

Education for Homeless Children and Youth (EHCY) Program

**2014-2017
Three-Year Grant Application Guidelines**



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Table of Contents

I. Overview	2
II. Eligibility	2
III. Available Funds.....	2
IV. Grant Period Timelines/Awards	3
V. Use of Funds.....	3
VI. Application Information	3
VII. Financial Requirements.....	5
VIII. Application Due Date and Submission	6
Instructions for Completing the Three-Year Application, Education for Homeless Children and Youth (EHCY) Grant Program.....	7
Appendix A: Fundable Activities Under the McKinney-Vento Homeless Assistance Act	11
Appendix B: Scoring Rubric.....	12

I. Overview

The Wisconsin Department of Public Instruction's (DPI) Education for Homeless Children and Youth (EHCY) program is offering Wisconsin school districts and CESAs, forming consortia on behalf of school districts, an opportunity to apply for a three-year EHCY grant. The intent of the McKinney-Vento Homeless Assistance Act legislation is to ensure that all children and youth impacted by the loss of fixed, regular, and adequate housing receive a quality education. State and local educational agencies are required to develop, review, and revise policies to remove barriers to the enrollment, attendance, and the academic success of children and youth experiencing homelessness and provide such children and youth with the opportunity to meet the same challenging State content and State student performance standards to which all students are held.

The EHCY grant program receives an annual grant award from the United States Department of Education (USDE). DPI distributes these funds to eligible districts and consortia through subgrants; these EHCY grant funds are competitive and discretionary. While the intent of this grant cycle is to assure districts continual funding over three academic years, each district must apply annually for grant funding through an EHCY Continuation Grant Application. Each year's district grant award may vary, depending upon the USDE annual federal grant award received by DPI. Please see "Grant Information" at <http://homeless.dpi.wi.gov> to obtain the *Three-Year Education for Homeless Children and Youth Grant Application*.

II. Eligibility

A school district or a consortium of school districts, may request the following maximum grant amounts:

- District Enrollment Under 5,000 Students: Up to \$25,000
- District Enrollment Over 5,000 Students (not including Milwaukee Public Schools): Up to \$50,000
- Consortium Maximum Request: \$40,000
- Milwaukee Public Schools: Up to \$112,000

All districts are eligible to apply, however priority will be given to districts with higher poverty as measured by their district poverty average in the ESEA Application (found on the "Enter Eligible School Allocation Amounts" screen of the ESEA Application). Consortia will list each district poverty average as well as an average for all districts in the consortium.

For consortia, a Cooperative Educational Service Agency (CESA) or lead district must be designated on the application and all participating entities must sign the application.

DPI will award available funds on a competitive basis using the following criteria:

1. The district poverty average as it appears on the ESEA Application "Enter Eligible School Allocation Amounts" screen. Consortia will list district numbers as a total as well as an average poverty percentage for all districts in the consortium.
2. The need outlined in the application, including the educational and support service needs of children and youth experiencing homelessness.
3. The quality of the proposed program, included but not limited to:
 - a) How the proposed use of funds will facilitate identification of students who are homeless;
 - b) How the proposal will facilitate enrollment, retention, and educational success of children and youth in homeless situations; and
 - c) The extent to which the program will address academic success and help close the achievement gap for students identified as homeless.

III. Available Funds

The amount of grant awards made available to public school districts and consortia is anticipated to be \$700,000. All grant awards are contingent upon availability and receipt of funding from USDE. Maximum annual EHCY grant awards will not change over the three-year period even if identification of students who are homeless increase within a district. Each year's district grant award may vary, depending upon the USDE annual federal grant award received by DPI.

IV. Grant Period Timelines/Awards

The three-year EHCY grant application program will cover the academic years of 2014-15, 2015-16, and 2016-17. Grant funds may be discontinued at the end of any academic year if little or no progress is being made toward the district/consortium's stated goals and objectives.

For years two and three, DPI will require grantees to submit a summary of the prior year's activities and objectives achieved, along with a continuation application. Grantees will be evaluated partly on their increase and effectiveness in identifying homeless children and youth.

All grantees will receive at least one site visit or will participate in a comprehensive desk monitoring process during the three-year grant cycle.

V. Use of Funds

Legislative Compliance

Grant funds may only be used for the 16 activities outlined under section 723 (4)(d) authorized activities of the McKinney-Vento Homeless Education Assistance Act ([Appendix A](#)). Permission must be obtained from a DPI EHCY state co-coordinator if an applicant wants to use EHCY grant funds for purposes other than those listed under authorized activities.

Important

Grant funds must be used in such a manner as to provide services to **all** identified children and youth who are homeless. (For example: The district will hire an EHCY program coordinator to meet with parents/guardians/unaccompanied youth to discuss their educational rights, help them enroll in school, and ensure that they receive services to allow the student to meet the same challenging academic standards that apply to all students.) An example for use of funds by a consortium might be to develop a training program for member school districts and community agencies.

To qualify for a grant, applicants may, at their discretion, use Title I funds to support the EHCY program. In addition, grant funds cannot be used exclusively to pay for transportation costs.

VI. Application Information

A. Timeline

April 4, 2014	Grant applications due
May 1, 2015/2016	Continuation applications due
June 2014	Districts notified of intent to fund
August 2014	Award documents sent to districts
February 1, 2015/2016/2017	Interim Report due
June 30, 2015/2016/2017	End-of-Year Report due
September 30, 2015/2016/2017	Final financial claims due

B. Application Elements

1. Required Activities

The McKinney-Vento Homeless Education Assistance Act has nine major requirements. Applicants are required to:

1. Identify and immediately enroll children and youth living in homeless situations, including preschool children and unaccompanied youth with or without a disability;
2. Create partnerships with district staff and community agencies for purposes of identification and referrals;
3. Maintain the educational stability for children and youth experiencing homelessness (studies indicate that children may lose between four to six months of educational progress when transferring to different schools);
4. Ensure transportation is provided, at the request of the parent/guardian/unaccompanied child or youth, to the school of origin;
5. Ensure students who are homeless, with or without a disability, have equal access to a free appropriate public education;
6. Remove barriers to enrollment, attendance, and educational programs for children and youth who are homeless;
7. Involve parents/guardians in the education of their children;
8. Ensure students who are homeless have the opportunity to meet the same challenging academic standards that apply to all students; and
9. Ensure students who are homeless are not stigmatized or segregated.

Please see <http://homeless.dpi.wi.gov> for additional information on McKinney-Vento legislative requirements.

2. Required Forms

Applicants must complete form PI-9550-XC-Yr3-App *Three-Year Application Education for Homeless Children and Youth* to apply for an EHCY program grant:

Detailed instructions for filling out these required forms can be found beginning on page 7.

3. Required Data Collection

The USDE requires grant recipients to collect and analyze data on the academic achievement of students who are homeless. Each student identified as being homeless, at every grade level, will need to be identified, enrolled, and tracked in order to assess academic progress. Grant data collection requirements in part will include:

1. The number of homeless students in the program;
2. Nighttime sleeping accommodations (e.g., doubled up, shelter, etc.);
3. The number of special population students (e.g., migratory children/youth, children with disabilities, and limited English proficient students);
4. The number of homeless students enrolled in the grade levels assessed by the state;
5. The number of students assessed;
6. The number of such students at or above the state's academic levels;
7. Specific information regarding students "Served" AND "Enrolled"; and
8. Specific information regarding three-to-five year olds and unaccompanied youth.

4. Budget Detail and Summary

Applicants shall contact their business manager for assistance with the budget portion of the application. The Budget Detail and Summary require districts to specify how the grant expenses are allocated by budget category (e.g., salary, fringe benefits, non-capital objects, etc.). The budget should coincide with the activities listed in the grant plan. For the initial application and first year of the grant (2014-15) the budget detail and summary shall contain expenses for the first year of the grant period only, ending on June 30, 2015.

**EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM
APPLICATION GUIDELINES FOR THREE-YEAR GRANTS**

Subgrants will be renewable for 2015-16 and 2016-17 at the same funding level, pending successful implementation of the grant plans, compliance with grant rules and regulations, and continued funding from the USDE. For the second and third/final years of the grant, grant recipients will submit a budget with their Continuing Application for the 2015-16 or 2016-17 fiscal year respectively. Grant recipients must complete grant activities and encumber expenses by June 30, 2016, and June 30, 2017. Carryover is not allowed in the final year of the grant.

5. Review Process

At least two DPI staff as well as a panel of trained external reviewers will review each grant application to confirm that the proposed goals, objectives, activities, and budget items are eligible under this grant program.

Reviewers will use the rubric found in [Appendix B](#).

VII. Financial Requirements

A. General Requirements

DPI encourages applicants to contact their business manager for assistance with the budget portion of the application. Applicants shall adhere to the guidelines set by the [Wisconsin Uniform Financial Accounting Requirements \(WUFAR\)](#).

Applicants shall also follow the guidelines set forth in the [Financial Management Handbook for Federal and State Grant Programs](#). This handbook provides a reference to the fiscal requirements and procedures necessary for responsible financial management of DPI-administered grant programs. The handbook references state and federal codes regulating grant programs administered by DPI.

B. Budget Revisions

Requests for budget revisions are required when significant changes need to be made to the original approved budget. An increase or decrease of 10 percent or more in any budget summary line item requires approval by DPI.

The recipient shall not expend funds until DPI approves the budget revision.

To request a budget revision, grant recipients shall submit the budget detail and budget summary from the approved application reflecting the proposed modification along with a narrative explaining the reasoning for the modification. Submit budget modifications to DPI's EHCY grant specialist, Michael Dennison, at michael.dennison@dpi.wi.gov. DPI will notify recipients of the approval or denial in writing.

All budget modification requests must be received and approved by DPI before May 31, 2015.

C. Financial Claims

DPI recommends that recipients submit program fiscal reports (PI-1086) at least quarterly during the grant period. Direct all questions regarding financial claims to DPI's EHCY accountant, Alan Virnig, at alan.virnig@dpi.wi.gov or (608) 266-2428.

Recipients must complete grant activities and encumber expenses by June 30, 2017. **Carryover is not allowed.**

VIII. Application Due Date and Submission

All applicants must submit:

[PI-9550-XC-Yr3-App Three-Year Application Education for Homeless Children and Youth](#)

The application **and** required copies must be **received** by DPI **no later than 4:30 p.m. on Friday, April 4, 2014**. Applications received **after** 4:30 p.m. on April 4, 2014, **will not be considered for funding**.

1. Paper Applications (Required)

Mailed EHCY grant applications need to consist of one grant application with **original signatures**, along with **six additional copies**. All mailed EHCY grant applications must be **received** by DPI **no later than 4:30 p.m. on Friday, April 4, 2014**.

Mail applications to:

Wisconsin Department of Public Instruction
Attn: Matthew Baier
Title I and School Support Team
Education for Homeless Children and Youth (EHCY) Program
P.O. Box 7841
Madison, WI 53707-7841

-and-

2. Electronic Application (Required)

The electronic grant application needs to consist of one copy of the grant application with **original signatures**. All e-mailed EHCY grant applications must be **received** by DPI **no later than 4:30 p.m. on Friday, April 4, 2014**.

E-mail application to: matthew.baier@dpi.wi.gov

**Instructions for completing the
Three-Year Application
Education for Homeless Children and Youth (EHCY) Grant Program
PI-9550-XC-Yr3-App**

1. Applicants need to complete all sections of the application
2. Use the **Tab** button while completing the application.
3. Only use numbers when entering dates using the following format: MM/DD/YYYY.
4. Page size should be standard 8 1/2" x 11", using no smaller than a 10-point font size, and one-inch margins throughout.
5. Sections in the application should not exceed page limits where page length is limited. Submissions beyond limited pages will **not be considered** when evaluating EHCY program grant applications.

Section I – General Information

Complete all information.

Section II – Collaboration

Enter community agencies that are partnering with the EHCY program and obtain signatures.

Section III – Assurances

Review grant assurances.

Section IV – Certification/Signatures

The Agency Administrator and School Board Clerk or Charter School Authorizer need to sign the certification section.

Section V – Certification Covering Debarment

Review and sign debarment certification.

Section VI – Consortium Verification

Complete with signatures for applicants participating in a consortium.

Section VII – EHCY Homeless Population Identification

Applicants will need to provide the following:

1. The number of students who were homeless during this current fiscal year-to-date;
2. The number of students who were homeless during the prior fiscal year as reported in the annual *ESEA Consolidated End-of-Year Report*; and
3. Low-income student data.

Section VIII – Needs Assessment

Provide a short narrative (limit two pages) under “Needs Assessment” (application page 6) describing the homeless population and the unmet needs within the district. Describe the need in your district or region (for consortia) for this grant. Describe the homeless population that currently exists within your community. Summary statements may be used to complete this section of the application. If the application is addressing a major initiative or activity that is part of the larger district’s EHCY program, briefly describe how the grant-funded portion of the program compliments the district-wide program.

Section IX – District Plan Overview

EHCY program component descriptions should include the following:

Key Components

Describe the key components of your district’s EHCY program that will meet the educational needs of children and youth who are homeless and living in a variety of living situations (doubled-up, emergency shelters, transitional living programs, cars, campgrounds, etc.). Grant funds must be used in such a manner as to provide at least one service for **all** identified homeless children and youth.

How the Program Will Support Students Who are Homeless to Meet State Academic Achievement Standards

Describe how the EHCY program will help students be academically successful. The description could include:

1. Comparison of the academic achievement between economically advantaged and disadvantaged students and how this program will help close the achievement gap for students who are homeless; and
2. Services preschool-aged children and unaccompanied youth will receive.

Parental Involvement

Describe how parents/guardians will be involved in either program activities or in the development of the grant application.

Section X – District Plan Instructions

Use these instructions to assist in filling out Section XI – Goals

Section XI – Goals

Goal Completion – Academic Goals (application page 9)

All applicants must develop **at least two academic goals** that go beyond the basic requirements of the McKinney-Vento Act. The academic goals should be designed to be fully achievable no later than the final year of the grant program. All applicants may include additional academic goals as needed. See the last page of this document (page 10) for examples of academic goals.

Goal Completion – Compliance Goals (application pages 11-18)

All applicants for the three-year EHCY grant must address the McKinney-Vento Act requirements listed as “Mandatory Objectives” by using the goals provided (application pages 11-18), as well as a minimum of one additional objective to help achieve each goal.

1. If a listed goal on the three-year district plan has already been fully achieved, applicants should include activities that are being done to continue to meet compliance goals.
2. Complete the mandatory objectives and activities for **each** goal. Activities need to complement the goals and objectives.
3. Applicants are required to include a **minimum of one additional objective** that will help achieve the goal.
4. The compliance goals are applicable to **all** districts/consortia and will be considered a priority for use of grant funds.

See the last page of this document (page 10) for examples of compliance goals.

Table Completion

For all goals, complete the table below

1. **Measurable Objectives** (*Additional Objectives only*)
2. **Activities to Achieve Objectives**
3. **Timeline for Activities**
4. **Fund Source**
5. **Evaluation Method**

Leave the ‘Progress’ Column blank, this will be used for interim and end-of-year reporting.

Creating Goals

Recommendations for developing grant goals are as follows:

1. Goals should be logically related to some identified need.
2. Goals should be clearly and succinctly written, and be measurable.
3. Goals may be created annually or be valid for multiple years.

Creating Objectives

Objectives should be specific, measurable, and refer directly to the goal. Recommendations for program objectives are as follows:

1. Objectives provide the framework by which a given goal is met, reduced, or satisfied. Clearly written objectives also provide the basis for future evaluation activities.
2. Objectives are measurable, time limited, logically related to goals, and describe outcomes for students, staff, and/or families, etc.
3. Develop clearly written, **specific** objectives that can be measured annually without undue burden to the district.
4. The objectives should answer the five W's – **what, when, where, who, and why**, as well as how much (measurement standards for academic improvement).

Section XII – Budget

Complete both the *Budget Detail* and *Budget Summary* sections of the application for year one of the grant (2014-15). Include how funds will be allocated for the first year of the three-year grant activities.

Application Rating

This is a competitive grant process. Applications will be read by grant reviewers and given an *Excellent, Good, Fair, or Poor* rating depending upon the criteria below. Applicants may include additional goals to potentially increase their overall application rating.

DPI staff, along with outside reviewers, will evaluate grant applications. Reviewers will use the rubrics found in [Appendix B](#) to evaluate applications. DPI will contact the Homeless Liaison/EHCY Program Contact Person as identified in the application if there are any questions or concerns. DPI will provide written notification of grant awards upon review of all grant applications.

Excellent – responses completely satisfy all of the descriptors under each goal/section of the application, and the goals are ambitious in their undertaking.

Good – responses answer most, but not all, of the descriptors under each goal/section of the application.

Fair – responses give an indication of the major focus of the homeless program under each goal/selection of the application, but many details are left out, leaving the reviewer with significant questions about how the district's homeless program will function.

Poor – the application has insufficient information under each goal/section of the application, leaving the reviewer with large gaps in understanding about how the district's homeless program will function.

Examples of Academic Goals

The following are examples of academic goals:

- By the end of the XX-XX school year, 85% of all high school students who are homeless will obtain at least a grade of C in every subject for one semester.
- By the end of the first semester of the XX-XX school year, middle school students who are homeless will increase their reading level by one grade level as measured by the STAR pre- and post-reading assessment test.
- Preschool children from families who are homeless, who attend the district's Title I preschool program for a full year, will be able to identify basic colors, the letters of the alphabet, and recite numbers 1 through 10, as evaluated by their preschool teacher.
- By the end of the XX-XX school year, students who are homeless will increase their vocabulary word use by 300 words, measured quarterly by their classroom teacher.
- At least 70% of students identified as being homeless will know their grade-level math facts by the end of each academic year, as determined by their classroom teacher.
- District staff will develop a counseling support program to help at least 80% of students who are homeless achieve academic stability after participating in the program for a year, as measured by a passing grade in all subject areas.
- By the end of XX-XX school year, 70% of homeless high school seniors will continue on to college or technical school after graduation.

Examples of Compliance Goals

The following are examples of compliance goals:

- By the end of the XX-XX school year, EHCY program staff will establish procedures to assist with the transition of 70% of preschool children from families who are homeless into the district's three-to-five year old special education and preschool programs.
- By the first semester of the XX-XX school year, an assessment process will be established to ensure students who are homeless are placed in appropriate grade-level classes within two weeks of enrollment.
- By the end of the XX-XX school year, 10 community agencies listed in the district's community agency directory will establish Exchange of Information Agreements with the district.
- By the end of the XX-XX school year, procedures will be established to ensure students identified as homeless will receive free school meals, transportation services, and free school books, supplies, and course fees waivers (as appropriate).
- By the first semester of the XX-XX school year, 70% of parents who are identified as homeless will participate in a district-sponsored reading program to encourage parents to read to their children at least three hours a week.
- By XX-XX, the district will enter into transportation agreements with three surrounding public school districts to transport students who are homeless to their school of origin.
- By XX-XX, the applicant will provide XX amount of professional development and training opportunities to the region.

Appendix A

Fundable Activities Under the McKinney-Vento Homeless Assistance Act Part B, as Amended by No Child Left Behind, Title X

“(d) AUTHORIZED ACTIVITIES.—A local educational agency may use funds awarded under this section for activities that carry out the purpose of this subtitle, including the following:

- (1) The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic content standards and challenging State student academic achievement standards the State establishes for other children and youths.
- (2) The provision of expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and students with limited English proficiency, services provided under title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, programs in vocational and technical education, and school nutrition programs).
- (3) Professional development and other activities for educators and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this subtitle, and the specific educational needs of runaway and homeless youths.
- (4) The provision of referral services to homeless children and youths 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 youths, and unaccompanied youths, in public school programs and services provided to non-homeless children and youths.
- (8) The provision for homeless children and youths 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. H. R. 1—580
- (9) If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school, including birth certificates, immunization or medical records, academic records, guardianship records, and evaluations for special programs or services.
- (10) The provision of education and training to the parents of homeless children and youths about the rights of, and resources available to, such children and youths.
- (11) The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 722(g)(5).
- (12) The provision of pupil 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.
- (14) The adaptation of space and purchase of supplies for any nonschool 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 youths to attend school.”

Appendix B: Scoring Rubric



McKinney-Vento Homeless Education Assistance Act

EHCY Three-Year Grant: 2014-2017

Rubric

Reviewer Number _____

Overall Rating _____

School District _____

Please read the reviewer instructions before commenting on the grant.

Needs Assessment	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> Evidence of a systemic needs assessment and documentation of identified needs. 				
<ul style="list-style-type: none"> Data is provided on the number of students identified as homeless. 				
<ul style="list-style-type: none"> The unmet educational needs are identified. 				
<ul style="list-style-type: none"> Narrative response clearly outlines the need in the district as well as how the grant will address those needs. 				
Overall Rating for this Category				
Comments:				

District Plan Overview	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> The key components of the homeless program are fully developed and clearly stated. 				
<ul style="list-style-type: none"> Provides how the program will support students who are homeless Meet State Academic Achievement Standards 				
<ul style="list-style-type: none"> Describes strategies for parental involvement. 				
Overall Rating for this Category				
Comments:				

Academic Goal 1 (required):	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> The academic goal appears reasonable, is adequately developed, and will assist students to improve in academic outcomes. 				
<ul style="list-style-type: none"> Provides objectives that are clearly identified, focused, tangible, and measureable. 				
Overall Rating for this Category				
Comments:				

Academic Goal 2 (required):	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> The academic goal appears reasonable, is adequately developed, and will assist students to improve in academic outcomes. 				
<ul style="list-style-type: none"> Provides objectives that are clearly identified, focused, tangible, and measureable. 				
Overall Rating for this Category				
Comments:				

Academic Goal 3 (optional):	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> The academic goal appears reasonable, is adequately developed, and will assist students to improve in academic outcomes. 				
<ul style="list-style-type: none"> Provides objectives that are clearly identified, focused, tangible, and measureable. 				
Overall Rating for this Category				
Comments:				

Academic Goal 4 (optional):	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> The academic goal appears reasonable, is adequately developed, and will assist students to improve in academic outcomes. 				
<ul style="list-style-type: none"> Provides objectives that are clearly identified, focused, tangible, and measureable. 				
Overall Rating for this Category				
Comments:				

Compliance Goal 1: Identification & Immediate Enrollment	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> Establishes that the district will ensure identified students are enrolled in a timely manner. 				
<ul style="list-style-type: none"> Objectives and activities directly relate to the immediate enrollment of children and youth experiencing homelessness. 				
<ul style="list-style-type: none"> Ensures that staff will receive annual in-service on the McKinney-Vento Act and community agencies will receive McKinney-Vento Act information. 				
<ul style="list-style-type: none"> Objectives and activities directly related to improved collaboration with local/county agencies and community service providers in order to improve identification, immediate enrollment, and provision of basic supports to students who are homeless. 				
<ul style="list-style-type: none"> Provides plan for regional technical assistance and/or required in-services to neighboring districts. 				
<ul style="list-style-type: none"> Provides objectives that are clearly identified, focused, tangible, and measureable. 				
Overall Rating for this Category				
Comments:				

Additional Compliance Goal(s): Identification & Immediate Enrollment	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> The goal will help remove barriers for the participation of students who are homeless in school activities and programs. 				
<ul style="list-style-type: none"> The goal can reasonably be accomplished within the timeframe of the grant. 				
<ul style="list-style-type: none"> Provides objectives that are clearly identified, focused, tangible, and measureable. 				
Overall Rating for this Category				
Comments:				

Compliance Goal 2: Supportive Services & Removal of Barriers to Improve Academic Achievement and Ensure Full Participation in School	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> Children/youth who are homeless are informed of comparable services including transportation, special education, ELL, gifted/talented education, school nutrition, before and after school, preschool programs, etc. 				
<ul style="list-style-type: none"> Objectives and activities relate to districts ensuring that students who are homeless are able to participate “fully” in school, and receive comparable services that “housed” students receive. 				
<ul style="list-style-type: none"> Provides objectives that are clearly identified, focused, tangible, and measureable. 				
Overall Rating for this Category				
Comments:				

Additional Compliance Goal(s): Supportive Services & Removal of Barriers to Improve Academic Achievement and Ensure Full Participation in School	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> The goal will help remove barriers for the participation of students who are homeless in school activities and programs. 				
<ul style="list-style-type: none"> The goal can reasonably be accomplished within the timeframe of the grant. 				
<ul style="list-style-type: none"> Provides objectives that are clearly identified, focused, tangible, and measureable. 				
Overall Rating for this Category				
Comments:				

Compliance Goal 3: Transportation to the School of Origin	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> Establishes that each student that is homeless will be provided immediate transportation or resources to purchase transportation to get to school. 				
<ul style="list-style-type: none"> Objectives and activities directly relate to providing transportation, at the request of the parent, guardian or youth, to the student's school of origin. 				
<ul style="list-style-type: none"> Provides objectives that are clearly identified, focused, tangible, and measureable. 				
Overall Rating for this Category				
Comments:				

Additional Compliance Goal(s): Transportation to the School of Origin	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> The goal will help remove barriers for the participation of students who are homeless in school activities and programs. 				
<ul style="list-style-type: none"> The goal can reasonably be accomplished within the timeframe of the grant. 				
<ul style="list-style-type: none"> Provides objectives that are clearly identified, focused, tangible, and measureable. 				
Overall Rating for this Category				
Comments:				

Compliance Goal 4: Parent Involvement	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> Ensures that parents are informed of their McKinney-Vento rights in the language and level they understand. 				
<ul style="list-style-type: none"> Objectives and activities directly relate to strategies for effective outreach to parents. 				
<ul style="list-style-type: none"> Provides objectives that are clearly identified, focused, tangible, and measureable. 				
Overall Rating for this Category				
Comments:				

Additional Compliance Goal(s): Parent Involvement	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> The goal will help remove barriers for the participation of students who are homeless in school activities and programs. 				
<ul style="list-style-type: none"> The goal can reasonably be accomplished within the timeframe of the grant. 				
<ul style="list-style-type: none"> Provides objectives that are clearly identified, focused, tangible, and measureable. 				
Overall Rating for this Category				
Comments:				

Compliance Goal 5: Unaccompanied Youth	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> Ensures that policy and procedures will be developed and put in place to ensure that Unaccompanied Homeless Youth are immediately enrolled, receive adequate academic support as needed, and have access to basic services that enable them to stay in school. 				
<ul style="list-style-type: none"> Objectives and activities directly relate to enabling academic success of Unaccompanied Homeless Youth including on time graduation and access to higher education. 				
<ul style="list-style-type: none"> Provides objectives that are clearly identified, focused, tangible, and measureable. 				
Overall Rating for this Category				
Comments:				

Additional Compliance Goal(s): Unaccompanied Youth	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> The goal will help remove barriers for the participation of students who are homeless in school activities and programs. 				
<ul style="list-style-type: none"> The goal can reasonably be accomplished within the timeframe of the grant. 				
<ul style="list-style-type: none"> Provides objectives that are clearly identified, focused, tangible, and measureable. 				
Overall Rating for this Category				
Comments:				

Compliance Goal 6: Preschool Children	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> Establishes policies and procedures for collaboration with early childhood district staff and/or community agencies to ensure identification and enrollment of eligible child(ren) into early education programs. 				
<ul style="list-style-type: none"> Objectives and activities are directly related to assist with identification and enrollment of preschool children who are homeless. 				
<ul style="list-style-type: none"> Provides objectives that are clearly identified, focused, tangible, and measureable. 				
Overall Rating for this Category				
Comments:				

Additional Compliance Goal(s): Preschool Children	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> The goal will help remove barriers for the participation of students who are homeless in school activities and programs. 				
<ul style="list-style-type: none"> The goal can reasonably be accomplished within the timeframe of the grant. 				
<ul style="list-style-type: none"> Provides objectives that are clearly identified, focused, tangible, and measureable. 				
Overall Rating for this Category				
Comments:				

Budget	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> The budget detail and summary uses program funds effectively to meet proposed objective. 				
<ul style="list-style-type: none"> <i>Personnel Summary</i> includes listing of all employees involved with the program, their title and percentage of full-time employment, dates of services, salaries, and fringe benefits. 				
<ul style="list-style-type: none"> <i>Budget Summary</i> is completed and includes the total budget amounts from each section of the budget details. 				
Overall Rating for this Category				
Comments:				

Overall Merit	Excellent	Good	Fair	Poor
<ul style="list-style-type: none"> The application demonstrates an effort to provide services to ensure enrollment, attendance, and success of children and youth who are homeless. 				
<ul style="list-style-type: none"> The application addresses the needs and number of students identified as homeless in the district. 				
<ul style="list-style-type: none"> Expenditures are tied to activities which reflect objectives that are related to the identified needs. 				
Overall Rating for this Category				
Comments:				