



Education for Homeless Children and Youth (EHCY) Program Three-Year Grant Application Guidelines 2020-2023

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



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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 two statewide EHCY Coordinators 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 and consortia through a competitive and discretionary process on a three-year grant cycle.

II. Eligibility

All Wisconsin LEAs, including public school districts, independent charter schools, or a consortium of LEAs, headed by a designated lead LEA or Cooperative Educational Service Agency (CESA), are eligible to apply for the EHCY grant.

The EHCY grant application must be submitted in the Qualtrics application no later than 5:00 p.m. on Friday, May 1, 2020. Applications received after this date and applications that do not contain the required signatures **will not be considered for funding**.

III. Available Funds

The amount of grant funds made available to LEAs and consortia is anticipated to be \$800,000. 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 or consortia can apply for the maximum annual grant award based on the total number of students experiencing homelessness identified in the LEA or consortia using the 2018-19 certified data as reported in WISEDash for districts. Consortia shall use aggregate totals for each LEA signed on as the Administering Agency and a Consortium Participant. Consortia

requests will be limited to \$50,000 even if aggregate totals exceed 500 identified children and youth in the participating LEAs.

2018-19 Identified Students Experiencing Homelessness (Certified Data)	Maximum Annual Award
1-200	\$30,000
201-500	\$50,000
501-2000	\$75,000
2000+	\$100,000

IV. Grant Period

The three-year EHCY grant application program will cover the academic years of 2020-21, 2021-22, and 2022-23. 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, strategies 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 should not be used to fulfill the basic requirements of the McKinney-Vento Homeless Assistance Act.

Grant recipients will be allowed to budget **no more than 15%** of their total grant funds each year to cover school of origin transportation costs.

VI. Application Information

A. EHCY Program Timeline

Grant Application Timeline	
Grant Application Submission Period Begins	February 24, 2020
Grant Application due to DPI	May 1, 2020 (*extended from April 10 due to COVID-19)
Applicants notified of intent to fund	June, 2020
Budgets due in WISEgrants	August 31, 2020

Grant Cycle Program Timeline		
*Report dates subject to change		
Year 1 (2020-21)		
	Mid-Year Report	January 30, 2021
	End-of-Year Report	June 30, 2021
	Final financial claim due	September 30, 2021
	SMART goal revisions due	December 31, 2021
Year 2 (2021-22)		
	WISEgrants budget due	September 30, 2022
	Mid-Year Report	January 30, 2022
	End-of-Year Report	June 30, 2022
	Final financial claim due	September 30, 2022
Year 3 (2022-23)		
	WISEgrants budget due	September 30, 2022
	Mid-Year Report	January 30, 2023
	End-of-Year Report	June 30, 2023
	Final financial claim due	September 30, 2023

B. Required Program Elements

Annual Meeting: Grant recipients must send the homeless liaison or at least one authorized representative to a grant-funded districts/agencies meeting hosted by DPI EHCY staff each fall of the grant cycle. Grant funds may be used to cover expenses.

Reports: Progress on recipients' SMART goals, strategies or action steps will be evaluated through annual mid-year and end-of-year reports and one on-site visit from the EHCY State Coordinators during the three-year grant period. Recipients will have the opportunity to revise or add strategies and action steps for the required SMART goals on the end-of-year report due in June 2021. 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, 2021.

Compliance Review: All new grant recipients will be subject to a McKinney-Vento compliance review unless they have received an acceptable compliance monitoring report since the passage of ESSA in 2015. This includes all LEAs that apply as a consortium. Grant recipients that received the EHCY grant during the 2017-20 grant cycle will not be required to complete a McKinney-Vento compliance review.

C. Grant Budget

Budgets for the EHCY grant will be completed in WISEgrants. LEAs/consortia will submit the budget for the 2020-21 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 2020-21 is submitted, reviewed, and approved by a DPI EHCY consultant or grants specialist in WISEgrants.

Subgrants will be renewable for 2021-22 and 2022-23 at the same funding level, pending successful implementation of identified strategies, 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. 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 will be capped at 15% of the total award. Carryover is not allowed from the third (final) year of the grant.

D. Review Process

The EHCY grant is a competitive grant and will follow the DPI competitive, discretionary grant process. Applications will be read by at least two DPI staff as well as a panel of external reviewers chosen by DPI. 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 consortium 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 or consortium.
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

Budgets for the EHCY grant will be completed in WISEgrants. LEAs/consortia will submit the budget for the 2020-21 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 2020-21 is submitted, reviewed, and approved by a DPI EHCY consultant or grants specialist in WISEgrants. Budgets must be completed every grant year.

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>.

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.

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

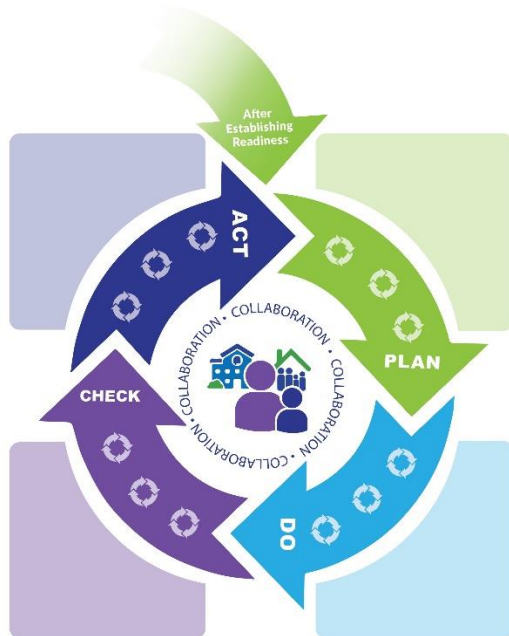
Recipients must complete grant activities and encumber expenses by June 30, 2023. Recipients will submit claims for reimbursement for approved expenses in WISEgrants. A final claim for each grant period must be submitted by September 30 of each year. The final claim for the grant cycle is due September 30, 2023. Direct all questions regarding financial claims to DPI's EHCY accountant, Mark Rudman, at mark.rudman@dpi.wi.gov or (608) 267-9187.

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

Applications must be completed in full. Applications that are not completed in full will not be accepted.

The 2020-23 EHCY 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. To learn more about the CIP, applicants are encouraged to talk to their CESA's TA Network contact:

<https://dpi.wi.gov/continuous-improvement/resources-supports/ta-network>.

For more resources on continuous improvement, applicants may also visit this DPI webpage: <https://dpi.wi.gov/continuous-improvement/resources-supports>.

LEAs and educational agencies may also be familiar with the Data Inquiry Journal (DIJ), an interactive tool that leads educators through data inquiry and improvement planning.

Applicants may consider using the DIJ when

completing the needs assessment for this grant project. For more information on the DIJ, visit: <https://dpi.wi.gov/continuous-improvement/resources-supports> or the DIJ at a glance document: https://dpi.wi.gov/sites/default/files/imce/continuous-improvement/pdf/DIJ_At-A-Glance_Update_5-16-19.pdf.

Please note – the DIJ is not a formal part of this grant application. Applicants must complete the EHCY application in its entirety and **may not** substitute a plan housed in the DIJ if applicants choose to use that tool.

Applicants must complete all sections of the application (with the exception of Section V, consortium narrative, which is only applicable to lead LEAs or a CESA applying as a consortium). Responses should answer the questions and address aspects indicated in the grant application rubric (Appendix B). Text boxes can expand beyond the space given and have no character limit in order to submit appropriate responses.

Section I – Contact Information

Complete all contact information.

Sections II–IV – Assurances and Certification/Signatures

Review federal grant assurances EHCY grant specific assurances. The Agency Administrator (District Administrator, Charter School President or CEO, CESA Administrator) must sign the certification section. **Incomplete certification or invalid signatures will result in immediate disqualification of a submitted application.**

Section V – Consortium Verification (only required for lead LEAs or CESAs applying as a consortium)

Complete the narrative questions describing how the consortium will operate collaboratively to the benefit of students experiencing homelessness in the consortium’s service area. Consortium applicants must include the [consortium verification form](#) with all applicable participating applicant signatures in order to complete the certification process. The consortium verification form will be attached in the supporting documentation section.

Section VII – Current LEA Efforts

Provide a narrative summary on previous and current efforts the applicant has made to improve services for students experiencing homelessness in the agency within the last five years.

Section VIII – Data

Applicants will need to retrieve data from [WISEdash for Districts](#). Staff responsible for gathering the data from WISEdash for Districts must have the “Economic Indicator Analyst Role” assigned in order 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>.

Consortia should use aggregate data for each participating LEA.

For a detailed walkthrough of how to locate this data in WISEdash for Districts and WISEgrants, see the [Data Walkthrough document](#) posted on the DPI EHCY grant webpage: <https://dpi.wi.gov/homeless/grant-info>.

Applicants must provide the following:

- 1. Title I, Part A Homeless Reservation amount for 2019-20.**

This number can be retrieved from the LEA’s [Title I, Part A Grant Application Plan Reservation in WISEgrants](#).

- 2. Number of children and youth enrolled as homeless.**
WISEdash Secure Path: Topics/Main/Enrollment/Homeless by Subgroup; using the various options for Group by.
For the 2019-20 school year, enter the number of students enrolled to date. Applicants must use their Student Information System (SIS) to retrieve this data.
- 3. Homeless children and youth by subgroup.**
WISEdash Secure Path: Topics/Main/Enrollment/Homeless by Subgroup; using the various options for Group by.
Migratory students must have been certified by the State and have a verified certificate of eligibility (COE). For more information on migrant student eligibility and data, contact Tena Torgerson, migrant education data specialist, tena.torgerson@dpi.wi.gov.
For Unaccompanied Homeless Youth (UHY) data, the data must be retrieved from two sources. For the 2018-19 school year, the data is reported in WISEdash for Districts. The 2016-17 and 2017-18 data must be retrieved from Title I End of Year Reports in [WISEgrants](#). Detailed steps for retrieving all UHY data is found in the Data Walkthrough document.
- 4. Percentage of total LEA enrollment identified as homeless.**
WISEdash Secure Path: Topics/Main/Enrollment /Enrollment by Subgroup/Any Enrollment by Year and Homeless Status. Set Group by to Homeless Status.
Enter the total number of students enrolled in the LEA and the total number of children and youth experiencing homelessness in the LEA for the corresponding school year.
- 5. Homeless student graduation rate.**
WISEdash Secure Path: Topics/Graduation/HS Completion/High School Completion Rates/HS Completers – 4 Year Rate and HS Completers – 6 Year Rate. Filter Date for Homeless Status = Homeless.
Record the percentage of students experiencing homelessness who received a high school diploma within 4-years or less or 6-years or less. Use the top number, which includes students who completed high school with a regular diploma, through HSED, and through other methods.
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 more information about adjusted cohorts, see [34 CFR §200.19\(a\)\(4\)\(ii\) and \(v\)](#). For details see [Counting Students and Calculating Rates](#).

6. Homeless student attendance rate.

WISEdash Secure Path: Topics/Main/Attendance-Dropouts/Attendance Rate by Subgroup/Attendance Rate by Homeless Status. Set Group by to Homeless Status.

Attendance is contact between a student and a teacher during which district supervised PK-12 educational services are provided. Attendance policies are set by school districts and may differ based on whether classes take place in a school building or a virtual classroom. Wisconsin school districts (Wis. Stats. ch.119 and ch.120) and non-district charter schools (Wis. Stats. secs. 118.40(2r)) are responsible for submitting actual and possible days of attendance for all enrolled students consistent with the information provided on the <https://dpi.wi.gov/wise/data-elements/attendance> page.

7. Homeless student absenteeism rate.

WISEdash Secure Path: Snapshots/Attendance/Absenteeism Crosstab – Snapshot View. Set Snapshot to relevant year. Drag “State Abs” to Rows and “Homeless” to Columns. In “State Abs”, filter out the “not applicable” category. Use the “Yes” number and divide by the Total.

The absenteeism rate is the proportion of students in a school that are chronically absent. A student is chronically absent in the state accountability system ([report cards](#)) if s/he has been enrolled at least 45 days in the school during the school year and has been absent 16 percent or more of the time.

<https://dpi.wi.gov/wisedash/districts/about-data/absenteeism>

8. Homeless student dropout rate.

WISEdash Secure Path: Topics/Main/Attendance-Dropouts/Dropout Rate by Homeless Status. Set Group by to Homeless Status.

Dropout Rate – A student who (1) either exited during the school term or who exited prior to start of that school term but completed the previous school term and (2) who did not re-enroll by the third Friday of September of the following school term. Exceptions apply. A student was not a dropout for the reported school term if he or she completed high school or met any of the following exclusionary conditions: transfer to another public or private school or state or district-approved educational program, temporary absence due to suspension or expulsion or school-recognized illness, or death. See [“Calculating Rates” on the About the Data – Dropouts](#) page.

9. Homeless student academic proficiency rate.

WISEdash Secure Path: Topics/Assessment/ Must choose the corresponding test.

Follow specific directions found in the [Data Walkthrough document](#). It is important to view the proficiency graphs. To get the most consistent data, remove “FAY in District”

and “FAY in School” (Full Academic Year). When the FAY categories are removed, the data viewed should include all students enrolled at any point during the year (not necessarily enrolled for the full academic year) that also took a standardized assessment in the applicable district.

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 ACT Aspire exam is given at grades 9 & 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>.

Section IX – Needs Assessment

Data Analysis

Provide a narrative response on what the data gathered in Section VIII show.

Root Cause

Applicants are encouraged to hypothesize the likely root causes behind trends and gaps found in the data gathered in Section VIII 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.

As a reminder, applicants should remember that the data are particular to students experiencing homelessness and thus, housing status should not be taken into account while determining the highest likely root cause.

Capacity

When answering narrative questions pertaining to LEA/agency capacity based on identified needs, it is important to consider aspects such as financial or structural capacity, time, skills, available resources, or cultural responsiveness 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.

Stakeholders

Stakeholders are community members who are involved and invested in districts, schools, programs, and outcomes for students. Stakeholders include students, families, educators, leaders, and the many partners who support them. Engagement is the process of communicating to, learning from, and partnering with stakeholders that acknowledges the strengths of the stakeholders involved. Stakeholder engagement should be meaningful, inclusive, clear, effective and ongoing in order to best support educational equity.

(https://dpi.wi.gov/sites/default/files/imce/esea/pdf/lea-and-sl-engagementhandbook_8.10.17.pdf Meaningful Local Engagement Under ESSA: A Handbook for LEA and School Leaders)

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 X – Practice Priority Statement

A practice priority statement explains the relationship between the highest likely root cause and the needs of students experiencing homelessness. Write a practice 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 XI – SMART Goals

Applicants must develop a minimum of two SMART goals for the project (*Specific, Measurable, Attainable, Relevant and Timely*). The needs assessment (Section IX) and the practice priority statement(s) (Section X) 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, the process in which students experiencing homelessness are referred to appropriate academic services, and other measurable academic interventions.
- **Non-Academic/Support Goals** - May address increased awareness, identification, enrollment, family engagement, school stability, or full participation in school.

A measurable baseline for each SMART goal must be reported. For each SMART goal, applicants must include a minimum of two (2) evidence-based strategies to implement in order to achieve the goal. One strategy must be focused on collaboration or family engagement. Each strategy must have at least 2 action steps.

Goals may relate to current district initiatives, however, there must be specific strategies and action steps identified that would not have normally been completed through existing district initiatives. Applicant LEAs previously receiving EHCY grant funds from DPI may develop new goals or may build upon programs that have been in place during previous grant cycles as long as there are new strategies and actions steps being used during the 2020-23 grant cycle.

For each SMART goal, complete the entire table including:

1. SMART Goal
 - A SMART goal is Specific, Measurable, Attainable, Relevant and Timely. The SMART goals developed for the grant project should be directly related to the practice priority statement developed after analyzing the data and determining root causes. Keep in mind that grant recipients will have three years in which to meet these goals.

2. Baseline measurement
 - Applicants must report current data for the identified SMART goal. The baseline must be measurable.
3. Evidence-Based Strategy
 - For each SMART goal, applicants must include a minimum of two evidence-based strategies to implement in order to achieve the goal. One strategy must be focused on collaboration or family engagement.
 - Collaboration/Family Engagement Strategies
 - Family engagement and community collaboration is an integral part of student success, particularly for this population of students. While applicants are not required to develop a goal based on community collaboration or family engagement, applicants are required to have this be the focus of at least one strategy for each goal. Applicants are encouraged to think about ways family and community can be part of each SMART goal.
<https://dpi.wi.gov/excforall/family-and-community-engagement>
<https://nche.ed.gov/parent-involvement/>
 - Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

For further guidance on selecting an evidence-based intervention, visit:

<https://wlresources.dpi.wi.gov/groups/wisconsin-continuous-improvement/4/8/16/>

For information on using evidence-based strategies and interventions, see the USDE Non-regulatory guidance:

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>

4. Action Steps

- An action step is a smaller, actionable item that will be taken in order to accomplish the identified strategy to lead to the overall goal.
- Each strategy must have at least 2 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. Subaward 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.

Consider the distinguishing sections and prompting questions when completing the SMART goal tables:

SMART Goal	Strategy	Action Step	Personnel	Evidence of Completion	Anticipated Completion Date
1 Goal #1	1.1 Strategy to reach Goal #1	1.1.A Action step to complete in progress toward Strategy 1.1	Who will be responsible for completing Action Step 1.1.A?	What adult practices will be completed? How will data be measured?	When do you plan on completing Action Step 1.1.A?
		1.1.B Action step to complete in progress toward Strategy 1.1	Who will be responsible for completing Action Step 1.1.B?	What adult practices will be completed? How will data be measured?	When do you plan on completing Action Step 1.1.B?
1 Goal #1	1.2 Strategy to reach Goal #1	1.2.A Action step to complete in progress toward Strategy 1.2	Who will be responsible for completing Action Step 1.2.A?	What adult practices will be completed? How will data be measured?	When do you plan on completing Action Step 1.2.A?
		1.2.B Action step to complete in progress toward Strategy 1.2	Who will be responsible for completing Action Step 1.2.B?	What adult practices will be completed? How will data be measured?	When do you plan on completing Action Step 1.2.B?

Section XII – Sustainability

Narrative responses should address how the applicant will sustain the initiatives established in the 2020-23 EHCY grant project if the applicant does not receive further funding from DPI.

Applicants are encouraged to think of the most effective ways to communicate to the stakeholders identified in the needs assessment (Section IX).

Section XIII – Budget Narrative

Applicants are not required to submit a budget with the application. 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.

Supporting Documentation

Supporting documentation is not required unless the applicant is a consortium leader. Consortium applicants must include the [consortium verification form](#) with all applicable participating applicant signatures in order to complete the application.

All non-consortium applicants may submit supporting documentation of their choice, but it will not be included in the grant review or funding decision process.

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



Education for Homeless Children and Youth (EHCY)
Grant Application Evaluation Rubric

Applicant Local Educational Agency (LEA) or Agency: _____

Section V. Consortium Narrative (ONLY for consortia)						
Question	Indicators that Demonstrate an Acceptable Response	Strong			Weak	
Why is a consortium the most effective way to serve students experiencing homelessness in the participating LEAs?	The applicant agency details why a consortium and a collaborative effort is the most effective way to serve students experiencing homelessness in the service area.	5	4	3	2	1
Describe the planning process that occurred with the participating LEAs in preparation for the grant application.	The applicant agency provides a detailed description of the joint planning process that occurred with the participating LEAs to create the grant application.	5	4	3	2	1
Notes:						

Section VII. Current Efforts						
Question	Indicators that Demonstrate an Acceptable Response	Strong			Weak	
Summarize previous and current efforts to improve services to the LEA's/applicant agency's homeless student population within the last five years. <ul style="list-style-type: none"> • What was successful and why? • What was not successful and why? 	There are documented efforts by the agency to support students experiencing homelessness. The answers must describe what practices have been successful and what practices have been unsuccessful in the LEA(s). The answers demonstrate thoughtful reflection on past efforts.	5	4	3	2	1
Notes:						

Section VIII. LEA Homeless Data		
Indicators that Demonstrate an Acceptable Response	Circle One	
The data is complete and reasonable.	Yes	No
Notes:		

Section IX. Needs Assessment						
Question	Indicators that Demonstrate an Acceptable Response	Strong			Weak	
<p>Data Analysis What does this data show? Evaluate data for trends, gaps, and persistence. Consider the following:</p> <ul style="list-style-type: none"> Needs of students by grade-span, including preschool Educational needs Needs of special populations (Limited English Proficient, Students with Disabilities, Unaccompanied Homeless Youth) 	The application includes an adequate exploration of trends based on the data that is provided in the application. Included is information on needs of students experiencing homelessness by grade-spans, the educational needs of students experiencing homelessness, and particular needs of special populations of students that are also experiencing homelessness (these could be students that are Limited English Proficient, Students with Disabilities, Unaccompanied Homeless Youth, or other student groups).	5	4	3	2	1
<p>Root Cause What is the highest likely root cause contributing to the trends and gaps found in the data? (Aside from housing status)</p>	The applicant includes a root cause that contributes to the trends and gaps found in the data. The answer must be clearly informed by the data analysis. Applicant does not simply state that the root cause is due to the students' homeless status.	5	4	3	2	1
<p>Capacity</p> <ul style="list-style-type: none"> What are the needs of children and youth experiencing homelessness unique to the LEA's service area? What is the LEA's/applicant agency's capacity to meet the needs identified in the data analysis? If the LEA does not have the capacity to meet all the 	The applicant includes a thoughtful response on the unique needs of students experiencing homelessness in their local community/service area. The response identifies if the applicant has the capacity to meet the needs that were identified in the data analysis. If the applicant identifies that they do not have the capacity to meet the needs identified in the data analysis, they must describe how the grant will be utilized to build capacity in the agency.	5	4	3	2	1

needs identified in the needs assessment process, how will you build the LEA's capacity using this grant?						
Stakeholders How will you engage diverse community stakeholders to ensure educational equity for students experiencing homelessness in the LEA?	The applicant addresses how they will actively engage a variety of diverse community stakeholders to ensure educational equity for all students experiencing homelessness. Stakeholders should include groups directly related to schools/districts (families, students, etc.) and groups that support schools/districts (community agencies, businesses, etc.)	5	4	3	2	1
Notes:						

Section X. Practice Priority Statement		
Indicators that Demonstrate an Acceptable Response	Circle One	
The practice priority statement clearly connects the identified root cause and the identified needs.	Yes	No
Notes:		

Grant Goals (application instructions)

Applicants must develop a minimum of two (2) SMART goals for the project (*Specific, Measurable, Attainable, Relevant and Timely*). SMART goals must align with the needs assessment findings in Section III. 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, the process in which students experiencing homelessness are referred to appropriate academic services, and other measurable academic interventions.
- **Non-Academic/Support Goals** - May address increased awareness, identification, enrollment, family engagement, school stability, or full participation in school.

A measurable baseline for each SMART goal must be reported. For each SMART goal, applicants must include a minimum of two (2) evidence-based strategies to implement in order to achieve the goal. One strategy must be focused on collaboration or family engagement. Each strategy must have at least 2 action steps.

Section XI. Goals, Grant Goal #1						
	Indicators that Demonstrate an Acceptable Response	Strong			Weak	
Grant Goal 1 (Academic)	<ul style="list-style-type: none"> ● Meets the intention of a SMART goal (Specific, Measurable, Attainable, Relevant and Timely) ● SMART goal must meet the criteria of an Academic Goal ● SMART goal must be directly related to the practice priority statement(s). ● Applicant must identify a baseline measurement related to the SMART goal. 	5	4	3	2	1
Strategy #1 <ul style="list-style-type: none"> ● Action Steps ● Personnel Responsible ● Evidence of Completion ● Timeline for Completion 	<ul style="list-style-type: none"> ● The strategy must clearly demonstrate how the SMART goal will be met. ● Action steps must be concrete and demonstrate progress toward the identified strategy. ● Personnel responsible at the agency are clearly identified. ● Clear and concrete details are provided for how the applicant will show evidence the action step is complete. Evidence is adult practices, not student outcomes. ● Timeline reflects that action steps will be accomplished across the three year grant cycle. 	5	4	3	2	1

<p>Collaboration/Family Engagement Strategy (#2)</p> <ul style="list-style-type: none"> Action Steps Personnel Responsible Evidence of Completion Timeline for Completion 	<ul style="list-style-type: none"> The strategy must clearly demonstrate how the SMART goal will be met. Strategy reflects a clear and sensible connection to community collaboration and/or family engagement. Action steps must be concrete and demonstrate progress toward the identified strategy. Personnel responsible at the agency are clearly identified. Clear and concrete details are provided for how the applicant will show evidence the action step is complete. Evidence is adult practices, not student outcomes. Timeline reflects that action steps will be accomplished across the three year grant cycle. 	5	4	3	2	1
<p>Notes:</p>						

Section XI. Goals, Grant Goal #2						
	Indicators that Demonstrate an Acceptable Response	Strong			Weak	
Grant Goal 2	<ul style="list-style-type: none"> Meets the intention of a SMART goal (Specific, Measurable, Attainable, Relevant and Timely) SMART goal may meet the criteria of an Academic Goal or Non-Academic/Support Goal. SMART goal must be directly related to the practice priority statement(s). Applicant must identify a baseline measurement related to the SMART goal. 	5	4	3	2	1
<p>Strategy #1</p> <ul style="list-style-type: none"> Action Steps Personnel Responsible 	<ul style="list-style-type: none"> The strategy must clearly demonstrate how the SMART goal will be met. Action steps must be concrete and demonstrate progress toward the identified strategy. 	5	4	3	2	1

<ul style="list-style-type: none"> Evidence of Completion Timeline for Completion 	<ul style="list-style-type: none"> Personnel responsible at the agency are clearly identified. Clear and concrete details are provided for how the applicant will show evidence the action step is complete. Evidence is adult practices, not student outcomes. Timeline reflects that action steps will be accomplished across the three year grant cycle. 					
<p>Collaboration/Family Engagement Strategy (#2)</p> <ul style="list-style-type: none"> Action Steps Personnel Responsible Evidence of Completion Timeline for Completion 	<ul style="list-style-type: none"> The strategy must clearly demonstrate how the SMART goal will be met. Strategy reflects a clear and sensible connection to community collaboration and/or family engagement. Action steps must be concrete and demonstrate progress toward the identified strategy. Personnel responsible at the agency are clearly identified. Clear and concrete details are provided for how the applicant will show evidence the action step is complete. Evidence is adult practices, not student outcomes. Timeline reflects that action steps will be accomplished across the three year grant cycle. 	5	4	3	2	1
<p>Notes:</p>						

Section XII. Sustainability						
Question	Indicators that Demonstrate an Acceptable Response	Strong			Weak	
Describe the knowledge, skills, and abilities of staff to implement the evidence-based strategies identified in the grant goals.	The response includes the knowledge, skills and abilities of a diverse group of staff members in the agency to implement the indicated evidence-based strategies.	5	4	3	2	1

How will the LEA/applicant agency ensure that grant goals and strategies are embedded within the LEA's/participating LEAs' existing practices (e.g., Culturally Responsive Practice, Universal Design for Learning, Multi-level System of Support, etc.) in order to ensure sustainability?	Applicant has a detailed plan to embed grant goals or strategies into current LEA efforts and practices to ensure sustainability past the 2020-23 EHCY grant cycle.	5	4	3	2	1
How will you communicate progress on grant goals and strategies internally and externally?	Applicant provides a plan on how to communicate progress to the stakeholders identified in the needs assessment. Answer should address both internal and external stakeholders.	5	4	3	2	1
Notes:						

Section XIII. Budget Narrative						
Question	Indicators that Demonstrate an Acceptable Response	Strong			Weak	
How will you use EHCY grant funds to address the identified SMART goals during the 2020-23 grant cycle?	Answer reflects appropriate and efficient use of McKinney-Vento grant funds. Answer includes a detailed description of how grant funds will be utilized to accomplish the goals, strategies, and action steps included in the application. If the narrative includes funding personnel, the answer must include a description of how that person will be utilized to accomplish identified SMART goals.	5	4	3	2	1
Notes:						

Points Total							
Section	Section V. Consortium Narrative	Section VII. Current Efforts	Section IX. Needs Assessment	Section XI. Goals	Section XII. Sustainability	Section XIII. Budget Narrative	Total (Circle One)
Possible Points	10 OR N/A	5	20	30	15	5	75 or 85
Reviewer Score							

Overall Comments or Notes			
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"/>