# Education for Homeless Children and Youth (EHCY) Compliance Grant Application Guidelines 2023-2025

McKinney-Vento Homeless Assistance Act, Subtitle VII-B
Reauthorized by Title IX, Part A of the
Every Student Succeeds Act

**Wisconsin Department of Public Instruction**
**Jill K. Underly, PhD, State Superintendent**

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**Grant at a Glance:**

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| Authorizing Statue | McKinney-Vento Homeless Assistance Act, Subtitle VII-B Reauthorized by Title IX, Part A of the Every Student Succeeds Act |
| Eligible Applicants | Wisconsin public school districts and independent charter schools |
| Application Due | April 11, 2023 |
| Duration of Grant | Two years, non-competitive renewal for year two<br>Year 1: July 1, 2023 – June 30, 2024<br>Year 2: July 1, 2024 – June 30, 2025 |
| Available Funds | $15,000 each grant year |
| Program Contacts | Kristine Nadolski, EHCY State Coordinator<br>Kristine.nadolski@dpi.wi.gov or (608) 267-7338<br>Clara Pfeiffer, EHCY Grants Specialist<br>clara.pfeiffer@dpi.wi.gov or (608) 261-6324 |
| Purpose of Grant | Recipients will receive targeted supportive technical assistance through DPI to get into full compliance under the McKinney-Vento Homeless Assistance Act and go beyond compliance in a chosen area. Applicants choose from a set of pre-written goals that should be related to the focus area identified by the LEA. |

## I. Overview

The Wisconsin Department of Public Instruction (DPI) Education for Homeless Children and Youth (EHCY) program is authorized under the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act (ESSA) of December 2015. The Wisconsin EHCY program addresses the needs of students experiencing homelessness in local educational agencies (LEAs) throughout the state by supporting homeless liaisons and by distributing funds from the United States Department of Education (USDE). DPI designates a statewide EHCY Coordinator to provide training and technical assistance, review and create policies and procedures, and monitor LEAs for program compliance to ensure that children and youth experiencing homelessness are able to attend and fully participate in school. The mission of the DPI EHCY program is to ensure educational equity and success for students experiencing homelessness by providing support on the McKinney-Vento Homeless Assistance Act. Our vision is that all students experiencing homelessness are provided the opportunity and supports needed to achieve their goals and own their future.

The intent of the McKinney-Vento Homeless Assistance Act is to ensure all children and youth who lack a fixed, regular, and adequate nighttime residence receive access to the same free, appropriate public education as provided to other children and youth. Under the McKinney-Vento Homeless Assistance Act, DPI and LEAs 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 this student population with the opportunity to meet the same challenging State academic standards to which all students are held.

The DPI EHCY program awards USDE funds to eligible LEAs through a competitive and discretionary process.

The intent of the 2023-25 compliance grant is to:
- Strive for equitable distribution of EHCY funds throughout the state;
- Provide increased technical support to districts to ensure compliance with the McKinney-Vento Homeless Assistance Act;
- Encourage grant recipients to go beyond compliance in one of the identified pathways; and
- Provide the opportunity for a more diverse group of districts to feel prepared to apply for the EHCY 3-year innovation grant.

## II. Eligibility

All Wisconsin LEAs, including public school districts and independent charter schools, are eligible to apply for the EHCY Compliance grant.

## III. Available Funds

The total amount of EHCY grant funds available for districts each year is anticipated to be $1,000,000. This will be the total amount of funds granted between the EHCY Innovation and EHCY Compliance grants. All grant subawards are contingent upon receipt of funding from USDE and may vary depending on the federal grant awarded to Wisconsin.

LEAs can apply for a maximum annual grant award amount of $15,000.

## IV.  Grant Period

The two-year EHCY compliance grant will cover the academic years of 2023-24 and 2024-25. Grant funds may be discontinued for 2024-25 if the applicant has not met the requirements set forth by the DPI EHCY team during year one of the grant.

## V.  Use of Funds

Grant funds may only be used for the 16 activities authorized under Section 723(d) of the McKinney-Vento Homeless Assistance Act (Appendix A). Grant funds must be used in such a manner as to provide services to **all** identified children and youth experiencing homelessness.

Examples of ways grant recipients may use funds include, but are not limited to: printing costs, costs for staff professional development, student fees and supplies, family engagement specifically oriented for reaching out to families experiencing homelessness, staff time and materials for outreach services to students and families, etc.

Grant recipients will be allowed to budget **no more than 50%** of their total grant funds each year to cover school of origin transportation costs.

## VI.  Application Information

### A.  EHCY Program Timeline

The EHCY grant application must be submitted in the Qualtrics application no later than 4:00 p.m. on Tuesday, April 11, 2023. Applications received after this date and applications that do not contain the required signatures **will not be considered for funding**.

| Grant Application Timeline | |
|---|---|
| Grant Application Submission Period Begins | **February 27, 2023** |
| Grant Application due to DPI | **April 11, 2023** |
| Applicants notified of intent to fund | **June, 2023** |
| Budgets due in WISEgrants | **September 30, 2023** |

| Grant Cycle Program Timeline | | |
|---|---|---|
| *Report dates subject to change | | |
| **Year 1 (2023-24)** | | |
| | WISEgrants budget due | September 30, 2023 |
| | Compliance Review | Spring 2024 |
| | End-of-Year Report | June 30, 2024 |
| | Final financial claim due | September 30, 2024 |
| **Year 2 (2024-25)** | | |
| | WISEgrants budget due | September 30, 2024 |
| | Community Presentation | Fall/Spring 2024-25 |
| | End-of-Year Report | June 30, 2025 |
| | Final financial claim due | September 30, 2025 |

B. **Required Program Elements**

**Technical Assistance Calls:** Grant recipient districts are required to participate in all calls scheduled by the DPI EHCY team. LEA homeless liaisons or at least one authorized representative from each LEA must participate in these calls.

**Meetings:** The homeless liaison or at least one authorized representative from each grant-funded district must participate in a meeting hosted by DPI EHCY staff each fall of the grant cycle. Grant funds may be used to cover expenses if meetings are held in-person.

**Reports:** Grant recipients are required to give a presentation during the 2024-25 year to demonstrate the knowledge acquired during the grant period. Grant recipients are required to submit reports as required by DPI, including an end of year report in Spring 2024 and Spring 2025.

**McKinney-Vento Compliance Review:** All grant recipients will complete a McKinney-Vento Homeless Assistance Act compliance review during Spring 2024.

C. **Grant Budget**

Budgets for the EHCY grant will be completed in WISEgrants. Recipients will submit the budget for the 2023-24 project year after DPI sends notification of the intent to fund the grant project. Budgets must reflect the budget narrative in the application. Grant recipients will receive the Federal Notification of Grant Award

only after the budget for 2023-24 is submitted, reviewed, and approved by a DPI EHCY consultant or grants specialist in WISEgrants.

Grant recipients will complete a budget for the 2024-25 grant year in fall 2024.

**D.    Review Process**

The EHCY Compliance grant is a competitive grant and will follow the DPI competitive, discretionary grant process. Applications will be read by at least two DPI EHCY staff as well as a panel of external reviewers selected by the DPI EHCY team. All internal and external reviewers will use the scoring rubric found in Appendix B to evaluate applications.

After scoring rubrics are completed by reviewers, applicants may also be assigned extra points based on meeting criteria below. Applicants will have two extra points added to their total score for each qualifying factor:

- The LEA has a smaller percentage of students of experiencing homelessness than the state average of 1.93%.*
- The LEA identified less than the state average of 1.93% students experiencing homelessness AND over 30% of the LEA student population is economically disadvantaged.*
  *2021-22 WISEdash certified data

In accordance with the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11433(c)(2)(A-D)), DPI will award available funds on the basis of need of the LEA determined by using the following criteria:

1. The number of homeless children and youth enrolled in early childhood education and other preschool programs, elementary schools, and secondary schools within the area served by the LEA.
2. The need, outlined in the application, of children and youth experiencing homelessness, and the ability of the local educational agency/agencies to meet such needs.
3. The extent to which the proposed use of funds will facilitate the identification, enrollment, retention, and educational success of homeless children and youth.
4. The extent to which the application reflects coordination with other local and State agencies that serve homeless children and youth.
5. The extent to which the applicant exhibits in the application and in current practice (as of the date of submission of the application) a commitment to education for all homeless children and youth.

In accordance with the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11433(c)(3)(A-I)), in determining the quality of the proposed applications, DPI shall consider the following:

1. The applicant's needs assessment and the likelihood that the program presented in the application will meet such needs.
2. The types, intensity, and coordination of the services to be provided under the program.
3. The extent to which the applicant will promote meaningful involvement of parents or guardians of homeless children or youth in the education of their children.
4. The extent to which homeless children and youth will be integrated into the regular education program.
5. The quality of the applicant's evaluation plan for the program.
6. The extent to which services provided will be coordinated with other services available to homeless children and youth and their families.
7. The extent to which the LEA will use the subgrant to leverage resources, including by maximizing nonsubgrant funding for the position of the homeless liaison and the provision of transportation.
8. How the LEA will use Title I, Part A Homeless Reservation funds to serve homeless children and youth.
9. The extent to which the program will address academic success and help to close the achievement gap for students identified as homeless, and the extent to which the applicant's program meets such other measures as DPI considers indicative of a high-quality program.

## VII. Financial Requirements

### A. General Requirements

Agencies shall adhere to the guidelines set by the Wisconsin Uniform Financial Accounting Requirements (WUFAR). Information about WUFAR is available on DPI's website at http://dpi.wi.gov/sfs/finances/wufar/overview. The WUFAR source code for the grant is 730 and the project code is 335.

Agencies shall also follow the guidelines set forth in the federal Education Department General Administrative Regulations (EDGAR) and the federal Uniform Grant Guidance 2 CFR Part 200.

Budgets for the EHCY Compliance grant will be completed in WISEgrants. Grant recipients will submit the budget for the 2023-24 project year after DPI sends notification of the intent to fund the grant project. Budgets must reflect the grant budget narrative in the application. Grant recipients will receive the Federal Notification of Grant Award only after the budget for 2023-24 is submitted, reviewed, and approved by a DPI EHCY consultant or grants specialist in WISEgrants. Budgets must be completed each grant year.

Grant recipients must complete grant activities and encumber expenses by June 30 of each fiscal year. Grant funds that were awarded but not encumbered in year one can be carried over to year two. Carryover is not allowed after the second (final) year of the grant.

Grant recipients will be allowed to budget **no more than 50%** of their total grant funds each year to cover school of origin transportation costs.

B.  **Budget Revisions**

Budget revisions must be completed in WISEgrants. Budget revisions are required when significant changes need to be made to the original approved budget. The agency shall not expend funds until DPI approves the budget revision. For budget questions, contact Clara Pfeiffer, grants specialist, at (608) 261-6324 or clara.pfeiffer@dpi.wi.gov.

C.  **Financial Claims**

Recipients will submit claims for reimbursement for approved expenses in WISEgrants. For the 2023-24 grant period, grant subrecipients must complete grant activities and encumber expenses by June 30, 2024 and submit final claims by September 30, 2024. For the 2024-25 grant period, grant subrecipients must complete grant activities and encumber expenses by June 30, 2025 and submit final claims by September 30, 2025. Direct all questions regarding financial claims to DPI's EHCY accountant, Jake Smith, at jake.smith@dpi.wi.gov or (608) 266-1773.

## VIII. Instructions for Completing the Education for Homeless Children and Youth Compliance Grant Application

**Applications must be completed in full. Applications not completed in full will not be accepted.** Applicants must complete all sections of the application. Responses should answer the questions and address aspects indicated in the grant application rubric (Appendix B). Each section contains specific character or space limits for the questions.

**The EHCY Compliance Grant application is housed in the online Qualtrics software system. To complete the application, applicants will need to start the application on an individual computer/device and complete and submit the application on the same device. Since this does not allow for easy collaboration, there is a list of all application questions in an editable Google Doc for applicants to use while completing the application.**
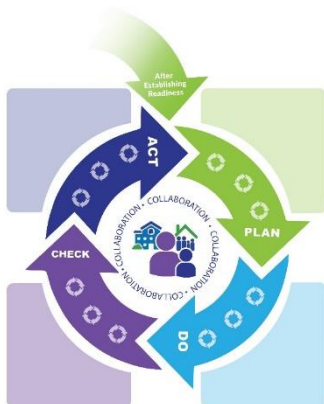


This grant application has been designed to follow the structure of the Continuous Improvement Process (CIP). Continuous improvement is an ongoing cycle through readiness, plan, do, study/ check, and act. DPI has developed a CIP Rubric: https://dpi.wi.gov/sites/default/files/imce/continuous-improvement/pdf/CIP_rubric_draft.pdf as a tool to assist LEAs and educational agencies in learning about the continuous improvement process. For more resources on continuous improvement, applicants may also visit this DPI webpage: https://dpi.wi.gov/continuous-improvement/resources-supports.

## General Information

As part of the EHCY compliance grant, all grant recipients will focus on areas of compliance under the McKinney-Vento Homeless Assistance Act. Grant recipients will all complete a goal on policy and procedure review and revision, including the dispute resolution processes. Applicants must then choose a pathway of focus and complete two goals within that pathway for a total of three goals. Before completing the grant application, LEAs are asked to determine a focus "pathway" by completing a self-assessment survey and conducting a needs assessment.

**Pathways**:

Applicants are directed to determine a pathway of focus based on the results of an informal self-assessment survey process (see more information on this process below). Review details on the two pathways below.

1.  **Staff and Community Awareness**
    LEAs will focus on ensuring all district staff:
    - Are aware of the educational rights of students experiencing homelessness under the McKinney-Vento Homeless Assistance Act.
    - Know who the homeless liaison is and how to contact them.
    - Receive an in-depth training at least annually.

    LEAs will focus on:
    - Making targeted effort in connecting or establishing partnerships with community partners, housing coalitions, or other stakeholders.
    - Disseminating public notice in creative ways and various locations.
    - Creating district-specific materials with all educational rights under McKinney-Vento, district contact information, and other helpful information for families experiencing homelessness. Applicants are encouraged to create materials that can be distributed physically and used digitally or become content on LEA webpages.
    - Examining data for trends in identification and performance of students experiencing homelessness.

2.  **Identification and Enrollment of Students Experiencing Homelessness**
    LEAs will focus on:
    - Processes to identify students experiencing homelessness upon enrollment and identifying students if their housing status changes mid-year.
    - Processes for district staff to refer students to the homeless liaison.
    - Processes for homeless liaison to ensure students receive services to which they are entitled under McKinney-Vento.
    - Processes for ensuring students are correctly identified in the LEA SIS and data is reported accurately to DPI (in conjunction with LEA data managers).
    - Developing district-specific materials such as residency questionnaires or residency questions embedded within registration/enrollment materials.

- Examining data for trends in identification and performance of students experiencing homelessness.
- Creating district-specific materials with all educational rights under McKinney-Vento, district contact information, and other helpful information for families experiencing homelessness. Applicants are encouraged to create materials that can be distributed physically and used digitally or become content on LEA webpages.
- Establishing or strengthening connections among inter-district programs and staff; and ensuring the homeless liaison is included in these groups (e.g., preschool/Head Start, technical education, data, Special Education, etc.)
- Streamlining processes to ensure immediate enrollment of students and obtaining records for enrollment.
- Examining and removing barriers students experiencing homelessness have in the LEA.

## Grant Application Sections

## Abstract

In 1500 or fewer characters, summarize the grant proposal, including relevant data, the key needs of students experiencing homelessness, and what the project ultimately seeks to implement.

## Assurances and Certification/Signatures

Review federal grant assurances and EHCY grant-specific assurances. The Agency Administrator (District Administrator, Charter School President or CEO) must sign the certification and lobbying document. This document MUST be added on the final page of the application or sent to the EHCY grants specialist, Clara Pfeiffer. **Incomplete certification or invalid signatures will result in immediate disqualification of a submitted application.**

## Section VIII – Readiness (Stakeholders)

Narrative responses should identify the stakeholders that will be involved in meeting the goals and action steps. Stakeholders should include those directly engaged in the schools/the district (LEA staff, families, students, etc.) and

groups that support or work directly with schools/the district (community organizations and leaders, businesses, etc.). Stakeholders may include community-based organizations such as youth serving organizations, community based mental health agencies, tribal organizations, or any other community agency or organization that is committed to improving conditions for local children and youth. Narrative response should also address how the identified stakeholders will be engaged or involved in action steps to meet the overall goals.

Engagement is the process of communicating to, learning from, and partnering with stakeholders while acknowledging the strengths of the stakeholders involved. Stakeholder engagement should be meaningful, inclusive, clear, effective, and ongoing in order to best support educational equity. (Meaningful Local Engagement Under ESSA: A Handbook for LEA and School Leaders: https://dpi.wi.gov/sites/default/files/imce/esea/pdf/lea-and-sl-engagementhandbook_8.10.17.pdf)

Effective stakeholder engagement includes the crucial components of building trust with families and community members; connecting families and community members to knowledge, information, and tools that support learning outside of school; supporting educators with time and skills to connect with stakeholders; and collaborating consistently with families and community partners – across programs, grade levels, and buildings. Best practices in effective stakeholder engagement include: involving key audiences with diverse perspectives, asking stakeholders what their needs are, listening to feedback closely, and responding to stakeholder questions. For more resources on local stakeholder engagement, visit: https://dpi.wi.gov/sites/default/files/imce/continuous-improvement/pdf/local-stakeholder-engagement-essa-idea.pdf

Meaningful stakeholder engagement is an effective way to support the strategies you implement to be culturally responsive to student needs.  For more information on culturally responsive practices, visit: https://dpi.wi.gov/sites/default/files/imce/statesupt/pdf/WI_Model_Inform_CRPs_2019.pdf or https://www.wisconsinrticenter.org/school-implementation/engage-stakeholders/.

Answers must include the anticipated plan to fulfill the requirement to give a presentation to internal and external stakeholders in the year two of the grant.

## Section IX – Plan (Needs Assessment)/Demonstration of Need

### 1a. Demonstration of Need:

Prior to completing the grant application, all applicants must identify the needs to be addressed by the EHCY Innovation grant. To do this, applicants should use an organized and systemic approach to review data and systems to determine areas of improvement related to students and families experiencing homelessness in the LEA and community.

Applicants may include information on previous and current efforts the LEA has made to support students experiencing homelessness in their answer.

As part of this needs assessment process, **DPI is requiring that each applicant complete a two-part self-assessment survey to identify the pathway of focus and improvement**. The self-assessment survey is not saved or submitted, and the intent of the survey is to guide the applicant in the grant application process. Please follow the steps outlined below for instructions on how to complete the self-assessment process. **Applicants must report their chosen pathway in the answer for Demonstration of Need question.** Note: Results cannot be saved or emailed, but the survey can be completed more than once.

EHCY Compliance Grant Pathways Self-Assessment Survey Process
- Complete the Part 1: Staff and Community Awareness survey ([link below](#)). The applicant will receive a score and categorical result at the end of the survey notating if the priority for Staff and Community Awareness was Low, Medium, or High. Take note of this result category.
- After completing Part 1, click the link on the results page to be directed to the Part 2: Identification and Enrollment survey ([link below](#)).
- Complete the Part 2: Identification and Enrollment survey. Upon completion of the second survey, applicants receive a score and categorical result of Low, Medium, or High priority for Identification and Enrollment.
- Applicants are asked to compare the results of each survey with the identified priority level. Applicants will choose their pathway based on which survey has the highest priority rating. (Note – Each part of the survey has a different total possible "score", so the number alone is not a sufficient way to measure priority).

- If applicants receive equal results for identified priority level, it is up to the applicant's discretion as to which pathway is chosen for the grant application. In some situations, it may be logical to focus on one goal in each pathway. In this case, applicants are encouraged to contact the DPI EHCY staff to discuss further before completing the application.

Part 1 Survey:

https://www.tryinteract.com/share/quiz/5fc6da25c3f0eb001604173b

Part 2 Survey:

https://www.tryinteract.com/share/quiz/5fc964416afbfe00161c09b7

As part of the needs assessment, applicants are encouraged to review data from WISEdash for Districts. Staff must have the "Economic Indicator Analyst Role" assigned to see data pertaining to students experiencing homelessness. For more information on requesting the Economic Indicator Analyst Role, please see: https://dpi.wi.gov/sites/default/files/imce/administrators/e-mail/Economic_Indicator_Analyst_Role.pdf or contact WISEsupport: https://dpi.wi.gov/wisedata/help/request.

For a detailed walkthrough of how to locate pertinent data in WISEdash for Districts and WISEgrants, see the Grant Application Data Guide posted on the DPI EHCY grant webpage:  https://dpi.wi.gov/homeless/grant-info.

**Priority Area/Statement to address root cause of needs:**

The DPI EHCY team has developed the Priority Statement to address for all applicants based on statewide data. Applicants are asked to complete the remaining questions based on local needs assessments and the statements developed by DPI.

State and national data from 2020-21 show that:
- The state of Wisconsin identifies students experiencing homelessness as 1.58%[*] of the total student enrollment, as compared to the national rate of 2.21%. [**]
- 23%[*] of Wisconsin school districts identified 0 or 1 students as experiencing homelessness.
- 45% of low-income districts[†] in Wisconsin report students experiencing homelessness at a rate lower than the state average of total enrollment.

- National studies show that secondary students self-identify as experiencing homelessness at twice the rate of certified national reported data.[‡]

Based on the analysis of these data, Wisconsin LEAs are under-identifying students experiencing homelessness.

[*]2020-21 WISEdash data

[**]National Center for Homeless Education national data

[†]Low-income districts are defined as those with over 30% students of low-income.

[‡]SchoolHouse Connection: Youth Risk and Behavior Survey data and research

### 1b. Root causes:

Applicants are encouraged to hypothesize the likely root causes or factors behind the DPI Student Outcome Priority Statement and connect it to district-level root causes of under-identification.

Resource inequities refer to the inequitable distribution of resources to support students. Resource inequities contribute to the needs identified in the student outcome and practice priority statements. Applicants are asked to examine resource inequities that exist in their LEA that may contribute to the DPI identified statements. Examples could include, but are not limited to: high turnover of the identified LEA homeless liaison or other administrative staff; lack of student services staff; lack of resources available to meet identified needs, etc.

## Section X – Do/Action Plan

DPI has developed goals for applicants. Applicants must have completed the pathways self-assessment in order to identify a pathway of focus prior to completing the Action Plan section of the application.

There are three (3) required SMART goals for this grant. For each SMART goal, include the action step(s) (i.e., activities to be implemented) to achieve the goal. Action steps may include evidence-based strategies (e.g., activity, strategy, or intervention that demonstrates a positive effect on improving student outcomes and/or adult practices) or other activities to achieve the goal. Each goal must have at least three (3) action steps but may have up to six (6).

**Goal 1:** You must use the following for Goal #1 on policy and procedure review and revision, and dispute resolution process:

**Review policies and procedures relating to students experiencing homelessness, and have a board-approved, updated policy which includes a detailed McKinney-Vento dispute resolution process.**

**Goals 2 and 3:** Choose two (2) of the goals under the chosen pathway. The options are listed as drop-down options in the "Goal to Address Student Outcome Priority Statement" row of the Action Plan tables.

**Staff and Community Awareness Goals**
- Annual staff training
- Create training materials
- Increase/strengthen community partnerships
- Create district-specific awareness materials (e.g., brochure, poster, etc.)

**Identification and Enrollment Goals**
- Create district-specific identification and enrollment materials (e.g., enrollment/residency forms, educational rights under McKinney-Vento, brochure, etc.)
- Develop district-specific written processes/operating procedures for student identification
- Establish/strengthen connections among inter-district programs and staff (preschool/Head Start, CTE, Data, Special Education)

Applicants must complete a minimum of three (3) action steps per goal. Each action step must be accompanied by an intended completion date, evidence that will show the action step has been completed, and the personnel responsible for completing the action step.

- Action steps are small, actionable items that will be taken in order to accomplish the identified goal. Grant reviewers should be able to clearly understand how the action steps culminate to address the identified goal.
- Helpful questions to think about when completing action steps: How will you know the action steps are met? What are staff measuring to understand implementation and impact?
- Include information on stakeholder inclusion where applicable.

- Possible evidence sources to consider agendas, surveys, presentations, artifacts/materials, reportable data, etc.

## Section XI – Study/Check

Narrative responses should address the process the LEA will use to collect and analyze data to determine if the grant goals are being met. The response should be connected to the information in the identified action steps.

## Section XII – Act

1. Applicants are encouraged to think of the most effective ways to communicate to the stakeholders identified in the readiness section (VIII).

   Applicants must include information on the anticipated plan for fulfilling the requirement to give a presentation to internal and external stakeholders during the second year of the grant.

2. Narrative responses should address how the applicant will sustain the initiatives established in the 2023-25 EHCY grant cycle if the applicant does not receive further funding from DPI. This may include policies and procedures, funding sources, or proposals for positions.

## Section XIII – Budget Narrative

Applicants will only complete a budget narrative with the application, not a detailed budget. Budgets will be submitted after an applicant receives notification of the intent to fund the grant project. DPI EHCY staff will examine the budget narrative when reviewing budgets entered by grant recipients for each year of the grant project.

## Section XIV – File Upload

Upload the signed Federal and Program Assurances and Lobbying Certification here and submit final application.

**Appendix A: Allowable activities under the McKinney-Vento Homeless Assistance Act, Subtitle VII-B Reauthorized by Title IX, Part A of the Every Student Succeeds Act (**42 U.S.C 11433(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 standards as 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 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 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 20 USC. sec. 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 20 USC. 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, particularly homeless children and youths who are not enrolled in school, 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.

**(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 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 youths 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 youths in the education of such children and youths.

**(11)** The development of coordination between schools and agencies providing services to homeless children and youths, as described in 20 USC. sec. 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 youths to attend school and participate fully in school activities.

## Appendix B: Scoring Rubric

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|---|---|
|  | **Wisconsin Department of Public Instruction**<br>**Education for Homeless Children and Youth (EHCY)**<br>**Compliance Grant Application Rubric** |

| |
|---|
| Applicant: |
| Reviewer Number: |

| Section II. Abstract | | |
|---|---|---|
| **Question** | | Summarize the proposal, make sure to address the targeted population, key needs, and what the project ultimately seeks to implement. |
| | 1: Not Present | There was no information submitted. |
| | 2: Beginning | There was not adequate summary of the proposal or key needs. |
| | 3: Developing | There was a partial description of the services or programs that will be provided, but it was not clear and did not include key needs of the population. |
| | 4: Accomplished | There was an adequate description of services and programs that will be provided to homeless children and youth, including a summary of the key needs of the population as determined by the needs assessment and planned implementation approach(es). |
| | 5: Exemplary | There was a strong description of services and programs that will be provided to homeless children and youth, including a clear summary of the key needs of the population as determined by the needs assessment and planned implementation approach(es). |
| **Notes:** | | |

| Section VIII. Readiness | | |
|---|---|---|
| | **Question 1** | Who are the stakeholders identified for this grant project and what are the roles of these stakeholder groups in the implementation of the grant project? |
| | 1: Not Present | No stakeholders and/or stakeholder roles were identified. |
| | 2: Beginning | The stakeholders or stakeholder roles were not adequately described. |
| | 3: Developing | The stakeholders and stakeholder roles were described, but there appeared to be little/no stakeholder representation in stakeholders that work with/represent students experiencing homelessness. |
| | 4: Accomplished | The stakeholders and corresponding roles were clearly described. These stakeholders are diverse and are able to represent students experiencing homelessness. Stakeholders either include those directly related to schools/districts (families, students, etc.) or groups that support schools/districts (community agencies, businesses, etc.) |
| | 5: Exemplary | The stakeholders and corresponding roles were described in-depth. Stakeholders/stakeholder roles are diverse and are able to represent students experiencing homelessness. Each stakeholder was chosen specifically for their expertise in working with/representing students experiencing homelessness. Stakeholders include groups directly related to schools/districts (families, students, etc.) and groups that support schools/districts (community agencies, businesses, etc.) |
| **Notes:** | | |

| Section IX. Plan (Demonstration of Need) | | |
|---|---|---|
| **Question 1a.** | | Demonstration of Need: Identify the overall need(s) to be addressed by the grant project. Identify the supporting data being used to determine need. |
| | 1: Not Present | There was no information submitted. |
| | 2: Beginning | There was an overall need included but no corresponding supporting data or a description of approaches to data analysis and assessing gaps. |
| | 3: Developing | There was an overall need for the grant included, some supporting data, and there was a partial description of an organized and systematic approach to use the data for meaningful analysis. The data analysis approach did not include, or only partially included, gaps being experienced by students experiencing homelessness. |
| | 4: Accomplished | There was an overall need described for the grant, supporting data (including the result of the self-assessment surveys and chosen pathway) was included as was a description of an organized and systematic approach to use the data for meaningful analysis. This data analysis approach also included an assessment of the gaps being experienced by students experiencing homelessness. |
| | 5: Exemplary | There was a strong description of the overall need, the supporting data (including the result of the self-assessment surveys and chosen pathway), and the organized and systematic approach to use the data for meaningful analysis. This data analysis approach also included an assessment of the gaps over multiple years being experienced by students experiencing homelessness. |
| **Notes:** | | |

| Section IX. Plan (Demonstration of Need) | | |
|---|---|---|
| **Question 1b.** | | What is the likely root cause(s) (i.e., factors, resource inequities, opportunity gaps, etc.) contributing to the need(s) to be addressed by this grant project? |
| | 1: Not Present | There was no root cause(s) listed. |
| | 2: Beginning | The likely root cause(s) was identified in a limited way, but it was not connected to the Priority Statement. **OR** The likely root cause(s) was identified as poverty or homeless status of families or students. |
| | 3: Developing | The likely root cause(s) was identified, but it was only partially aligned to the Priority Statement. |
| | 4: Accomplished | The likely root cause(s) was clearly identified, and it fits naturally with the Priority Statement. |
| | 5: Exemplary | The likely root cause(s) was clearly identified, focuses on areas of strength in relation to the area(s) of need, and fits naturally with the Priority Statement. |
| **Notes:** | | |

| | | |
|---|---|---|
| **Section X. Do (Action Plan)** | | |
| **There are 3 required goals. There are 3 action steps required for each goal.** | | |
| | **Goal #1** | Review policies and procedures, have a board approved policy including a detailed dispute resolution process. |
| | 1: Not Present | There was significant information missing in the action step, timeline, evidence, and/or personnel sections. |
| | 2: Beginning | The Action Plan's action step(s), timeline, evidence of completion, and/or personnel responsible was partially incomplete. |
| | 3: Developing | The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was included, but was not well-aligned to the priority area/statement and/or the SMART goal. |
| | 4: Accomplished | The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was fully addressed. The action step(s) related directly to the priority area/statement and SMART goal. |
| | 5: Exemplary | The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was thoughtfully addressed and would help achieve the stated goal. The action step(s) tightly align with the priority area/statement and SMART goal. |
| **Notes:** | | |

| | Section X. Do (Action Plan) Cont. | |
|---|---|---|
| | **There are 3 required goals. There are 3 action steps required for each goal.** | |
| | **Goal #2** | |
| | 1: Not Present | There was significant information missing in the action step, timeline, evidence, and/or personnel sections. |
| | 2: Beginning | The Action Plan's action step(s), timeline, evidence of completion, and/or personnel responsible was partially incomplete. |
| | 3: Developing | The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was included, but was not well-aligned to the priority area/statement and/or the SMART goal. |
| | 4: Accomplished | The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was fully addressed. The action step(s) related directly to the priority area/statement and SMART goal. |
| | 5: Exemplary | The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was thoughtfully addressed and would help achieve the stated goal. The action step(s) tightly align with the priority area/statement and SMART goal. |

**Notes:**

| | Section X. Do (Action Plan) Cont. | |
|---|---|---|
| | **There are 3 required goals. There are 3 action steps required for each goal.** | |
| | **Goal #3** | |
| | 1: Not Present | There was significant information missing in the action step, timeline, evidence, and/or personnel sections. |
| | 2: Beginning | The Action Plan's action step(s), timeline, evidence of completion, and/or personnel responsible was partially incomplete. |
| | 3: Developing | The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was included, but was not well-aligned to the priority area/statement and/or the SMART goal. |
| | 4: Accomplished | The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was fully addressed. The action step(s) related directly to the priority area/statement and SMART goal. |
| | 5: Exemplary | The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was thoughtfully addressed and would help achieve the stated goal. The action step(s) tightly align with the priority area/statement and SMART goal. |
| | **Notes:** | |

| Section XI. Study/Check (Evaluation) | |
|---|---|
| **Question 1.** | What is the process used to collect and analyze grant-specific data? |
| 1: Not Present | No process is described for how grant specific data will be collected and/or analyzed. |
| 2: Beginning | There was a reference to collecting data, but what data, and how it would be analyzed, was unclear. |
| 3: Developing | There was a description of the process for collecting grant specific data or the data analysis process, but not both. |
| 4: Accomplished | There was a description of both what and how data will be collected as well as how these data would be analyzed. |
| 5: Exemplary | There was a description of both what and how data will be collected, as well as how a protocol will be used to analyze these data. It is clear that these data will be used in order to refine, improve, and strengthen the project. |
| **Notes:** | |

| Section XII. Act (Coordination) | | |
|---|---|---|
| **Question 1.** | | What are the protocols for ongoing communication about the grant project with internal and external stakeholders? Describe the procedures for communicating the grant project within and across the system. |
| | 1: Not Present | There are no planned procedures or protocols for ongoing communication. |
| | 2: Beginning | There are some planned procedures or protocols for ongoing communication, but they were not adequately described. |
| | 3: Developing | Plan describes how communications with stakeholders will occur using formal protocols. |
| | 4: Accomplished | Plan describes how communications with internal/external stakeholders would occur regularly, how the means of communication are clearly defined, and how formal communication protocols exist. |
| | 5: Exemplary | Plan includes an in-depth description for how communications with internal/external stakeholders will occur, how often they will occur, how the means of communication are clearly defined, and how formal/written communication protocols have been put in place to communicate within and across the system. |
| **Notes:** | | |

| Section XII. Act (Sustainability) | | |
|---|---|---|
| **Question 2.** | | What procedures and policies are in place to sustain the grant project after the grant period? |
| | 1: Not Present | There was no description of any procedures and policies. |
| | 2: Beginning | There is an incomplete description of procedures or policies that can sustain the grant work after the grant period. |
| | 3: Developing | There was a limited description of any procedures and policies that can sustain the grant work after the grant period. |
| | 4: Accomplished | There was a clear description of any procedures and policies that can sustain the grant work after the grant period. This may include alternative funding sources for sustaining positions if appropriate. |
| | 5: Exemplary | There was an in-depth description about procedures and policies that will sustain the grant work after the grant period. This may include alternative funding sources for sustaining positions if appropriate. |

**Notes:**

| Section XIII. Budget Narrative | | |
|---|---|---|
| **Question 1a.** | | How will the grant funds be used to address the identified SMART goals during the grant cycle? |
| | 1: Not Present | There was no information submitted. |
| | 2: Beginning | There was a brief description of the plan but it provided almost no information about how funds will be used. |
| | 3: Developing | Narrative answers were submitted, but description was not complete in order to determine how all funds will support students experiencing homelessness, or whether there are unallowable uses as outlined in the McKinney-Vento Homeless Assistance Act. |
| | 4: Accomplished | Description included how all funds will be used to support students experiencing homelessness, how the funds generally align with needs presented in the needs assessment, and how all are allowable uses for these funds, and are generally allowable uses of these funds as per McKinney-Vento Homeless Assistance Act. |
| | 5: Exemplary | Narrative included an in-depth description of how all funds will be used to support students experiencing homelessness. Narrative indicated that funding will be aligned to the needs presented in the needs assessment and are clearly allowable uses of these funds as per McKinney-Vento Homeless Assistance Act. |
| **Notes:** | | |

# EHCY Compliance Grant Rubric Scoring Sheet

| Section Number | Section Name | Question | Possible Points | Reviewer Score | Section Weight | Weighted Score |
|---|---|---|---|---|---|---|
| II. | Abstract | N/A | 1, 2, 3, 4, 5 | | x .5 | |
| VIII. | Readiness | 1. Identification of Stakeholders/Stakeholder Roles | 1, 2, 3, 4, 5 | | x 1 | |
| IX. | Plan | 1a. Demonstration of Need and Supporting Data | 1, 2, 3, 4, 5 | | x 1 | |
| IX. | Plan | 1b. Root Cause(s) | 1, 2, 3, 4, 5 | | x 1 | |
| X. | Action Plan | Goal 1 Action Plan steps, timeline, evidence of completion, and personnel | 1, 2, 3, 4, 5 | | x 2 | |
| X. | Action Plan | Goal 2 Action Plan steps, timeline, evidence of completion, and personnel | 1, 2, 3, 4, 5 | | x 2 | |
| X. | Action Plan | Goal 3 Action Plan steps, timeline, evidence of completion, and personnel | 1, 2, 3, 4, 5 | | x 2 | |
| XI. | Study/Check | 1. Process for collecting and analyzing data | 1, 2, 3, 4, 5 | | x 1 | |
| XII. | Act | 1. Communication structures and protocols with Stakeholders | 1, 2, 3, 4, 5 | | x 1 | |
| XII. | Act | 2. Sustaining the grant work | 1, 2, 3, 4, 5 | | x 1 | |
| XIII. | Budget Narrative | N/A | 1, 2, 3, 4, 5 | | x 1 | |
| | | | | | **Overall Score** | |

The overall score **does not** factor in extra points to be awarded to LEAs based on factors identified under the Review Process section of the grant guidelines.

## Overall Comments/Notes, Final Recommendation

**Proposal Strengths:**

**Proposal Weaknesses:**

| Do you recommend this proposal for funding? | Strongly Recommended for Funding | Should Consider for Funding | Not Recommended for Funding |
|---|---|---|---|
| | ☐ | ☐ | ☐ |