



Education for Homeless Children and Youth (EHCY) Innovation Grant Application Guidelines 2023-2026

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

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Wisconsin Department of Public Instruction

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Grant at a Glance:

Authorizing Statute	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	Three years, non-competitive renewal for years two and three Year 1: July 1, 2023 – June 30, 2024 Year 2: July 1, 2024 – June 30, 2025 Year 3: July 1, 2025 – June 30, 2026
Available Funds	Ranging from \$25,000/year to \$100,000/year; dependent on certified enrollment data of students experiencing homelessness during the 2021-22 school year.
Program Contacts	Kristine Nadolski, EHCY State Coordinator Kristine.nadolski@dpi.wi.gov or (608) 267-7338 Clara Pfeiffer, EHCY Grants Specialist clara.pfeiffer@dpi.wi.gov or (608) 261-6324
Purpose of Grant	Create academic and support goals with innovative action steps to support students experiencing homelessness. All goals must contribute to the Education for Homeless Children and Youth (EHCY) purpose of ensuring all children and youth experiencing homelessness have equal access to the same free, appropriate education as their peers.

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.

II. Eligibility

All Wisconsin LEAs, including public school districts and independent charter schools are eligible to apply for the EHCY Innovation 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. Maximum annual EHCY grant awards will not change over the three-year period based on LEA enrollment.

LEAs can apply for the maximum annual grant award based on the total number of students experiencing homelessness identified in the LEA using the 2021-22 certified data as reported in WISEdash for districts.

2021-22 Identified Students Experiencing Homelessness (Certified Data)	Maximum Annual Award
0 - 50	\$25,000
51 - 100	\$30,000
101 - 200	\$40,000
201 - 500	\$55,000
501 - 1000	\$75,000
1000+	\$100,000

IV. Grant Period

The three-year EHCY grant application period will cover the academic years of 2023-24, 2024-25, and 2025-26. The grant award period for each grant year begins on July 1 and ends on June 30. Grant funds may be discontinued at the end of any academic year if little or no progress is being made toward the applicant's stated SMART goals or action steps.

V. Use of Funds

Grant funds must be used to expand upon or improve services for students experiencing homelessness. 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.

Applicant agencies must be in compliance with all requirements under the McKinney-Vento Homeless Assistance Act. Grant funds cannot be used to fulfill the basic requirements of the McKinney-Vento Homeless Assistance Act.

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
	Mid-Year Report	January 30, 2024
	End-of-Year Report and SMART goal revisions	June 30, 2024
	Final financial claim due	September 30, 2024
Year 2 (2024-25)		
	WISEgrants budget due	September 30, 2024
	SMART goal revisions due	December 31, 2024
	Mid-Year Report	January 30, 2025
	End-of-Year Report	June 30, 2025
	Final financial claim due	September 30, 2025
Year 3 (2025-26)		
	WISEgrants budget due	September 30, 2025
	Mid-Year Report	January 30, 2026
	End-of-Year Report	June 30, 2026
	Final financial claim due	September 30, 2026

B. Required Program Elements

Annual Meeting: All grant recipients are required to have the homeless liaison or at least one authorized representative with grant-related knowledge participate in the EHCY grant meetings 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: Progress on recipients’ SMART goals, and action steps will be evaluated through annual mid-year and end-of-year reports, and one on-site visit from the EHCY team during the three-year grant period. Recipients have the opportunity to revise or add action steps for their SMART goals on the end-of-year report due in June 2024. If a recipient wishes to make revisions after this report is submitted, the

recipient must notify the grants specialist and submit a revision no later than December 31, 2024.

McKinney-Vento Compliance Review: All grant recipients will be subject to a McKinney-Vento Homeless Assistance Act compliance review unless they have received an acceptable compliance monitoring report since the passage of ESSA in 2015.

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 grant goals and 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.

Subgrants will be renewable for 2024-25 and 2025-26 at a similar funding level, pending successful implementation of identified action steps, compliance with grant rules and regulations, and continued funding from USDE. For the second and third (final) years of the grant, recipients will submit a budget for the respective fiscal year.

D. Review Process

The EHCY Innovation 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.

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 or 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 Innovation 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 goals and 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 every 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 years one and two can be carried over to the subsequent year. Carryover is not allowed after the third (final) year of the grant.

Grant recipients will be allowed to budget **no more than 25%** of their total grant funds each year to cover school of origin transportation costs.

Indirect costs are allowable for the EHCY Innovation grant. The restricted indirect rate is used for this grant. To learn more information about indirect costs and to locate rates for each LEA, visit: <https://dpi.wi.gov/sfs/aid/grant-programs/indirect-cost-information>.

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.

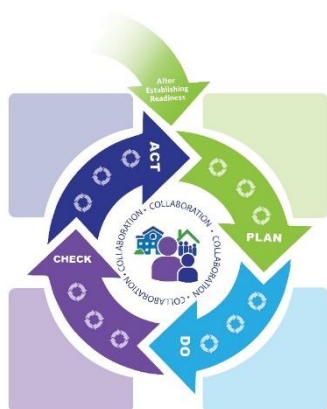
C. Financial Claims

Recipients will submit claims for reimbursement for approved expenses in WISEgrants. A final claim for each grant period must be submitted by September 30 of each year. The final claim for the grant cycle is due September 30, 2026. 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 Innovation Grant Application

Applications must be completed in full. Applications that are 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 Innovation 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 needs assessment and application.



The 2023-26 EHCY Innovation 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

Complete all applicant and contact information.

Funds requested should be the amount the applicant is eligible for on an annual basis OR applying for the first year of the grant, not the total grant amount for the entire three-year period.

Abstract

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

Assurances and Certifications/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)

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. Responses 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/>.

Section IX – Plan (Needs Assessment)/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.

Applicants will need to retrieve data from [WISEdash for Districts](#) to obtain enough relevant data to complete the needs assessment. Staff responsible for gathering the data from WISEdash for Districts 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 this 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>.

It is highly recommended that applicants pull data in the following areas and for multiple years to analyze trends:

- Amount of funding reserved for students experiencing homelessness through Title I, Part A (reservation).
- Number of children and youth enrolled as homeless during the school year.

- Applicants may also use their Student Information System (SIS) to retrieve this data to see the total number of students identified, not the unduplicated (certified) count.
- Homeless children and youth by subgroup and by grade level or school.
 - Migratory Students
 - Unaccompanied Homeless Youth
 - Separate by grade span or school to look for under-identification
- Percentage of total LEA enrollment identified as homeless.
 - Compare to the statewide total or other LEAs of similar size or location.
- Homeless student graduation rates and dropout rates.
 - There are 4 Year graduation and 6 Year graduation rates.

Definition of Adjusted Cohort: Students are assigned to only one cohort year when they first enroll in a high school grade in Wisconsin public schools. At the end of the selected graduation timeframe (4-year, 5-year, or 6-year), adjustments are made to remove any student from his or her assigned cohort. A student is removed from the cohort when their most recent Wisconsin public school has written confirmation that the student has transferred to another state or a nonpublic Wisconsin school, emigrated to another country, or is deceased prior to the end of that timeframe. All students that remain in the Wisconsin public school district are counted in the cohort. For details see [Counting Students and Calculating Rates](#).

- Homeless student attendance and absenteeism rates.
 - Compare to other subgroups (such as economic status) or district-wide data.
- Homeless student academic proficiency rates.

Wisconsin State Assessment Information:

 - The Wisconsin Forward Exam is given at grades 3-8 in English Language Arts (ELA) and Mathematics, at grades 4 and 8 in Science, and 4, 8, and 10 in Social Studies.
 - The PreACT Secure Online (ACT Aspire) exam is given at grades 9 and 10
 - The ACT exam is given at grade 11 for Reading, English, Mathematics, Science, and Writing
 - The Dynamic Learning Maps (DLM)[™] assessment measures the academic progress of students with the most significant cognitive disabilities in the subject areas of ELA and Mathematics at grades 3-11, Science at grades 4 and 8-11, and in Social Studies at grades 4, 8, and

10. The DLM data is grouped in with the corresponding tests given at specific grades.

For more information on Wisconsin State assessments, visit <https://dpi.wi.gov/assessment>.

Root Cause

Applicants are encouraged to hypothesize the likely root causes behind trends and gaps found in the data and select a highest likely root cause. Applicants may choose more than one highest likely root cause if there are significant differences in what the data show.

To assist with this process, applicants may choose to use the “fishbone” process and the "[Fishbone Activity Guide](#)" template from WISELearn resources. The "[Influencer Activity Guide](#)" may also be useful in prioritizing the root cause that has the greatest influence.

Resource inequities refer to the inequitable distribution of resources to support students. Applicants are asked to examine resource inequities and opportunity gaps for students experiencing homelessness in their LEA as part of the needs assessment section. 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.

As a reminder, because the data are already specifically on students experiencing homelessness, housing status/homelessness should not be the highest likely root cause.

Priority Areas/Statements

Two priority areas or statements are required for this question.

A priority area or statement explains the relationship between the highest likely root cause and the needs of students experiencing homelessness. You may write a priority statement using a format such as “we believe we can improve (highest likely root cause) if we (what will be reflected in SMART goals).”

Example: *We believe we can increase the literacy proficiency rate of students experiencing homelessness if we implement a literacy tutoring program.*

Section X – Do (Action Plan and SMART Goals)

There are **three (3) required SMART goals** for this grant but applicants may write up to five (5) goals* (*Specific, Measurable, Attainable, Relevant and Timely*). The needs assessment and the priority areas/statements must be used to inform SMART goals. At least one SMART goal must be an academic goal.

- **Academic Goals** - May include growth or proficiency on assessments, course completion, successful credit recovery, graduation rates, college and career readiness, and other measurable academic interventions.
- **Non-Academic/Support Goals** - May address increased community awareness, identification, family engagement, school stability, full participation in school, or wrap-around support and services with community-based organizations.

Both priority areas/statements identified/created in Section IX (Plan) must be used in an action table.

*If applicants choose to write more than three goals, only the first three will be scored in the scoring rubric. The extra goals will NOT contribute to the overall score.

Goals may relate to current district initiatives; however, **grant goals and action steps must build upon existing district initiatives and/or EHCY grant goals from a previous EHCY grant cycle.** Identical goals or action steps should not be included in the 2023-26 application.

Transportation is not an acceptable grant goal. It may be included as an action step if it directly contributes to accomplishing a grant goal (e.g., grant goal focuses on family engagement and an action step is ensuring families have transportation to family engagement events).

Based on the needs assessment, applicants should keep measurable baseline data in mind when determining attainable goals. For each SMART goal, applicants must include a minimum of four (4) evidence-based action steps that will be completed toward accomplishing the goal. There is a maximum of eight (8) action steps available for each SMART goal.

Capacity

When completing the goals and action plans, it is important to consider aspects such as financial or structural capacity, time, skills, available resources, or cultural

responsivity capacity of the district and the team implementing EHCY grant goals. It may also be useful to think about the team's locus of control.

For an exploration tool on capacity, applicants may refer to the Hexagon Tool from the National Implementation Research Network (NIRN). The Hexagon Discussion and Analysis Tool can be used as a planning tool to guide selection and evaluate potential programs and practices for use.

https://s3.amazonaws.com/wlresources.dpi.wi.gov/media/editor/1415/NIRN_HexagonTool_11.2.18.pdf.

For each SMART goal, complete the entire action table including:

1. Priority Area/Statement and Supporting Data (from the PLAN section)
2. SMART Goal to Address Priority Area
 - A SMART goal is Specific, Measurable, Attainable, Relevant and Timely. The SMART goals developed for the grant project should be directly related to the priority statement developed after analyzing the data and determining root causes.
 - The SMART goals should contain measurable baseline data.
 - Keep in mind that grant recipients will have three years in which to meet these goals.
 - When creating SMART goals, consider using evidence-based interventions: practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. For further guidance on selecting an evidence-based intervention, visit: <https://wlresources.dpi.wi.gov/groups/wisconsin-continuous-improvement/4/8/16/>
3. Action Steps
 - An action step is a smaller, actionable item that will be taken to accomplish the identified SMART goal.
 - Each SMART goal must have at least 4 action steps. For each action step, applicants must include:
 - Personnel responsible for completing the action step.
 - Evidence that shows the action step has been completed.
 - Evidence should be **adult** practices and should not include student outcomes. Helpful questions to think about when completing this section: How will you gather data on what LEA personnel are doing to implement the strategy? What measures will be used? How will

the LEA personnel monitor if they are doing what that say they are going to do? Possible data sources to consider observations, surveys, artifacts, reportable data or assessment data.

- The anticipated year the action step will be completed. Grant recipients will be asked to report on progress made toward each action step at the end of each grant year. Keep in mind that recipients will have three years in which to meet goals.
- Family engagement and community collaboration is an integral part of student success, particularly for students experiencing homelessness. While applicants are not required to develop a SMART goal based on community collaboration or family engagement, applicants are encouraged to have this be the focus of at least one action step for each goal.

<https://dpi.wi.gov/excforall/family-and-community-engagement>
<https://nche.ed.gov/parent-involvement/>

Consider the guiding questions for each action plan table:

Priority Area/Statement	SMART Goal	Action Step	Planned Completion Date	Evidence of Completion	Personnel Responsible
1 Priority Area #1	1.1 Goal #1 to address the Priority Area/ Statement #1	1.1.A Action step to complete in progress toward Goal 1	When do you plan on completing Action Step 1.1.A?	What adult practices will be completed? How will data be measured?	Who will be responsible for completing Action Step 1.1.A?
		1.1.B Action step to complete in progress toward Strategy 1.1	When do you plan on completing Action Step 1.1.B?	What adult practices will be completed? How will data be measured?	Who will be responsible for completing Action Step 1.1.B?
2. Priority Area #2	2.1 Goal #1 to address the Priority Area/ Statement #2	2.1.A Action step to complete in progress toward Goal 2.1	When do you plan on completing Action Step 2.1.A?	What adult practices will be completed? How will data be measured?	Who will be responsible for completing Action Step 2.1.A?

Section XI – Study/Check (Evaluation)

Describe what process will be in place to collect and analyze data related to the action steps in each goal. This may include various methods of collecting data. For example, if an academic goal about increasing proficiency of literacy or math performance – what are sources of data that can be used and are these sources of data available by the time end of year grant reports are due?

Section XII – Act (Coordination and Sustainability)

1a. Narrative responses should address how the identified priority areas and goals identified in the action plans align with existing initiatives in the LEA or other grant programs.

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

2b. Narrative responses should address how the applicant will sustain the initiatives established in the 2023-26 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.

Responses should include a description of how the funds will be used each year of the grant and how this is related to the identified SMART goals. Responses may include budget amounts, but it is not required or binding.

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.

school and participate fully in school activities.

(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

Appendix B: Scoring Rubric

	<p>Wisconsin Department of Public Instruction Education for Homeless Children and Youth (EHCY) Innovation Grant Application Rubric</p>
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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).
<p>Notes:</p>		

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 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, 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 outlined need(s). 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 outlined need(s).
	4: Accomplished	The likely root cause(s) was clearly identified, and it fits naturally with the outlined need(s).
	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 outlined need(s).
Notes:		

Section IX. Plan (Demonstration of Need)		
	Question 1c.	Define your Priority Area(s) or Statement(s) to address the root cause of the needs. What is your approach to address one or more of the root causes for this grant project and how does this grant project fit into this approach? This could be written as “we believe we can improve... if we...). Two priority areas/statements are required.
	1: Not Present	There were no priority areas/statements included.
	2: Beginning	Priority areas/statements included, but they were not connected to the root cause(s). OR There was only one priority area/statement identified.
	3: Developing	Two priority areas/statements were included, but only partially connected to the root cause(s).
	4: Accomplished	Two priority areas/statements were included in detail, and they both fit naturally with the outlined root cause(s).
	5: Exemplary	Two priority areas/statements were clearly identified, focus on areas of strength, and fit naturally with the outlined root cause(s).
Notes:		

Section X. Do (Action Plan)

There are 3 required goals. One goal must be academic in nature (see grant guidelines for examples). Each priority area/statement must be used in at least one goal. There are 4 action steps required for each goal.

Goal #1		
	1: Beginning	The goal does not meet all SMART goal requirements but does address the priority area/statement. OR, the goal meets SMART goal requirements, but it does not address the selected priority area/statement.
	3: Accomplished	The goal met all SMART goal requirements, and the SMART goal addressed the selected priority area/statement.
	5: Exemplary	The SMART goal directly addressed the priority area/statement and it directly addressed their overall project needs. Baseline measurement data is included in the SMART goal.
Notes:		
Goal #1: Action Plan		
	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. The timeline did not reflect the entire three-year grant period.
	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. The timeline reflects the entire three-year grant period.
	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. The timeline reflects the entire three-year grant period.
Notes:		

Section X. Do (Action Plan) Cont.

There are 3 required goals. One goal must be academic in nature (see grant guidelines for examples). Each priority area/statement must be used in at least one goal. There are 4 action steps required for each goal.

Goal #2		
	1: Beginning	The goal does not meet all SMART goal requirements but does address the priority area/statement. OR, the goal meets SMART goal requirements, but it does not address the selected priority area/statement.
	3: Accomplished	The goal met all SMART goal requirements, and the SMART goal addressed the selected priority area/statement.
	5: Exemplary	The SMART goal directly addressed the priority area/statement and it directly addressed their overall project needs. Baseline measurement data is included in the SMART goal.
Notes:		
Goal #2: Action Plan		
	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. The timeline did not reflect the entire three-year grant period.
	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. The timeline reflects the entire three-year grant period.
	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. The timeline reflects the entire three-year grant period.
Notes:		

Section X. Do (Action Plan) Cont.

There are 3 required goals. One goal must be academic in nature (see grant guidelines for examples). Each priority area/statement must be used in at least one goal. There are 4 action steps required for each goal.

Goal #3	
1: Beginning	The goal does not meet all SMART goal requirements but does address the priority area/statement. OR, the goal meets SMART goal requirements, but it does not address the selected priority area/statement.
3: Accomplished	The goal met all SMART goal requirements, and the SMART goal addressed the selected priority area/statement.
5: Exemplary	The SMART goal directly addressed the priority area/statement and it directly addressed their overall project needs. Baseline measurement data is included in the SMART goal.

Notes:

Goal #3: Action Plan

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. The timeline did not reflect the entire three-year grant period.
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. The timeline reflects the entire three-year grant period.
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. The timeline reflects the entire three-year grant period.

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 these data will be used in order to refine, improve, and strengthen the project. The data gathered relates to student outcomes and adult practices.

Notes:

Section XII. Act (Coordination)		
Question 1a.		How will the grant project supplement and align with existing or available initiatives or programs (e.g., curriculum, evidence-based programs, Equitable Multi-level Systems of Support, comprehensive school-based mental health, etc.) to address the priorities defined in the Action Plan?
	1: Not Present	There was no description of any supplementing of and/or alignment with existing or available initiatives or programs in order to address the priorities defined in the Action Plan.
	2: Beginning	There is an incomplete description about any supplementing of and/or alignment with existing or available initiatives or programs in order to address the priorities defined in the Action Plan.
	3: Developing	There was a brief description about any supplementing of and/or alignment with existing or available initiatives or programs in order to address the priorities defined in the Action Plan.
	4: Accomplished	There was a strong description about any supplementing of and/or alignment with existing or available initiatives or programs in order to address the priorities defined in the Action Plan.
	5: Exemplary	There was an in-depth description about any supplementing of and/or alignment with existing or available initiatives or programs, including an analysis of how these initiatives or programs could complement one another to best address the priorities outlined in the Action Plan.
Notes:		

Section XII. Act (Coordination)		
Question 1b.		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 Innovation 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	
IX.	Plan	1c. Define Priority Areas/Statements	1, 2, 3, 4, 5		x 1	
X.	Action Plan	Goal 1	1, 3, 5		x 2	
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	1, 3, 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	1, 3, 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	1a. Supplement and align with initiatives/programs	1, 2, 3, 4, 5		x 1	
XII.	Act	1b. 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						

Overall Comments/Notes, Final Recommendation

Proposal Strengths:

Proposal Weaknesses:

Do you recommend this proposal for funding?	Strongly Recommended for Funding <input type="checkbox"/>	Should Consider for Funding <input type="checkbox"/>	Not Recommended for Funding <input type="checkbox"/>
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