required.

**Goals of the Act**

* To provide services and activities to improve the identification of homeless children and youth and enable such children and youth to enroll in, attend, and succeed in school, including, if appropriate, in preschool programs.
* Provide immediate enrollment of homeless children and youth who are not already enrolled. This includes reviewing and revising any laws, regulations, practices, or policies that may act as barriers to the enrollment, attendance, or success of homeless children and youth.
* Provide school stability opportunities for homeless students, including transportation to the student’s school of origin, if the parent/guardian or unaccompanied youth requests to remain in the school of origin and it is determined that such placement is in the student’s best interest.
* Provide opportunities for parent involvement in enrollment decisions.
* Ensure that students experiencing homelessness have equal access to the same free, appropriate public education, including a public preschool education, provided to other children and youth.
* Ensure that students experiencing homelessness are provided services in such a way that they are not isolated or stigmatized.
* Identify and remove barriers that prevent students experiencing homelessness from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local and school policies.
* Children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, on-line learning, and charter school programs, if such programs are available at the State and local levels.
* Promote school or GED success and completion for students experiencing homelessness.
* Support collaboration between LEAs/BOCES and social service agencies serving students experiencing homelessness.

**Homeless Children and Youth in Colorado**

In the end of year report to the U.S. Department of Education, Colorado LEAs/BOCES identified 21,420 students as homeless during the 2019-2020 school year and an additional 3,694 were identified as unaccompanied homeless youth, who are youth who meet the definition of homelessness under the McKinney Vento Act and who are not in the physical custody of a parent of legal guardian.

The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate primary nighttime residence and includes children and youth who are:

* Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
* Living in motels, hotels, trailer parks (that are deemed as inadequate housing), or camping grounds due to the lack of alternative adequate accommodations;
* Living in emergency or transitional shelters;
* Abandoned in hospitals;
* Residing in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
* Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
* Migratory children living in the above circumstances; and/or
* Unaccompanied youth living in the above circumstances.

# Purpose

The intent of the McKinney-Vento Education for Homeless Children and Youth Program grant is to remove all educational barriers facing children and youth experiencing homelessness, with an emphasis on educational enrollment, attendance, and success.  
  
Goal 1: To remove barriers and to develop policies, procedures, and systems, which support enrollment, retention, and success of homeless children and youth.

Goal 2: To provide educational and social support for homeless students, preschool through 12th grade, to assist them in meeting the same academic performance as all students and graduate ready for college and career.

Only applicants that specifically address one or more of the two goals identified for funding will be considered.

# Eligible Applicants

Local Education Agencies (LEA) are eligible to apply for this opportunity. An eligible LEA is:

* A School District;
* A Board of Cooperative Services (BOCES);
* A Charter School authorized by a School District; or
* A Charter School authorized by the Charter School Institute.

**Note:** Individual charter school applicants must obtain signatures from their authorizing district or the Charter School Institute (CSI). If awarded funding, the charter school’s authorizer or CSI will be the fiscal agent.

Applicants that have received funds from the Education of Homeless Children and Youth Program may apply for this current funding opportunity but in their application must describe current grant activities and services and demonstrate how, if awarded, capacity to provide activities and services will be expanded, augmented, or sustained. Past expenditure of funds and quality of program implementation will also be considered.

Available grant funding will be distributed to LEAs with school(s) demonstrating high need based on Priority Criteria. Priority will be given to applicants that demonstrate:

* Incorporating matching Title I, Part A set-aside funds.

# Available Funds

Approximately $775,000 is available for the 2022-2023 school year, with funding contingent on approval of appropriations from the U.S. Department of Education. CDE anticipates to award grants for a three-year period. The expected range of funding per year per applicant is $60,000-$75,000. Funding in subsequent years for grantees is contingent upon continued appropriations and upon grantees meeting all grant, fiscal, and reporting requirements.

# Allowable Use of Funds

A Local Education Agency that receives a grant under the program shall use the monies to:

* Either expand or improve services provided through a school’s general academic program but cannot replace that program (supplement, not supplant). To extent practicable, activities and services are to integrate homeless and non-homeless students.
* Provide services through programs on school grounds, at other facilities, or may use funds to enter into contracts with other agencies to provide services for homeless children and youth.
* Include both “primary activities” (direct educational services in the form of tutoring and teaching) and “related activities.”

The following are Authorized Activities of Local Education Agency grants, under Section 723(d) of the McKinney-Vento Homeless Assistance Act:

1. The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic standards as the State establishes for other children and youth.
2. 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 English learners, services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, programs in career and technical education, and school nutrition programs).
3. Professional development and other activities for educators and specialized instructional support 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.
4. The provision of referral services to homeless children and youth for medical, dental, mental, and other health services.
5. 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).
6. The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.
7. The provision of services and assistance to attract, engage, and retain homeless children and youth, particularly homeless children and youth who are not enrolled in school, in public school programs and services provided to non-homeless children and youth.
8. 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.
9. 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 other required health records, academic records, guardianship records, and evaluations for special programs or services.
10. The provision of education and training to the parents and guardians of homeless children and youth about the rights of, and resources available to, such children and youths, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children and youth in the education of such children and youths.
11. The development of coordination between schools and agencies providing services to homeless children and youth, as described in section 722(g)(5).
12. The provision of specialized instructional support services (including violence prevention counseling) and referrals for such services.
13. Activities to address the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems.
14. 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.
15. The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.
16. The provision of other extraordinary or emergency assistance needed to enable homeless children and youth to attend school and participate fully in school activities.

# Duration of Grant

Grants will be awarded for a three-year term beginning in the 2022-2023 fiscal year. Additional grant funding for subsequent years will be contingent upon annual appropriations by the U.S. Department of Education. Funded applicants for the 2022-2023 school year are not guaranteed any additional funding beyond the 2022-2023 year at this time. Funds for the first year must be expended by **June 30, 2023**. Carry-over of 15% is allowed following years one and two. No carry-over is allowed following the end of the third year.

# Evaluation and Reporting

There are three elements required as part of evaluation and reporting:

**Monitoring Requirement**

Subgrantees will participate in a minimum of one monitoring visit by CDE staff within the three-year grant cycle. Subgrantees may also be subject to a visit by the U.S. Department of Education.

See **Appendix B** for a copy of the tool used to collect information required by the U.S. Department of Education as part of monitoring visits. Please note additional interview questions may be included as part of the monitoring visit.

**End-of-Year Reporting**

Subgrantees are required to submit an annual end-of-year report to CDE. The first report will be due July 14, 2023. The purpose is to evaluate annual progress on performance measures and outline the program design and implementation plan for the following year of grant cycle. Continued funding for the second and third year is dependent upon completion of the annual report and future appropriation.

Subgrantee End of Year Survey: See **Appendix C** for a copy of questions and data collection items required for reporting.

**Financial Reporting**

Subgrantees will complete an interim financial report (IFR) and annual financial report (AFR). The first IFR will be due January 2023 and will ask for information on funding spent to date. The first AFR will be due September 2023. See the AFR Tab in the Budget Workbook for details regarding the completion of this submission.

Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

# Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through Education of Homeless Children and Youth Program. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with CDE’s privacy and security policies and procedures.

**Note:** Documents submitted must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under n=16 for students or n=5 for educators.

# Application Assistance and Intent to Apply

An application information webinar will be held on Tuesday, February 22, 2022, from 12 - 1pm *and* Tuesday, March 1, 2022, from 4 - 5 pm.

* February 22, 12pm- 1pm – [Register Here](https://us02web.zoom.us/meeting/register/tZUqd--prDgrH9IUmY3pNdrqf5b_ufLDh0-6)
* March 1, 4pm -5pm – [Register Here](https://us02web.zoom.us/meeting/register/tZEkc-igqjwtHtXUqXrPAbxqQZ8eMzy754Q5)

If interested in applying for this funding opportunity, complete the [online Intent to Apply form](https://app.smartsheet.com/b/form/5d81897e512c483483eeaf0d72780784) by **Friday, March 4, 2022, by 11:59 pm**. This allows CDE to plan for the review process and communicate to prospective applicants any additional technical assistance or notices should a need arise. Completing the Intent to Apply form is not required in order to apply.

# Review Process and Timeline

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of final award status no later than **June 3, 2022.**

**Note:** This is a competitive process – applicants must score at least 72 points out of the 102 possible points to be approved for funding. Applications that score below 72 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

# Submission Process and Deadline

Completed applications (including all required elements outlined below) must be submitted through the [online application form](https://app.smartsheet.com/b/form/79895ae6fc0848688c8fb43783670ea1) by **Friday, April 22, 2022, by 11:59 pm**.

Within the online application, applicants will complete Part I with their applicant information and upload attachments as described in the Required Elements section below.

Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your submission from the application system within 24 hours after the deadline, e-mail [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).

Application materials and Budget Workbook are available for download on [CDE’s Homeless Education website](http://www.cde.state.co.us/studentsupport/homeless_index).

# Application Format

* The total narrative (Sections A-E) of the application cannot exceed 12 pages. See below for the required elements of the application. **Note:** Application narratives that exceed 12 pages will not be reviewed.
* All narrative response pages must be standard letter size, 8-1/2” x 11”, using no smaller than 12-point font, single-spaced with 1-inch margins and numbered pages. Applications not adhering to formatting requirements may be disqualified.
* The Program Assurances Form must include signatures from the lead organization/fiscal agent. If grant application is approved, funding will not be awarded until all signatures are in place.

# Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part III (pages 12-15).

|  |  |
| --- | --- |
| **Complete responses in the** [**online application form**](https://app.smartsheet.com/b/form/79895ae6fc0848688c8fb43783670ea1)**:** | **Part I: Applicant Information** |
| **Upload these documents in the** [**online application form**](https://app.smartsheet.com/b/form/79895ae6fc0848688c8fb43783670ea1)**:**  [Items 1 through 6 should be in PDF format, if possible.]  1. Part II: Program Assurances Form  2. Executive Summary and Application Narrative  Executive Summary does not count toward  12-page limit for Application Narrative  3. Attachment A: Performance Measure Worksheets  4. Attachment B: Homeless Education Funding Chart  5. Attachment C: Policies and Practices Review Form  6. Attachment D: Implementation Chart  6. Budget Workbook  Submit in Excel format in [original CDE template](http://www.cde.state.co.us/studentsupport/homeless_index) | **Part II: Program Assurances Form** |
| **Part III: Executive Summary and Application Narrative**  Executive Summary [does not count towards 12-page limit]  Application Narrative [cannot exceed 12 pages]  Section A: Demographics and Need  Section B: Program Design and Implementation  Section C: Performance Measures and Evaluation  Section D: Budget Workbook, Budget Narrative, and Funding Chart  Section E: LEA/BOCES Policies and Procedures Chart |
| **Attachment A: Performance Measure Worksheets** |
| **Attachment B: Homeless Education Funding Chart** |
| **Attachment C: Policies and Practices Review Form** |
| **Attachment D: Implementation Chart** |
| **Budget Workbook** |

**McKinney-Vento Education of Homeless Children and Youth Program**

**Applications Due: Friday, April 22, 2022, by 11:59 pm**

# Part I: Applicant Information

Part I will be completed using the online application form. The system does not save works in progress so applicants may wish to complete the information in Part I in this document and copy responses into the online application.

**Submit all application materials through the** [**online application form**](https://app.smartsheet.com/b/form/79895ae6fc0848688c8fb43783670ea1)**.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lead Local Education Agency (LEA)/BOCES Information**  [If applicant is a Charter School, please list LEA Name as “Authorizer – Charter School”.] | | | | | | | |
| **LEA/BOCES Name:** | |  | | | **LEA/BOCES Code:** | |  |
| **Mailing Address:** | |  | | | **UEI #:** |  | |
| **Requested Funding:** | | $ | | | | | |
| **Type of Education Provider**  [check box below that best describes your organization or authorizer] | | | | | | | |
| School District  BOCES  Charter School Institute | | | | | | | |
| **Region**  [indicate region of Colorado this program will directly impact] | | | | | | | |
| Metro  Pikes Peak  North Central  Northwest  West Central  Southwest  Southeast  Northeast | | | | | | | |
| Authorized Representative Information | | | | | | | |
| **Name:** |  | | **Title:** |  | | | |
| **Telephone:** |  | | **E-mail:** |  | | | |
| **Program Contact Information** | | | | | | | |
| **Name:** |  | | **Title:** |  | | | |
| **Telephone:** |  | | **E-mail:** |  | | | |
| **Fiscal Manager Information** | | | | | | | |
| **Name:** |  | | | | | | |
| **Telephone:** |  | | **E-mail:** |  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Previous Grant Recipient Information [The following information will be verified by CDE and considered in the funding decision.] | | | | |
| **Has the applicant previously received an Education of Homeless Children and Youth Grant?** | | | | Yes  No |
| If previously funded, were funds expended in a timely manner? | | | | Yes  No |
| If previously funded, were any unspent funds reverted back to CDE? | | | | Yes  No |
| **If unspent funds were reverted, enter the year(s) and amount(s) of reverted funds below:** | | | | |
| **Year(s):** |  | **Amount(s):** |  | |

# Part II: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application **Education of Homeless Children and Youth**, and the receipt of program funds.

|  |  |  |  |
| --- | --- | --- | --- |
| On | (date) | , 2022, the Board of | (district/BOCES/CSI) |

hereby agrees to the following assurances:

1. The grantee will annually provide the Colorado Department of Education the evaluation information required in the End-of-Year Report (**Appendix C**) of the Request for Applications.
2. The LEA/BOCES will follow reimbursement procedures and respond to all grant requirements in a timely fashion, including the Annual Financial Report (AFR) and Interim Financial Report (IFR)
3. CDE is required to conduct a state-level evaluation of the effectiveness of programs and activities provided with McKinney-Vento funds. By accepting grant funds, Subgrantees agree to participate in both the federal and state evaluation and monitoring of the Colorado McKinney-Vento program.
4. The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
5. Funds will be used to supplement and not supplant any funds currently being used to provide Education of Homeless Children and Youth Program services and grant dollars will be administered by the appropriate fiscal agent.
6. Funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
7. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
8. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

The Colorado Department of Education may terminate a grant award upon thirty days’ notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before modifications are made to the expenditures. Contact Matthew Freeman ([Freeman\_M@cde.state.co.us](mailto:Freeman_M@cde.state.co.us)) and Paula Gumina ([Gumina\_P@cde.state.co.us](mailto:Gumina_P@cde.state.co.us)) for any modifications.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Name of Organization Board President  (School Board, BOCES, Charter School) |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Organization Authorized Representative  (Superintendent, Charter School Institute, BOCES Executive Director) |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Education of Homeless Children and Youth Program Contact |  | Signature |  | Date |

**Note:** If grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

**McKinney-Vento Education of Homeless Children and Youth Program**

**Applications Due: Friday, April 22, 2022, by 11:59 pm**

# Application Scoring

CDE Use Only

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Part I-II:** | **Applicant Information and Assurances** | | | Not Scored |
| **Part III:** | **Narrative** | | |  |
|  | Section A: | | Demographics and Need | /25 |
|  | Section B: | | Program Design and Implementation | /35 |
|  | Section C: | | Performance Measures and Evaluation | /15 |
|  | Section D: | | Budget Workbook, Budget Narrative, and Funding Chart | /18 |
|  | Section E: | | LEA/BOCES Policies and Procedures Chart | /9 |
|  |  | **Subtotal:** | | **/102** |
|  |  | **Section Bonus Points** | | /8 |
|  |  | **Priority Area Points** | | /20 |
| **Total:** | | | | **/130** |

|  |  |  |
| --- | --- | --- |
| **Priority area points:** CDE will indicate whether this application met the priority area criteria section of the RFA. | | |
| **This application includes:** | The Title IA set-aside level is set at a minimum, equal to the amount requested for Education of Homeless Children and Youth Program grant. | **20 Points** |
| **Total Priority Area Points:** | |  |

**GENERAL COMMENTS:** Indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

**Strengths:**

**Weaknesses:**

**Required Changes:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RECOMMENDATION:** | Funded |  |  | Funded with Changes |  |  | Not Funded |  |

# Selection Criteria and Evaluation Rubric

Part I-II: Applicant Information and Program Assurances [Not Scored]

**Part III: Executive Summary and Application Narrative**

Executive Summary [Not Scored]

Provide a brief description (no more than one page) of the applicant’s program to be funded by Education of Homeless Children and Youth Program. This summary does not count toward the 12-page narrative page limit.

Narrative[102 Points]

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 72 points out of the 102 possible points and all required elements must be addressed. An application that receives a score of zero on any required elements will not be funded without revisions.

**For those applicants that have previously received funding from Education of Homeless Children and Youth, the expectation is that the narrative will include references to that award, where applicable. For example, discuss how the funds contributed to the program and what still needs to be accomplished. In particular, applicants should demonstrate ongoing and improved capacity in the program and a well-developed plan for sustainability.**

**Scoring Definitions**

Minimally Addressed or Does Not Meet Criteria - information not provided

Met Some but Not All Identified Criteria - requires additional clarification

Addressed Criteria but Did Not Provide Thorough Detail - adequate response, but not thoroughly developed or high-quality response

Met All Criteria with High Quality - clear, concise, and well thought out response

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section A: Demographics and Need** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | | **TOTAL** |
| 1. Provide the current number of children and youth (including unaccompanied youth) experiencing homelessness who have been enrolled in your LEA/BOCES during the 2019-2020 school year. Explain how this compares with the past three years (see the[CDE’s Homeless Education Data webpage](https://www.cde.state.co.us/studentsupport/homeless_data) for reported data). | 0 | 1 | 3 | 5 | |  |
| 1. Provide data on dropout rate and completion rate of students experiencing homelessness within the LEA as compared to overall LEA rates. Explain how this compares with the past three years. Visit the [Colorado Graduation Dashboard](http://www.cde.state.co.us/code/graduationrate) for more information. **Note:** If applying as a BOCES provide a representative sample of member districts including an example of high dropout rates, medium, and low relative to member districts. | 0 | 1 | 3 | 5 | |  |
| 1. Describe the community indicators (unemployment, cost of housing, lack of resources, etc.) that are linked to the living situations of children, youth, and their families who are being served as a part of the homeless education program within the LEA/BOCES. | 0 | 1 | 3 | 5 | |  |
| 1. Describe the educational barriers facing the students to be served. At a minimum, applicant must consider the following:  * Student mobility/lack of educational stability * Immediate enrollment * Transportation | 0 | 1 | 3 | 5 | |  |
| 1. Provide a clear description of the current LEA/BOCES homeless education program that includes:    * Ages and grades of students served;    * Types of services and activities offered;    * Current service gaps at the LEA/BOCES and community level; and    * Description of the process of how service gaps are identified. | 0 | 1 | 3 | 5 | |  |
| **Up to 4 additional points** may be awarded for meeting the following criteria when assessing this section:   * Trend analysis of current and past numbers of students experiencing homelessness shows a clear understanding of the data and current need. * Trend analysis in the areas of dropout, and completion rates show a clear understanding of data and current need. * A detailed description of services and activities appropriate for different ages and grade levels is provided. * LEA/BOCES and community service gaps were clearly identified through a comprehensive process using multiple data points. | | | | | | **BONUS**  **POINTS**  **TOTAL** |
|  |
| **Total** | | | | | **/25** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section B: Program Design and Implementation** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | | **TOTAL** |
| McKinney-Vento grant goals are based on the intent of the McKinney-Vento Act and are provided below. These goals should be reflected in the program objectives and implementation plan.  Goal 1: To remove barriers and to develop policies, procedures, and systems, which support enrollment, retention, and success of homeless children and youth.  Goal 2: To provide educational and social support for homeless students, preschool through 12th grade, to assist them in meeting the same academic performance as all students and graduate ready for college and career. | | | | | | |
| 1. Outline how requested funds will supplement and support the current program to address the needs and service gaps in section A. | 0 | 1 | 3 | 5 | |  |
| 1. Provide **up to three** clear and measurable objectives for the 2022-2025 three-year grant cycle that align with each of the two identified program goals above. Indicate with which goals each objective aligns using **Attachment D: Implementation Chart.** At least one objective per goal must be provided. | 0 | 1 | 3 | 5 | |  |
| 1. For each objective listed, provide implementation details by completing **Attachment: Implementation Chart.** Details include, major activities, implementation benchmarks including the timeline to mark progress to completion, and the person responsible. | 0 | 3 | 7 | 10 | |  |
| 1. Describe the relationship of services among the LEA or BOCES **federal/state funded programs and educational reform efforts** [i.e., Early Childhood Education, Foster Care Education, Migrant Education, Special Education, English Language Acquisition, afterschool programs (21st Century Community Learning Centers), School and LEA [Unified Improvement Plans](http://www.cde.state.co.us/uip) (UIP) and [Individual Career and Academic Plans](http://www.cde.state.co.us/postsecondary/icap) (ICAP)]. | 0 | 1 | 3 | 5 | |  |
| 1. Describe coordination efforts with Title IA of ESSA. Include how the level of Homeless Set-Asides were determined for the 2021-2022 school year and how the set-asides are used to support homeless students within the LEA/BOCES. | 0 | 1 | 3 | 5 | |  |
| 1. Describe how your community collaborations connect with your project and collectively meet the needs of program participants. | 0 | 1 | 3 | 5 | |  |
| **Up to 4 additional points** may be awarded for meeting the following criteria when assessing this section as a whole:   * Program objectives and their alignment with the two McKinney program goals are clearly defined. * Clear accountability for ongoing implementation activities of the objectives provided is outlined on the Implementation Chart. * Timeline to accomplish the objectives and activities on the Implementation Chart is reasonable and realistic. * Strong and diversified partnerships with other educational federal/state-funded programs clearly exist and are well defined. | | | | | | **BONUS**  **POINTS**  **TOTAL** |
|  |
| **Total** | | | | | **/35** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section C: Performance Measures and Evaluation** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | | **TOTAL** |
| As part of the conditions of the grant, each applicant must develop one performance measure in each of three categories that are directly connected to the National Standards and Indicators of Quality for McKinney-Vento Programs. The three categories are: 1) Academic Progress Outcomes 2) School Support Outcomes and 3) Collaboration Outcomes.  Refer to **Attachment A** for more information on these performance measures including, Performance Measure Worksheets, the [Performance Measure Development Guide](http://www.cde.state.co.us/studentsupport/mkvdevguide_22-23) and the [Standards and Indicators of Quality McKinney-Vento Programs.](http://www.cde.state.co.us/studentsupport/mkvstandardscondensed)  **Completed performance measure worksheets (see Attachment A) must be submitted with the completed application and DO NOT count toward the 12-page limit.** | | | | | | |
| 1. Complete one performance measure worksheet in the area of “Academic Progress Outcomes” (**Attachment A**). Description should include measurement of the outcome that is relevant, realistic and demonstrates impact in the area of academic progress. | 0 | 1 | 3 | 5 | |  |
| 1. Complete one performance measure worksheet in the area of “LEA/School Supports” (**Attachment A**). Description should include measurement of the outcome that is relevant, realistic and demonstrates impact in the area of LEA/School Supports. | 0 | 1 | 3 | 5 | |  |
| 1. Complete one performance measure worksheet in the area of “Collaboration” (**Attachment A**). Description should include measurement of the outcome that is relevant, realistic and demonstrates impact in the area of collaboration. | 0 | 1 | 3 | 5 | |  |
| **Total** | | | | | **/15** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section D: Budget Workbook, Budget Narrative, and Funding Chart** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | | **TOTAL** |
| 1. Complete **Attachment B: Homeless Education Funding Chart** to provide to provide an overview of the full amount and type of resources that support homeless. Include funding from other federal programs, community donations, corporate support, and in-kind contributions.  **Note:** To receive score of “met all criteria”, applicants must include their funding chart with the application (see Application Format on page 8). The attachment does not count toward the 12-page limit. | 0 | 1 | 3 | 5 | |  |
| 1. The budget narrative describes the connection of activities to the grant request and the proposed McKinney-Vento program. Be sure to relate how the request for McKinney-Vento funds fits into the various sources of funding for the program outlined in the funding chart (**Attachment B**) and how this funding will enable achievement of program objectives. | 0 | 1 | 3 | 5 | |  |
| 1. Describe the vision for an on-going plan and how the program will sustain if this federal grant is reduced or eliminated. | 0 | 1 | 3 | 5 | |  |
| 1. Explain how the funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities, and will **not supplant** federal, state, local, or non-federal funds. | 0 | 1 | 2 | 3 | |  |
| **Total** | | | | | **/18** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section E: LEA/BOCES Policies and Procedures Chart (Attachment C)** | | **Did not include current policies and procedures** | **Did include current policies and procedures** | | **TOTAL** |
| 1. Include a current copy of the LEA’s/BOCES’s policies and procedures for McKinney-Vento. | | 0 | 2 | |  |
|  | **Not addressed or Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | | **TOTAL** |
| 1. Review and analyze your policies and related procedures by completing the Policies and Procedures Review Chart (**Attachment C**).  The chart addresses components reflected in the provisions of the reauthorized McKinney-Vento Act, as well as areas that have been reported barriers to ensuring homeless students have equal access to public education. | 0 | 4 | 7 | |  |
| **Total** | | | | **/9** | |

# Attachment A: Performance Measure Worksheets

Include at least one performance measure worksheet in each area with the application.

For the 2022-2025 grant cycle, each grantee is required to create one performance measure with outcomes in each of the areas listed below for a total of three performance measures which will be tracked and evaluated each year of the three-year funding cycle:

Worksheet I: Academic Progress Outcomes

Worksheet II: LEA School Support Outcomes

Worksheet III: Collaboration Outcomes

LEA/BOCES may wish to create additional performance measures for their own local program evaluation needs but these extra measures will not be required for submission with annual progress reports. These performance measures are directly connected to the [National Ten Standards and Indicators of Quality for McKinney-Vento Programs.](http://www.cde.state.co.us/studentsupport/mkvstandardscondensed)

For more information on developing these Performance Measures, refer to the [Performance Measure Development Guide](http://www.cde.state.co.us/studentsupport/mkvdevguide_22-23), which includes guidelines, tips, and examples in each of the three areas.

For the full list of national standards and indicators, refer to the [Standards and Indicators of Quality McKinney-Vento Programs document.](http://www.cde.state.co.us/studentsupport/mkvstandardsfull)

**Performance Measure Worksheet I: Academic Progress Outcomes**

|  |  |
| --- | --- |
| **Academic Progress Outcomes:** McKinney-Vento subgrant funding may be used to improve academic outcomes for homeless children and youth either through direct academic interventions or to facilitate connections with district academic supports.   1. Direct Academic Interventions: Describe the direct academic interventions supported through McKinney-Vento subgrant funding. Provide baseline data and set outcome targets for year one, two, and three. Measures to track progress include:    * Elementary: DIBELS, Galileo, NWEA’s MAP, other growth or proficiency assessments.    * Middle School: AIMSweb, Galileo, other growth or proficiency assessments.    * High School: Galileo, GPA, course completions, credit recovery successfully completed, progress toward credit attainment (can include completing competitive-based programs, internships, and apprenticeships), report card comparison (baseline to year-end), graduation rate, other growth or proficiency assessments.   **OR**   1. Connections with LEA/BOCES academic supports: Describe your process for connecting homeless students with the appropriate academic supports needed. Provide baseline data and set outcome targets for years one, two, and three.   For direct academic interventions, include a description of how homeless students’ initial academic standing will be assessed. | |
| **Creating Performance Measures** | |
| 1. Identify the **result** you expect to achieve and how it compares to the baseline measure. |  |
| 1. Describe how you will achieve this result (i.e., how will funds be used). |  |
| 1. What data and instruments will you use to measure the results? Please see PM Development Guide for guidelines and provide a rationale if alternative measures are used. |  |
| 1. What are the **targets** that you expect to meet during each of the next three years of the grant period? |  |
| 1. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your **performance measure**. |  |
| 1. List the National Quality Standard and Indicators connected to this performance measure and state the relationship. |  |

**Performance Measure Worksheet II: LEA School Support Outcomes**

|  |  |
| --- | --- |
| **LEA/School Support Outcomes:** Demonstrate how homeless students have immediate educational access, increased school stability and/or access to LEA/BOCES non-academic support programs (academic specific support programs should be included under academic progress outcomes).  Outcomes could address increased success in identification, enrollment, school stability, and participation in specialized and comparable services. Preschool specific outcomes or outcomes specific to unaccompanied homeless youth can be a part of this section. Measurement of the outcomes should focus on impact of this work. | |
| **Creating Performance Measures** | |
| 1. Identify the **result** you expect to achieve and how it compares to the baseline measure. |  |
| 1. Describe how you will achieve this result (i.e., how will funds be used). |  |
| 1. What data and instruments will you use to measure the results? Please see PM Development Guide for guidelines and provide a rationale if alternative measures are used. |  |
| 1. What are the **targets** that you expect to meet during each of the next three years of the grant period? |  |
| 1. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your **performance measure**. |  |
| 1. List the National Quality Standard and Indicators connected to this performance measure and state the relationship. |  |

**Performance Measure Worksheet III: Collaboration Outcomes**

|  |  |
| --- | --- |
| **Collaboration Outcomes:** Develop meaningful collaboration opportunities to increase resources, referrals, and partnerships to meet the complex needs of students who are homeless. Demonstrate in years one, two, and three how planned, targeted collaborative efforts will increase or leverage resources leading to successful outcomes for homeless students and their families.  Collaborations could be internal or external to the LEA/BOCES and may include parent involvement and engagement activities. Measurement of the outcomes should focus on impact and/or value of the collaboration. | |
| **Creating Performance Measures** | |
| 1. Identify the **result** you expect to achieve and how it compares to the baseline measure. |  |
| 1. Describe how you will achieve this result (i.e., how will funds be used). |  |
| 1. What data and instruments will you use to measure the results? Please see PM Development Guide for guidelines and provide a rationale if alternative measures are used. |  |
| 1. What are the **targets** that you expect to meet during each of the next three years of the grant period? |  |
| 1. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your **performance measure**. |  |
| 1. List the National Quality Standard and Indicators connected to this performance measure and state the relationship. |  |

# Attachment B: Homeless Education Funding Chart

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Categories** | McKinney-Vento | Title I Homeless Set-Asides | American Rescue Plan – Homeless Children and Youth (I or II) | Other Education Funding Sources | Private, Foundation, or Community Grants | Service Organizations or Community Groups | Other Funding Sources | In-Kind Donations |
|  | Instructional Program | | | | | | | |
| Salaries (0100) |  |  |  |  |  |  |  |  |
| Employee Benefits (0200) |  |  |  |  |  |  |  |  |
| Purchased Professional and Technical Services (0300) |  |  |  |  |  |  |  |  |
| Purchased Property Services (0400) |  |  |  |  |  |  |  |  |
| Other Purchased Services (0500) |  |  |  |  |  |  |  |  |
| Supplies (0600) |  |  |  |  |  |  |  |  |
| Equipment (non-capitalized) (0735) |  |  |  |  |  |  |  |  |
| Other (0800) |  |  |  |  |  |  |  |  |
|  | **Support Program** | | | | | | | |
| Salaries (0100) |  |  |  |  |  |  |  |  |
| Employee Benefits (0200) |  |  |  |  |  |  |  |  |
| Purchased Professional and Technical Services (0300) |  |  |  |  |  |  |  |  |
| Purchased Property Services (0400) |  |  |  |  |  |  |  |  |
| Other Purchased Services (0500) |  |  |  |  |  |  |  |  |
| Supplies (0600) |  |  |  |  |  |  |  |  |
| Equipment (non-capitalized) (0735) |  |  |  |  |  |  |  |  |
| Other (0800) |  |  |  |  |  |  |  |  |
| **Totals:** |  |  |  |  |  |  |  |  |

Please use the space below if you would like to provide additional information on the funding sources listed above.

**Note:** this attachment is not considered part of the 12-page narrative limit.

# Attachment C: LEA/BOCES Policies and Procedures Chart

As part of the RFA process, please include your LEA/BOCES policies and procedures for McKinney-Vento with your application. Additionally, review and analyze your policies and related procedures by completing the Policies and Procedures Chart below. The chart addresses components reflected in the provisions of the McKinney-Vento Homeless Assistance Act, as well as areas that have been reported barriers in ensuring homeless students have equal access to the same free, appropriate public education (including the public preschool education) provided to other children and youth.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Policy/Procedure Component** | **Status (check one)** | | | **Comments** |
| **In Progress** | **Not Addressed** | **Addressed** |
| Immediate Enrollment |  |  |  |  |
| School of Choice (School of Origin) |  |  |  |  |
| Transportation |  |  |  |  |
| Enrollment Disputes |  |  |  |  |
| School Records |  |  |  |  |
| Free and Reduced Lunch |  |  |  |  |
| Access to Specialized Services |  |  |  |  |
| Inclusion in Title IA of ESEA |  |  |  |  |
| Inclusion of Preschoolers |  |  |  |  |
| Attendance (All Ages) |  |  |  |  |
| Stigmatization and Isolation |  |  |  |  |
| Credit Accrual (High School) toward credential attainment. |  |  |  |  |
| School Fees |  |  |  |  |
| Options and Opportunities:  For students who meet the relevant eligibility criteria, policies addressing barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, on-line learning, and charter school programs, if available. |  |  |  |  |
| Unaccompanied Homeless Youth Issues: guardianship, school attendance, participation in school activities, etc. |  |  |  |  |

# Attachment D: Implementation Chart

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program Goals** | **Clear and Measurable Objectives** *The targets to be met during the grant cycle for the specific performance measure.* | **Activities** *The activities and services tied to meeting targets and performance measures.* | **Implementation Benchmarks with month/year**  *Reasonable and realistic* | **Person(s) responsible** *Clear accountability for ongoing implementation of activities/services* |
| Remove Barriers and develop policies, procedures and system which support enrollment, retention and success of homeless children and youth | 1. |  |  |  |
|  | 2. |  |  |  |
|  | 3. |  |  |  |
| Provide educational and social support for homeless students, preschool through 12th grade, to assist them in meeting the same academic performance as all students and graduate ready for college and career. | 1. |  |  |  |
|  | 2. |  |  |  |
|  | 3. |  |  |  |

# Appendix A: Glossary of Terms

**Boards of Cooperative Services (BOCES):** means a regional educational service unit designed to provide supporting, instructional, administrative, facility, community, or any other services contracted by participating members. {CSR 22-5-103(2)}

**Collaboration:** Cross-agency coordination to that address barriers to housing and support services.

* Key collaborations refer to partnerships with organizations or agencies that provide in-kind goods or services, funds or other resources for the proposed grant program or otherwise play a role in achieving the grant proposal’s objectives without being paid by the grant.
* Collaborations may or may not include written interagency agreements or Memorandums of Understanding (MOU).
* Formal collaborations do not refer to contractors or vendors that would be providing services for this proposed grant program and that would be funded in the budget’s purchased services category. These anticipated vendors or contractors should not submit letters of support. They can, however, be identified in the program description and budget if known at the time of submitting the proposal.

**Dropout:** In Colorado law, a dropout is defined as a person who leaves school for any reason, except death, before completion of a high school diploma or its equivalent, and who does not transfer to another public or private school or enroll in an approved home study program. Students who reach the age of 21 before receiving a diploma or designation of completion (“age-outs”) are also counted as dropouts. It does not include an expelled student.

**Early Childhood Programming**: Educational programs and strategies geared toward children from birth to the age of eight.

**Homeless Children and Youth**: Individuals who lack a fixed, regular, and adequate primary nighttime residence and includes children and youth who are:

* Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
* Living in motels, hotels, trailer parks (that are deemed as inadequate housing), or camping grounds due to the lack of alternative adequate accommodations;
* Living in emergency or transitional shelters;
* Abandoned in hospitals;
* Residing in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
* Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
* Migratory children living in the above circumstances; and/or
* Unaccompanied youth living in the above circumstances.

**Local Education Agency (LEA):** As defined in ESEA, a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

**Parental/Guardian Engagement:** In the context of the McKinney-Vento Grant Program, family engagement generally refers to partnering and engaging parents, guardians and/or caregivers of the student experiencing homelessness to support two-way communication, develop attendance/behavior plans, provide services, and support school-family decision-making.

**Re-Engagement of Homeless Out-of-School Youth:** A system of support that targets identification, outreach, re-enrollment, and re-engagement of youth experiencing homelessness.

**Regional Homeless Education Network:** Coordinated training and technical assistance to Local Homeless Education Liaisons across a Regional Consortium of public school districts (including LEAs and BOCES)

**School-Housing Partnership:** Describes the coordination between an LEA/BOCES and housing provider to prioritize and permanently house youth and families experiencing homelessness. The LEA/BOCES serves as the direct referral source for families and Unaccompanied Youth. This partnership aims to streamline the process and minimize the length of time a family is without permanent housing.

**Subgrantee:** The name of the organization that acts as the fiscal agent for the grant.

**Support Services:** External partnerships to provide homeless students and families with medical, dental, mental health, housing, basic needs, and other community and state services

**Tutoring:** These activities involve the direct provision of assistance to students in order to facilitate the acquisition of skills and knowledge related to concepts addressed during the school day. Tutors or teachers directly work with students individually and/or in small groups to complete their homework, prepare for tests, and work specifically on developing an understanding and mastery of concepts covered during the school day.

**Two-Generation (2GEN) Approach**: This approach is designed to address the needs of children and their parents together (whole family) in a way that supports a family’s full potential and puts each individual of the family on a path to permanent economic security and economic mobility. Programs focused on early childhood, adult education, economic assets and health and well-being are fundamental to a 2Gen approach. 2GEN programs provide services to both child and adults (whole family) simultaneously and track outcomes for both. Examples include financial education and coaching; career pathway programs linked to workforce development/employment training; adult education, early care, and education; and supportive services. There are five core principles that underlie the 2Gen approach:

1. Measure and account for outcomes for both children and their parents. (Data is used for compliance and continuous improvement.)
2. Engage and listen to the voices of families.
3. Foster innovation and evidence together.
4. Align and link systems and funding streams.
5. Ensure equity.

For more information:

* [Pioneering 2GEN Approaches in Colorado](https://ascend.aspeninstitute.org/resources/pioneering-2gen-approaches-in-colorado/)
* [The Colorado Guide to 2GEN](https://ascend-resources.aspeninstitute.org/resources/colorado-guide-to-2gen/)

# Appendix B: Subgrantee Monitoring Documentation

**2021-2022 McKinney-Vento Monitoring Review**

The following questions pertain to the duties of the LEA’s Homeless Liaison and the responsibilities of the LEA as mandated by the McKinney-Vento Act in 2015 by Title IX, Part A of the Every Student Succeeds Act. This self-assessment is intended to help you gauge where action is necessary to ensure that the LEA’s program for the education of homeless children and youth is fair, effective and in compliance with the key provisions of the Act.

**All districts are mandated to comply with the key provisions of the act regardless of the reported number of identified homeless students.**

|  |  |
| --- | --- |
| **Best Practices Indicators** | **Yes/No** |
| 1. Does the district have a homeless contact person in each building? |  |
| 1. Does the district use a homeless residency enrollment form? |  |
| 1. Does the district have a residency requirement? |  |
| 1. Does the district keep the homeless residency status confidential? |  |
| 1. Are homeless students automatically exempted from the residency requirement? |  |
| 1. Is the homeless liaison listed on the school district website? |  |
| 1. Has the district conducted a formal needs assessment to determine the needs of the homeless students in the district? |  |
| 1. Is homeless data collected at the school level? |  |
| 1. Does the homeless liaison work with special education personnel? |  |
| 1. Does the homeless liaison work with food and nutrition personnel? |  |
| 1. Does the homeless liaison work with the transportation department? |  |
| 1. Does the homeless liaison work with preschool and head start personnel? |  |
| **Please add any comments about the best practices questions that may be helpful during the review process. Please add comments about any question where “no” was the answer.** | |
|  | |

|  |  |
| --- | --- |
| **Fiscal and Transportation Indicators** | **Yes/No** |
| 1. Does the homeless liaison know how much money is in the Title I, Part A Homeless Set-Aside? |  |
| 1. Does the liaison have control over how the Title I, Part A Homeless Set-Aside funds are spent? |  |
| 1. Does the homeless liaison help determine the Title I, Part A Homeless Set-Aside based on the needs of the students? |  |
| 1. Does the LEA pay the excess cost of transportation for homeless students? |  |
| 1. Does documentation exist that grantee funds were expended for the appropriate purposes? |  |
| 1. Is transportation of homeless students coordinated between districts? |  |
| 1. Are fees that may create barriers to full participation in the educational process and activities waived/removed? |  |
| 1. Are all parts of the grant that were proposed to be funded actually funded? |  |
| 1. Are other funds (local, general, donations, etc.) used to help fund the program? |  |
| **Please add any comments about the fiscal and transportation questions that may be helpful during the review process. Please add comments about any question where “no” was the answer.** | |
|  | |

|  |  |
| --- | --- |
| **Policies and Enrollment** | **Yes/No** |
| 1. Does your district develop, review, and revise its policies to remove barriers to enrollment, identification, and retention of children and youth experiencing homelessness? |  |
| 1. Does the LEA have a policy and practice of immediately enrolling homeless children and youth, regardless of documentation required for all student enrollment? |  |
| 1. Does your school district have a policy and process for dispute resolutions and provision of services during appeal process? |  |
| 1. Are homeless students able to stay in the school of origin when it is in the best interest of the student? |  |
| 1. If a student is sent to a school other than the school of origin or the school requested, does the LEA provide a written explanation of its decision and the parent/guardian/unaccompanied youth’s right to appeal? |  |
| **Please add any comments about the policies and enrollment questions that may be helpful during the review process. Please add comments about any question where “no” was the answer.** | |
|  | |

|  |  |
| --- | --- |
| **Data Collection Indicators** | **Yes/No** |
| 1. Does the homeless liaison have access to the Student Information System (SIS)? |  |
| 1. Does the homeless liaison collaborate with the district’s SIS team when the district is submitting data? |  |
| 1. Does the data from the SIS and the liaison match? |  |
| 1. Does the LEA (Local Education Agency) maintain a current/active list of homeless students? |  |
| 1. Does the LEA keep track of what barriers impede the full participation of homeless students in all school activities? Please list major barriers in comment section below. |  |
| **Please add any comments about the data collection questions that may be helpful during the review process. Please add comments about any question where “no” was the answer.** | |
|  | |

**Narratives**

**Where is the Public Notice of Rights posted?**

|  |
| --- |
|  |

**How often does the homeless liaison or homeless liaison staff member meet with the homeless students/parents/family members?**

|  |
| --- |
|  |

**How are parents informed of their rights?**

|  |
| --- |
|  |

**When is transportation provided?**

|  |
| --- |
|  |

**What other agencies does the homeless liaison communicate with?**

|  |
| --- |
|  |

**How does the liaison communicate with other social service agencies?**

|  |
| --- |
|  |

**How often and for what reasons does the liaison communicate with the State Coordinator?**

|  |
| --- |
|  |

**What coordinating activities have been successful? Which ones haven’t been successful?**

|  |
| --- |
|  |

**How is tutoring coordinated for homeless students?**

|  |
| --- |
|  |

**How does the LEA and the liaison disseminate information about the homeless children and youth program?**

|  |
| --- |
|  |

**To whom does the homeless liaison report in the district organizational chart? Name(s) and position(s).**

|  |
| --- |
|  |

**How is the academic achievement level of students determined to help place them in appropriate class(es)?**

|  |
| --- |
|  |

# Appendix C: Subgrantee End-of-Year Survey

**McKinney-Vento- Title IX, Part A of ESSA**

**2022- 2025 End of Year Reporting SURVEY**

**Year ONE SubGrantee: *Insert Name***

**Due date:** Friday, July 14, 2023

**Part I: Contact and Grant Information**

1. Grantee: Click here to enter grantee name.
2. Name of Program: Click here to enter program name.
3. District Code: Click here to enter code.
4. Name of Contact: Click here to enter name.
5. Contact Phone Number: Click here to enter phone number.
6. Email: Click here to enter email address.
7. Please note if there are any changes to the above information: Click here to enter changes.

**PART II: Students Served**

**Q1**. McKinney-Vento Success Stories

**1A.** Success Story – One paragraph about a student who experienced success: Click here to enter text.

**1B.** Success Story – One paragraph about a connection with a parent: Click here to enter text.

**1C.** Success Story – One paragraph about success with a high school student: Click here to enter text.

**PART III:** **Program Strategies and Services**

Self-assessment of serving students through the LEA/BOCES McKinney-Vento Program during the period of July 1, 2022, to June 30, 2023.

**Q2**. Describe program strengths in serving McKinney-Vento students: Click here to enter text.

**Q3**. Explain program implementation challenges and subsequent impact:

3A. School level challenge and impact: Click here to enter text.

3B. LEA/BOCES level challenge and impact: Click here to enter text.

3C. Other: Click here to enter text.

**Q4.** Student Access to Support Services

4A. School Level: Click here to enter text.

4B. LEA/BOCES Level: Click here to enter text.

4C. Other: Click here to enter text.

**Q5.** Describe transportation issues and/or progress in serving McKinney-Vento eligible students during the reporting period, July 1, 2022, to June 30, 2023. Click here to enter text.

**Q6.** If you could have one wish that would help your LEA/BOCES more effectively serve homeless children and youth, and their families, it would be… Click here to enter text.

**PART V: Performance Measures and Evaluation**

Q7. Academic Progress Outcomes

Below is the description of this outcome that was provided in the initial McKinney-Vento RFA:

7A. LEA/BOCES performance measure:

Report progress on LEA/BOCES performance measure

☐Exceeded performance measure

☐Met performance measure

☐Making progress

☐Not making progress

7B. Provide results from year one (2022-2023) for this performance measure. Click here to enter text.

7C. Describe special circumstances and/or factors that **positively** affected progress on achieving the performance measure. Click here to enter text.

7D. Describe special circumstances and/or issues that **negatively** affected progress on achieving the performance measure. Click here to enter text.

**Q8. School Supports Outcomes**

Below is the description of this outcome that was provided in the initial McKinney-Vento RFA:

8A. LEA/BOCES performance measure:

Report progress on LEA/BOCES performance measure

☐Exceeded performance measure

☐Met performance measure

☐Making progress

☐Not making progress

8B. Provide results from year one (2022-2023) for this performance measure. Click here to enter text.

8C. Describe special circumstances and/or factors that **positively** affected progress on achieving the performance measure. Click here to enter text.

8D. Describe special circumstances and/or issues that **negatively** affected progress on achieving the performance measure. Click here to enter text.

**Q9. Collaboration Outcomes**

9A. Collaboration performance measure:

Report progress on collaboration performance measure

☐Exceeded performance measure

☐Met performance measure

☐Making progress

☐Not making progress

9B. Provide results from year one (2022-2023) for this performance measure. Click here to enter text.

9C. Describe special circumstances and/or factors that **positively** affected progress on achieving the performance measure. Click here to enter text.

9D. Describe special circumstances and/or issues that **negatively** affected progress on achieving the performance measure. Click here to enter text.

**PART V:** **Program Design and Implementation**

**Q10.** Describe progress on your McKinney-Vento Implementation Chart submitted in Section C of your 2022-2025 McKinney-Vento grant application. Overall, for the objectives listed on your LEA/BOCES implementation chart, please provide the following:

10A. LEA/BOCES Objectives:

Report progress on LEA/BOCES objectives listed on the implementation chart submitted with your grant application

☐Exceeded performance measure

☐Met performance measure

☐Making progress

☐Not making progress

10B. Provide results from year one (2022-2023) for this performance measure. Click here to enter text.

10C. Describe special circumstances and/or factors that **positively** affected progress on achieving the performance measure. Click here to enter text.

10D. Describe special circumstances and/or issues that **negatively** affected progress on achieving the objective. Click here to enter text.

**PART VI: Continuation Plan – Grant Year 2** (July 1, 2023- June 30, 2024)

**CP1.** Current Program Description:

If applicable, please update the brief paragraph describing McKinney-Vento services and collaborations provided through your program. This information will be posted on the CDE McKinney-Vento webpage. Click here to enter text.

**CP2**. Estimated number of students to be served in **2023-2024** school year:

**PreK:**

**K-5:**

**6-8:**

**9-12:**

**Total McKinney-Vento Student to be served in 2023-2024 school year:**

**CP3.** Recorded number of students enrolled as homeless in the **2022-2023** school year:

**PreK:**

**K-5:**

**6-8:**

**9-12:**

**Total McKinney-Vento Students enrolled in 2022-2023 school year:**

**CP4**. Percent of homeless students to total LEA/BOCES population for the 2022-2023 school year:

CP4a. Percent (%) of homeless students enrolled

CP4b. Total number (#) of student population for the LEA/BOCES

**CP5.** Do you anticipate significant changes to your LEA/BOCES implementation chart? If yes, please explain. (Implementation chart can be found in Section B of the proposal narrative submitted with the 2022-2025 McKinney-Vento grant application)

**CP6.** Please explain the top two or three overall challenges to be addressed in 2023-2024 in providing services to homeless students:

**CP7.** Please explain the top student academic needs to be addressed in 2023-24 to help for students identified as homeless:

**CP8**. Please explain the LEA/BOCES strategies planned for 2023-2024 to help with academic success for students who experience homelessness:

**CP9**. Please explain the LEA/BOCES strategies planned for 2023-2024 to help with support strategies for students who experience homelessness:

**PART VII: Budget Section for Grant Year 2**

**CP10:** Complete the Colorado Department of Education program budget document and provide a brief budget narrative to accompany your 2023-2024 budget.

**CP11:** Submit a *Homeless Education Funding Chart* for grant year two. Funding chart for grant year one was submitted as Attachment B in your 2022-2025 McKinney-Vento grant application.