



COLORADO
Department of Education

Education For Homeless Children and Youth Program

PURSUANT TO: Subtitle VII-B of The McKinney-Vento Homeless Assistance Act, reauthorized

In 2015 by Title IX, Part A of the Every Student Succeeds Act (ESSA)

FUNDED BY: U.S. DEPARTMENT OF EDUCATION, OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

March 2019

Purpose

The **intent** of the McKinney-Vento Education for Homeless Children and Youth grant is to provide funding for programs that address the goals of the McKinney-Vento Act.

The **purpose** is to support the removal of all educational barriers facing children and youth experiencing homelessness, with an emphasis on:

- Educational enrollment
- Attendance
- Academic success

Background

In July of 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act. This act included several provisions to help individuals experiencing homelessness. Key components of the Act require states to assure that children and youth experiencing homelessness have access to a free and appropriate public education.

Background (cont.)

The educational provisions of the McKinney-Vento Act were most recently reauthorized under the Elementary and Secondary Education Act (ESEA) 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 at www.cde.state.co.us/dropoutprevention/homeless_index, or on the website for the National Center for Homeless Education at www.serve.org/nche.

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.

Goals of the Act (cont.)

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.

Provisions of the Act

- 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.

Homeless Children and Youth in Colorado

During the 2017-2018 school year, Colorado identified 24,127 students experiencing homelessness.

The number of students experiencing homelessness in Colorado continues to increase as a result of lack of affordable housing, gentrification, and access to living-wage employment.

In an effort to address the growing number of children and youth experiencing homelessness, Local Education Agencies (LEAs) are eligible to apply for grant funds that support the intent of the Act

Homeless Children and Youth

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.

Available Funds

Grant awards are for a consecutive three-year period contingent on availability of funds. Approximately \$600,000 is available for the 2019-2020 school year.

Based on available funding and established need, it is estimated that 14 grant awards will be made, in the funding range of \$20,000 to \$60,000 for SY2019-2020

- Applicants can request grant amounts outside of the \$20,000 to \$60,000 range, based on demonstration of need, program design, and implementation. Funding amounts will be determined according to number of applications received and quality of applications

Eligible Applicants

All Colorado LEAs and BOCES are eligible to apply.

- LEAs/BOCES may subcontract with other agencies; however, the local school system assumes responsibility for setting program goals and monitoring program accomplishments.
- The LEA/BOCES must serve in the capacity of fiscal agent.

Eligible Applicants (cont.)

Charter Schools

McKinney-Vento law requires that subgrants must go to LEAs. Based on the statute, charter schools should work to collaborate with their authorizer, where possible, to submit a comprehensive McKinney-Vento grant application. If that is not possible, the charter school may submit a separate McKinney-Vento grant application but must still use their authorizer or the Charter School Institute as the fiscal agent per CRS - 22-30.5-503, State charter school institute-establishment-rules (3.5)(a).

If the grant application for a charter school only, enter under the LEA/BOCES field located in PartIA-Cover Page - "CSI (or appropriate LEA name) for ABC Charter School."

The first signature spot on the RFP Assurances page has been updated to reflect "Name of District Superintendent/BOCES Executive Director/CSI Authorized Representative." For the liaison signature, it would be the McKinney-Vento Liaison that will be handling the grant at the charter school.

If the request is specific to the charter school the information provided and other responses would need to be specific to the school as well.

Priority Considerations

The priorities for this RFP include: (1) creating a collaborative model that address root causes associated with lack of educational stability, low academic performance, and rising dropout rates for students experiencing homelessness (2) the development of a regional homeless education consortium to address the needs of rural and under resourced communities. Applicants are asked to identify if their application addresses priority considerations in completing the cover sheet.

- Refer to page 4 of the RFP for additional information

In addition, timely expenditure of funds, past expenditure of funds, and fulfillment of reporting requirements may be considered for previously funded applicants.

Allowable Use of Funds

The grant may 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.

Use of Funds (cont.)

- 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.

Use of Funds (cont.)

- 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

July 1, 2019, to June 30, 2020, for year one (of the three year grant cycle), with the opportunity for additional funding each succeeding year for two years, contingent upon funding availability, yearly evaluation of program objectives, and compliance with fiscal requirements.

Evaluation and Reporting

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

(1) 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.
- Subgrantee Monitoring Documentation: See Attachment C of RFP

Evaluation and Reporting (cont)

(2) End-of-Year Reporting:

- Subgrantees are required to submit an annual end-of-year report to CDE. The first report will be due July 10, 2020. 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 Attachment D** for a copy of questions and data collection items required for reporting.

(3) Financial Reporting

- Subgrantees will complete an interim financial report (IFR) and annual financial report (AFR). The first IFR will be due January 2020 and will ask for information on funding spent to date. The first AFR will be due September 2020.

Data Privacy

CDE takes seriously its obligation to protect the privacy of student Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through the McKinney-Vento 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.

Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See *Selection Criteria and Evaluation Rubric* for specific selection criteria needed in Parts II Sections A-D (pages 15 - 20).

Part I: Application Introduction (not scored)

Cover Page

Assurances Form *(signed by Board president and applicant executives)*

Executive Summary

Table of Contents

Part II: Narrative:

Section A: Demographics and Need

Section B: State Performance Measures and Evaluation

Section C: LEA/BOCES Program Design and Implementation

Section D: Electronic Budget and Budget Narrative and Funding Chart

Required Attachments *(does not count toward the 12-page limit)*:

Attachment 1: Performance Measures Worksheet

Attachment 2: Budget

Attachment 3: Funding Chart

Attachment 4: Letters of Support from Key Collaborators (optional per Section C: Program Design and Implementation)

Application Format

The total narrative must address, in sequence, each of Part II Sections A - D:

- Application cannot exceed 12 pages. Applications that exceed 12 pages will not be reviewed.
- All pages must be standard letter size, 8-1/2" x 11" using 11-point font and single-spaced with 1-inch margins and numbered pages.
- The signature page must include original signatures of the lead organization/fiscal agent.
- State each section number as a bolded subheading.
- Subparts within subheaded sections are recommended to be numbered or labelled in a way to correspond with the scoring rubric's topical outline.
- Applications that deviate from the outlined sequence and format or that do not contain Part II Narrative Sections A-D within the 12-page limit will not be scored.

Submission Process and Deadline

An electronic copy of the proposal (in PDF format) and electronic budget (in Excel format) must be submitted to CompetitiveGrants@cde.state.co.us by Tuesday, April 30, 2019, by 11:59 pm.

- The electronic version should include all required components of the proposal as one document.
- Please attach the electronic budget workbook in Excel format as a separate document.
- Faxes will not be accepted. Incomplete or late proposals will not be considered.

Application materials and budget are available for download on the CDE website at www.cde.state.co.us/dropoutprevention.

Review Process and Evaluation Rubric

Review Process

Applications will be reviewed by CDE staff and experts from the field to ensure they contain all required components.

- This is a competitive process – applicants must score at least 70 of the total possible 105 points to be approved for funding.
- There is no guarantee that submitting a proposal will result in funding, or funding at the requested level.
- All award decisions are final.
- Applicants that do not meet the qualifications will be notified and may reapply for future funding opportunities.

All applicants will be notified of application status by Friday, June 14, 2019.

Selection Criteria and Evaluation Rubric

Part I: Application Introduction (No Points)

Cover Page and Assurances Form

Complete the Cover Page (Part IA) and Assurances (Part IC) and attach as the first three pages of the application.

Executive Summary

Provide a brief summary (Part 1B) of the program in one paragraph. Include the number of students to be served, a description of the intended services and an overview of project collaborators. This summary will be posted on the CDE webpage. This summary does not count toward the 12-page narrative page limit and will not be scored.

Table of Contents

Place a table of contents after the Executive Summary.

Part II: Narrative (105 Points)

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, applicants must score at least 70 points of the 105 points possible and all required parts must be addressed. Applications that score below 70 points may be asked to submit revisions that would bring the application up to a fundable level.

Section A: Demographics and Need

Section A: Demographics and Need	Minimally Addressed or does not meet criteria <i>(information not provided)</i>	Met some but not all identified criteria <i>(requires additional clarification)</i>	Addressed criteria but did not provide thorough detail <i>(adequate response, but not thoroughly developed or high quality response)</i>	Met All Criteria with High Quality <i>(clear, concise and well thought out response)</i>	Total Points
1) Provide the current number of children and youth (including unaccompanied youth) experiencing homelessness who have been enrolled in your LEA/BOCES during the 2018-2019 school year. Explain how this compares with the past three years (see Attachment B)	0	2	4	6	
2) Provide data on dropout rate and completion rate of students experiencing homelessness within the LEA/BOCES as compared to overall LEA/BOCES rates. Explain how this compares with the past three years. Visit the Colorado Graduation Dashboard for more information.	0	2	4	6	
3) 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	2	4	6	
4) Describe the educational barriers facing the students to be served. To meet all criteria, applicant must consider the following: <ul style="list-style-type: none"> • Student mobility/lack of educational stability • Grade promotion • Credit recovery/Credit attainment • Immediate enrollment • Transportation 	0	2	4	6	
5) Provide a clear description of the current LEA/BOCES homeless education program that includes: <ul style="list-style-type: none"> • 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	2	4	6	

Section A: Bonus Points

<p>Up to 4 additional points may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> • Trend analysis of current and past numbers of students experiencing homelessness shows a clear understanding of the data and current need. 	<p>Award between 0 and 4 points for</p>	
<ul style="list-style-type: none"> • 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. 	<p>this section:</p>	
<p>Does applicant meet the criteria of 7% of student population? See Attachment B and Cover Sheet</p>	<p><input type="checkbox"/> Yes (5 bonus points) <input type="checkbox"/> No</p>	
<p>Reviewer Comments:</p>		
<p>Total</p>		

Section B: Program Design and Implementation

Section B: 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 Points
	(information not provided)	(requires additional clarification)	(adequate response, but not thoroughly developed or high quality response)	(clear, concise and well thought out response)	
<p>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.</p> <p>Refer to Attachment F for more information on these performance measures including, Performance Measure Worksheets, the Performance Measure Development Guide and The Quality and Indicators of Quality McKinney-Vento Programs. <i>Applicants must attach their performance measures worksheets to the application (see Application Format on page 9).</i></p>					
1) A. Complete one performance measure worksheet in the area of "Academic Progress Outcomes." (See Attachment F) Description should include measurement of the outcome that is relevant, realistic and demonstrates impact in the area of academic progress. B. Address applicant's capacity to annually report <u>progress</u> on this performance measure and targets.	0	2	4	6	
7) A. Complete one performance measure worksheet in the area of "School Supports." (See Attachment F) Description should include measurement of the outcome that is relevant, realistic and demonstrates impact in the area of School Supports. B. Address applicant's capacity to annually report <u>progress</u> on this performance measure and targets.	0	2	4	6	
8) A. Complete one performance measure worksheet in the area of "Collaboration." (See Attachment F) Description should include measurement of the outcome that is relevant, realistic and demonstrates impact in the area of collaboration. B. Address applicant's capacity to annually report progress on this performance measure.	0	2	4	6	
Reviewer Comments:					
Total					

Section C: State Performance Measures and Evaluation

Section C: Program Design and Implementation	Minimally Addressed or does not meet criteria <i>(Information not provided)</i>	Met some but not all identified criteria <i>(Requires additional clarification)</i>	Addressed criteria but did not provide thorough detail <i>(Adequate response, but not thoroughly developed or high quality response)</i>	Met All Criteria with High Quality <i>(Clear, concise and well thought out response)</i>	Total Points
The priorities for this RFP are tied to creating a collaborative model that address root causes associated with mobility, low academic performance, and graduation rates for students experiencing homelessness. (See page 4)					
1) Outline how requested funds will supplement and support the current program to address the needs and service gaps in section A.	0	2	4	6	
2) Describe the proposed program, including an estimate of the number of students and families to be served and implementation of activities/strategies. Explain how the program addresses the priority considerations on page 4.	0	2	5	8	
3) For each performance measure and target, provide implementation details. Details should include, major activities/services, implementation benchmarks, a timeline for activities (including grant year) and the person responsible.	0	2	5	8	

Implementation Chart Format and Descriptors:

Performance Measure	Targets	Activities/ Services	Implementation Benchmarks	Timeline (should cover 3 years)	Person(s) Responsible
State the performance measure. Note: categories include: (1) Academic, (2) School supports, and (3) Collaboration.	The targets to be met during the grant cycle for the specific performance measure.	The activities and services tied to meeting targets and performance measures.	Benchmarks are reasonable and realistic	Timeline is reasonable and realistic	Clear accountability for ongoing implementation of activities/services
4) Describe the relationship of services among the LEA or BOCES federal/state funded programs and educational reform efforts [i.e., Early Childhood Education, Migrant Education, Special Education, English Language Acquisition, afterschool programs (21 st Century Community Learning Centers), School and LEA Unified Improvement Plans (UIP) and Individual Career and Academic Plans (ICAP)].					
5) Describe coordination efforts with Title IA of ESSA. Include how the level of homeless set-asides were determined for the 2018-2019 school year and how the set-asides are used to support homeless students within the LEA/BOCES.	0	2	4	6	
6) Describe how external partnerships address barriers to roots causes of homelessness, such as lack of affordable housing, economic gaps, etc.	0	2	4	6	

Section C: Bonus Points

<p>Up to 4 additional points may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> • The program is well developed and clearly aligned with RFP purpose and goals of the Act. See pages 3 and 4. • Title IA set-aside description and funding chart (Attachment G) are aligned and clearly address applicant's dedication of funds to meet the needs of students experiencing homelessness. 	<p>Award between 0 and 4 points for this section:</p>	
<p>Does applicant propose implementation of a Regional Homeless Education Network? See Narrative and Cover Sheet (identified services and supports, regions, and LEAs to be served).</p>	<p><input type="checkbox"/> Yes (10 bonus points) <input type="checkbox"/> No</p>	
<p>Reviewer Comments:</p>		
<p>Total</p>		

Section D: Budget, Budget Narrative, Funding Chart

Section D: Electronic Budget, Budget Narrative, and Funding Chart	Minimally Addressed or does not meet criteria <i>(information not provided)</i>	Met some but not all identified criteria <i>(requires additional clarification)</i>	Addressed criteria but did not provide thorough detail <i>(adequate response, but not thoroughly developed or high quality response)</i>	Met All Criteria with High Quality <i>(clear, concise and well thought out response)</i>	Total Points
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 G) and how this funding will enable achievement of program objectives.	0	2	4	6	
2) Complete Attachment G: Homeless Education Funding Chart 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. <i>To receive score of "met all criteria", applicants must attach their funding chart to the application (see Application Format on page 9). The attachment does not count toward the 12-page limit.</i>	0	1	3	5	
3) Describe the vision for an on-going plan and how the program will sustain if this federal grant is reduced or eliminated.	0	1	2	3	
4) 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	
Reviewer Comments:					
Total					

Bonus Points

Within this RFP, a total of 23 bonus points will be awarded in three areas: (1) overall quality of proposal and (2) priority considerations, and (3) percent of student population experiencing homelessness.

- A total of 8 bonus points may be awarded for overall quality in the *Section A: Demographics and Need* and *Section C: Program Design and Implementation*.
- 5 bonus points will be awarded to applicants with 7% of student population experiencing homelessness, as listed in **Attachment B**. Bonus points will be awarded in *Section A: Demographics and Need*. This criteria uses end-of-year date for the past three school years.
- 10 bonus points will be awarded to applicants who propose implementation of a Regional Homeless Education Network. Bonus points will be awarded in *Section C: Program Design and Implementation*.

Note: Applicants that receive bonus points must still score the minimum points necessary to be qualified for an award.

Attachments

Attachment A: Glossary of Terms

Attachment B: Number of Students Experiencing
Homelessness by LEA/BOCES

Attachment C: Subgrantee Monitoring Documentation

Attachment D: Subgrantee End-of-Year Survey

Attachments E and G: Electronic Budget and Funding Chart

Attachment E: Electronic Budget

The electronic budget is available to download at www.cde.state.co.us/dropoutprevention/homeless_index.

Attachment G: Homeless Education Funding Chart

- Provide an overview of the full amount and type of resources that support homeless education by completing the funding chart below. Include funding from other federal programs, community donations, corporate support, and in-kind contributions

Program Categories	McKinney-Vento	Title I Homeless Set-Asides	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)							
Property (0700)							
Other (0800)							
Administration							
Support Program							
Salaries (0100)							
Employee Benefits (0200)							
Purchased Professional and Technical Services (0300)							
Purchased Property Services (0400)							
Other Purchased Services (0500)							
Supplies (0600)							
Property (0700)							
Other (0800)							
Administration							
Totals:							

Attachment F:

Performance Measure Worksheets

For the 2019-2022 grant cycle, each subgrantee 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. Attach at least one performance measure worksheet in each area to the application.

Worksheet I: Academic Progress Outcomes

Worksheet II: School Support Outcomes

Worksheet III: Collaboration Outcomes

Applicants 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.

For more information on developing these Performance Measures, refer to the Performance Measure Development Guide, which includes guidelines, tips, and examples in each of the three areas. The guide can be found at: www.cde.state.co.us/dropoutprevention/homeless_index.

For the full list of national standards and indicators, refer to the “Standards and Indicators of Quality McKinney-Vento Programs” document found at www.cde.state.co.us/dropoutprevention/homeless_index.

Interested in Applying?

Letter of Intent

If you are interested in applying for this funding opportunity, please fill out a letter of intent:

<https://www.surveymonkey.com/r/McKinneyVento2019-2020>

By Friday, March 8, 2019

Questions?

Frequently Asked Questions:

www.cde.state.co.us/dropoutprevention/homeless_index

Contacts

For program questions contact:

Kerry Wrenick, State Coordinator for Homeless Education

Wrenick_K@cde.state.co.us | 303-866-6930

For fiscal/budget questions contact:

Diane Simmons, Grants Fiscal Management

Simmons_d@cde.state.co.us | 303-866-5692

For RFP-specific questions contact:

Nicole Dake, Competitive Grants & Awards

Dake_N@cde.state.co.us | 303-866-6250