Education for Homeless Children and Youth (EHCY) Program
Compliance Grant Application Guidelines
2021-2023

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

Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent

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Grant at a Glance:

Authorizing Statue	McKinney-Vento Homeless Assistance Act, Subtitle VII-B Reauthorized by Title IX, Part A of the Every Student Succeeds Act
Eligible Applicants	Wisconsin public school districts and independent charter schools
Application Due Date	April 24, 2021
Duration of Grant	Two years, non-competitive renewal for year two Year 1: July 1, 2021 – June 30, 2022 Year 2: July 1, 2022 – June 30, 2023
Available Funds	Year 1: $10,000 Year 2: $5,000
Program Contacts	Kristine Nadolski: Kristine.nadolski@dpi.wi.gov or (608) 267-7338 Karen Rice: Karen.rice@dpi.wi.gov or (608) 267-1284 Clara Pfeiffer: clara.pfeiffer@dpi.wi.gov or (608) 261-6324

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 through a competitive and discretionary process. DPI makes available a three-year grant with a focus on innovation; this

grant cycle began in 2020 and continues through 2023. Starting in the 2021-22 school year, DPI will also make available a two-year grant application available for eligible LEAs with a focus on compliance and technical assistance.

The intent of the 2021-23 compliance grant is to:
- Strive for equitable distribution of EHCY funds throughout the state;
- Provide increased technical support to districts to ensure compliance with the McKinney-Vento Homeless Assistance Act;
- Encourage grant recipients to go beyond compliance in one of the identified pathways; and
- Provide the opportunity for a more diverse group of districts to feel prepared to apply for the EHCY 3-year innovation grant.

II. Eligibility

All Wisconsin LEAs, including public school districts and independent charter schools, are eligible to apply for the EHCY compliance grant. All LEAs that are currently recipients of the 2020-23 EHCY 3-year grant are ineligible to apply for the 2021-23 EHCY compliance grant. To view the list of current grant recipients, please visit: https://dpi.wi.gov/homeless/grant-info.

The EHCY compliance grant application must be submitted to Clara Pfeiffer, grants specialist via email **no later than 4:30 p.m. on Friday, April 23, 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 is anticipated to be $150,000 during the two-year grant period. All grant subawards are contingent upon receipt of funding from USDE and may vary depending on the federal grant awarded to Wisconsin. LEAs awarded with these grant funds will receive $10,000 in 2021-22 and $5,000 in 2022-23 (contingent upon meeting requirements during Year 1).

IV. Grant Period

The two-year EHCY compliance grant will cover the academic years of 2021-22 and 2022-23. Grant funds may be discontinued for 2022-23 if the applicant has not met the requirements set forth by the DPI EHCY team during year one (2021-22) of the grant.

V. Use of Funds

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

Examples of ways grant recipients may use funds include, but are not limited to: printing costs, costs for staff professional development, student fees and supplies, family engagement specifically oriented for reaching out to families experiencing homelessness, staff time and materials for outreach services to students and families, etc. Grant recipients will be allowed to budget **no more than 50%** of their total grant funds each year to cover school of origin transportation costs.

VI. Application Information

A. EHCY Program Timeline

Grant Application Timeline	
Grant Application Submission Period Begins	**March 15, 2021**
Grant Application due to DPI	**April 23, 2021**
Applicants notified of intent to fund	**June, 2021**
Budgets due in WISEgrants	**September 30, 2021**

Grant Cycle Program Timeline		
*Report dates subject to change		
Year 1 (2021-22)		
	WISEgrants budget due	September 30, 2021
	Compliance Review	Spring 2022
	End-of-Year Report	June 30, 2022
	Final financial claim due	September 30, 2022
Year 2 (2022-23)		
	WISEgrants budget due	September 30, 2022
	Community Presentation	Fall/Spring 2022-23
	End-of-Year Report	June 30, 2023
	Final financial claim due	September 30, 2023

B. Required Program Elements

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

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

Reports: Grant recipients are required to give a presentation during the 2022-23 year to demonstrate the knowledge acquired during the grant period. Grant recipients are required to submit reports as required by DPI, including an end of year report in Spring 2022 and Spring 2023.

Compliance Review: All grant recipients will complete a McKinney-Vento compliance review during Spring 2022.

C.   **Grant Budget and Budget Narrative**

A budget narrative is required when submitting the grant application. The budget narrative should describe how the applicant intends to use funds.

The budget for the grant will be completed in WISEgrants after DPI sends the intent to fund notification to the LEA. Grant recipients will submit a budget for the 2021-22 grant period in the summer of 2021. Grant recipients will complete the budget for the 2022-23 grant period in summer of 2022. Carryover of grant funds from 2021-22 to 2022-23 is allowable, but no funds will be carried over after the end of the 2022-23 grant period.

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.

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

- The LEA has a smaller percentage of students identified as experiencing homelessness than the state average of 2.09%.*
- The LEA identified less than the state average of 2.09% students experiencing homelessness AND over 30% of the LEA student population is economically disadvantaged.*
- The LEA is located in CESAs 3, 9, or 12. These CESAs currently do not have any LEAs receiving EHCY funds.
- The LEA is located in Florence, Iron, Marquette or Price counties. These counties have been identified in a summary report comparing HMIS (Homeless Management Information System) data and DPI student-level data. In these counties, students were identified in HMIS as living in shelter programs, but the same students were not identified as experiencing homelessness in their LEAs. (Institute for Community Alliances special report: School-Age Children Experiencing Homelessness in Wisconsin, DPI and HMIS Data Match, 2020)
  *2018-19 WISEdash data

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

1. The number of homeless children and youth enrolled in early childhood education and other preschool programs, elementary schools, and secondary schools within the area served by the LEA 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

Grant recipients will complete the budget in WISEgrants. Grant recipients will receive the Federal Notification of Grant Award only after the budget for 2021-22 is submitted, reviewed, and approved by a DPI EHCY consultant or grants specialist in WISEgrants.

Pending the grant recipient completes all requirements during the 2021-22 grant period and continued funding from USDE, subgrants will be renewed for 2022-23. Grant recipients will submit a separate budget for the 2022-23 grant period and will receive a separate Notification of Grant Award.

Carryover of grant funds from 2021-22 to 2022-23 is allowable. Carryover is not allowed after June 30, 2023.

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
For the 2021-22 grant period, grant subrecipients must complete grant activities and encumber expenses by June 30, 2022 and submit final claims by September 30, 2022. For the 2022-23 grant period, grant subrecipients must complete grant activities and encumber expenses by June 30, 2023 and submit final claims by September 30, 2023. Recipients will submit claims for reimbursement for approved expenses in WISEgrants. 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 not completed in full will not be accepted.

General Information

As part of the EHCY compliance grant, all grant recipients will be completing the DPI McKinney-Vento Compliance Review process. All LEAs must be in compliance with all sections of the McKinney-Vento Homeless Assistance Act. As part of the grant, particular focus for LEAs will be placed on policies, procedures, and dispute resolution processes. Applicants will complete one goal on reviewing policies and procedures, including the dispute/appeals process. Applicants must then choose a pathway of focus and complete two goals within that pathway. For the grant application, LEAs are asked to determine a focus "pathway" by completing a self-assessment survey and conducting a needs assessment.

Continuous improvement is an ongoing cycle through readiness, plan, do, study/check, and act. If applicants are looking for a resource, 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. The DIJ is not required for this grant application.

Pathways:

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

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

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

2. **Identification and Enrollment of Students Experiencing Homelessness**
   LEAs will focus on:
   - Processes to identify students experiencing homelessness upon enrollment and identifying students if their housing status changes mid-year.
   - Processes for district staff to refer students to the homeless liaison.
   - Processes for homeless liaison to ensure students receive services to which they are entitled under McKinney-Vento.
   - Processes for ensuring students are correctly identified in the LEA SIS and data is reported accurately to DPI (in conjunction with LEA data managers).
   - Developing district-specific materials such as residency questionnaires or residency questions embedded within registration/enrollment materials.
   - Examining data for trends in identification and performance of students experiencing homelessness.
   - Creating district-specific materials with all educational rights under McKinney-Vento, district contact information, and other helpful information for families experiencing homelessness. Applicants are encouraged to create materials that can be distributed physically and used digitally or become content on LEA webpages.
   - Establishing or strengthening connections among inter-district programs and staff; and ensuring the homeless liaison is included in these groups (e.g., preschool/Head Start, technical education, data, Special Education, etc.)
   - Streamlining processes to ensure immediate enrollment of students and obtaining records for enrollment.
   - Examining and removing barriers students experiencing homelessness have in the LEA.

Grant Application Sections
Section I – Contact Information

Section III – Abstract

Summarize the proposal and make sure to address the targeted population, the key needs, what the project ultimately seeks to implement.

Sections IV-VII – Assurances and Certification/Signatures

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

Section VIII – Plan

1a. Demonstration of Need:

Prior to completing the grant application, all applicants must complete a needs assessment. Needs assessments typically involve a process of reviewing data and systems in order to determine areas of improvement related to the target population of the grant. Applicants should include information on previous and current efforts the LEA has made to support students experiencing homelessness in their answer.

As part of this grant application, <u>DPI is requiring that each applicant complete a two-part self-assessment survey to identify the pathway of focus and improvement</u>. The self-assessment survey is not saved or submitted, and the intent of the survey is to guide the grant application process. Please follow the steps outlined below for instructions on how to complete the self-assessment process. **Applicants must report their chosen pathway in the answer for Demonstration of Needs question 1a.** Note: Results cannot be saved or emailed, but the survey can be completed more than once.

EHCY Compliance Grant Pathways Self-Assessment Survey Process
- Complete the Part 1: Staff and Community Awareness survey (link below). The applicant will receive a score and categorical result at the end of the survey notating if the priority for Staff and Community Awareness was Low, Medium, or High. Take note of this result category.
- After completing Part 1, click the link on the results page to be directed to the Part 2: Identification and Enrollment survey (link below).
- Complete the Part 2: Identification and Enrollment survey. Upon completion of the second survey, applicants receive a score and categorical result of Low, Medium, or High priority for Identification and Enrollment.
- Applicants are asked to compare the results of each survey with the identified priority level. Applicants will choose their pathway based on which survey has the

highest priority rating. (Note – Each part of the survey has a different total possible "score", so the number alone is not a sufficient way to measure priority).

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

Part 1 Survey: https://www.tryinteract.com/share/quiz/5fc6da25c3f0eb001604173b
Part 2 Survey: https://www.tryinteract.com/share/quiz/5fc964416afbfe00161c09b7

As part of the needs assessment, applicants are encouraged to review data from WISEdash for Districts. Staff must have the "Economic Indicator Analyst Role" assigned to see data pertaining to students experiencing homelessness.
For more information on requesting the Economic Indicator Analyst Role, please see: https://dpi.wi.gov/sites/default/files/imce/administrators/e-mail/Economic_Indicator_Analyst_Role.pdf or contact WISEsupport: https://dpi.wi.gov/wisedata/help/request.
For a detailed walkthrough of how to locate pertinent data in WISEdash for Districts and WISEgrants, see the Data Walkthrough document posted on the DPI EHCY grant webpage: https://dpi.wi.gov/homeless/grant-info.

Student Outcome and Practice Priority Statements:

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

2a. Student Outcome Priority Statement: A student outcome priority statement identifies the need(s) of the target population for this grant project. It includes specific supporting data used to determine need.

State and national data from 2018-19 show that:
- The state of Wisconsin identifies students experiencing homelessness as 2.09%[*] of the total student enrollment, as compared to the national rate of 2.71%. [**]
- 23%[*] of Wisconsin school districts identified 0 or 1 students as experiencing homelessness.
- 72% of low-income districts[†] in Wisconsin report students experiencing homelessness at a rate lower than the state average of 2.09% of total enrollment.
- National studies show that secondary students self-identify as experiencing homelessness at twice the rate of certified national reported data.[‡]

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

*[2018-19 WISEdash data](#)
**[National Center for Homeless Education national data](#)
†Low-income districts are defined as those with over 40% students of low-income.
‡SchoolHouse Connection: [Youth Risk and Behavior Survey data and research](#)

2b. Root causes: Applicants are encouraged to hypothesize the likely root causes or factors behind the DPI Student Outcome Priority Statement and connect it to district-level root causes of under-identification.

3a. Practice Priority Statement: A practice priority statement explains what the applicant hopes to accomplish.

> We believe that, by focusing on compliance with the McKinney-Vento Homeless Assistance Act and either on Staff and Community Awareness or Identification and Enrollment of students experiencing homelessness, grant recipients will increase the accuracy with which they identify students experiencing homelessness and improve the experience of students and families experiencing homelessness in the LEA.

3b. Resource inequities: Resource inequities refer to the inequitable distribution of resources to support students. Resource inequities contribute to the needs identified in the student outcome and practice priority statements. Applicants are asked to examine resource inequities that exist in their LEA that may contribute to the DPI identified statements. Examples could include, but are not limited to: high turnover of the identified LEA homeless liaison or other administrative staff; lack of student services staff; lack of resources available to meet identified needs, etc.

Section IX – Do/Action Plan

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

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

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

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

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

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

Applicants must complete a minimum of four (4) action steps per goal. Each action step must be accompanied by an intended completion date, evidence that will show the action step has been completed and the personnel responsible for completing the action step.

- Action steps are small, actionable items that will be taken in order to accomplish the identified goal. Grant reviewers should be able to clearly understand how the action steps culminate to address the identified goal.
- Helpful questions to think about when completing action plans: how will you gather data on what LEA personnel are doing to implement the goal – what measures will be used? How will the LEA personnel monitor if they are doing what that say they are going to do?
- Include information on stakeholder inclusion where applicable.
- Possible evidence sources to consider: agendas, surveys, presentations, artifacts/materials, reportable data, etc.

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

Section XI – Act
Narrative responses should address how the applicant will sustain the initiatives established in the 2021-23 EHCY grant project after the grant period ends.

Section XII – Readiness/Stakeholders
Narrative responses should identify the stakeholders that will be involved in meeting the goals and action steps. Stakeholders should include those directly engaged in the schools/the

district (LEA staff, families, students, etc.) and groups that support or work directly with schools/the district (community organizations and leaders, businesses, etc.)

Narrative response should also address how the identified stakeholders will be engaged or involved in action steps to meet the overall goals and the protocols for ongoing communication with stakeholders. 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 contribute to LEA strategies related to culturally responsiveness 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 XII – 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.

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

WISCONSIN
DEPARTMENT OF
PUBLIC
INSTRUCTION

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

Applicant Local Educational Agency (LEA) or Agency: _____

Reviewer Number: _____

Section III. Abstract			
Question	**Indicators that Demonstrate an Acceptable Response**	**Pass**	**Fail**
Summarize the proposal, make sure to address the targeted population, key needs, and what the project ultimately seeks to implement.	The abstract summarized the target population, summarized the key needs, and summarized the planned implementation approach(es).	**5**	**0**
Notes:			

Section VIII. Plan						
Question	**Indicators that Demonstrate an Acceptable Response** Strong					Weak
1. Demonstration of Need a) Identify the overall need(s) to be addressed by the grant project. Identify the supporting data being used to determine need.	Applicant included a strong description of the overall need, including supporting data from a needs assessment. Applicant identified the chosen pathway of focus for the grant.	5	4	3	2	1
2. Student Outcome Priority Statement a) Statement	DPI has developed the Practice Priority Statement; this question will not be scored.	—	—	—	—	—
b) What are the likely root causes or factors contributing to the student outcome priority statement that this proposal will address?	Likely root causes are clearly identified and focuses on areas of strength in relation to the area(s) of need. The root cause aligns and fits naturally with DPI's Student Outcome Priority Statement.	5	4	3	2	1
3. Practice Priority Statement a) Statement	DPI has developed the Practice Priority Statement; this question will not be scored.	—	—	—	—	—
b) What are the resource inequities contributing to the needs identified in the student outcome and practice priority statements?	The description of resource inequities included a deep analysis of existing needs, as well as a direct relationship to the stated student outcome and practice priority statements.	5	4	3	2	1
Notes:						

Section IX. Do/Action Plan						
	Indicators that Demonstrate an Acceptable Response	**Strong**				**Weak**
Grant Goal 1 Policy/Procedure/Dispute Resolution	• Action Plan steps, timeline, evidence of completion, and personnel responsible were thoughtfully addressed and directly connected to how the applicant will achieve the chosen goal. • At least four action steps are completed for the identified goal. • 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.	5	4	3	2	1
Grant Goal 2	• Action Plan steps, timeline, evidence of completion, and personnel responsible were thoughtfully addressed and directly connected to how the applicant will achieve the chosen goal. • At least four action steps are completed for the identified goal. • 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.	5	4	3	2	1
Grant Goal 3	• Action Plan steps, timeline, evidence of completion, and personnel responsible were thoughtfully addressed and directly connected to how the applicant will achieve the chosen goal. • At least four action steps are completed for the identified goal. • 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.	5	4	3	2	1
Notes:						

Section X. Study/Check						
Question	**Indicators that Demonstrate an Acceptable Response** **Strong**					**Weak**
1. Evaluation a) What is the process used to collect and analyze grant-specific data?	Applicant included a description of how data will be collected, as well as how a protocol will be used to analyze these data. It is clear that these data will be used in order to refine, improve, and strengthen the project.	5	4	3	2	1
Notes:						

Section XI. Act						
Question	**Indicators that Demonstrate an Acceptable Response** **Strong**					**Weak**
1. Coordination and Sustainability a) What procedures and policies are in place to sustain the grant project after the grant period?	Applicant described a detailed plan to embed grant goals/action steps into current LEA efforts, practices, policies, and procedures to sustain grant work beyond the grant period.	5	4	3	2	1
Notes:						

Section XII. Readiness						
Question	**Indicators that Demonstrate an Acceptable Response**	**Strong**				**Weak**
1. Stakeholders a) Who are the stakeholders identified for this grant project?	The planned stakeholder team and corresponding roles were described in-depth. These stakeholders represent students who have been historically and/or are currently marginalized and each was chosen specifically for their expertise in working with/representing these marginalized students. Stakeholders may include district staff, those directly engaged in the schools/the district (families, students, etc.) and groups that support or work directly with schools/the district (community agencies, businesses, etc.)	5	4	3	2	1
b) How have stakeholders been engaged for this grant project?	Applicant addressed how they have actively engaged, and will continue to engage, the previously identified diverse community stakeholders.	5	4	3	2	1
2. Communication Structure and Protocols a) What are the protocols for ongoing communication about the grant project with internal and external stakeholders?	Applicant included an in-depth description for how communications with internal and external stakeholders will occur, the frequency of communication, and methods of communication.	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 action steps during the grant cycle?	Answer reflects appropriate and efficient use of McKinney-Vento grant funds. If the narrative includes funding personnel, the answer must include a description of how that person will be utilized to accomplish goals.	5	4	3	2	1
Notes:						

EHCY Compliance Grant Rubric Scoring Sheet

Section Number	Section Name	Question	Possible Points	Reviewer Score	Section Weight	Weighted Score
III.	Abstract	N/A	0 or 5		x .5	
VIII.	Plan	1a. Demonstration of need	1-5		x 1	
VIII.	Plan	2b. Root causes of Student Priority Statement	1-5		x 1	
VIII.	Plan	3b. Description of resource inequities	1-5		x 1	
IX.	Do/Action Plan	Goal 1 Action Plan steps, timeline, evidence of completion, and personnel	1-5		x 2	
IX.	Do/Action Plan	Goal 2 Action Plan steps, timeline, evidence of completion, and personnel	1-5		x 2	
IX.	Do/Action Plan	Goal 3 Action Plan steps, timeline, evidence of completion, and personnel	1-5		x 2	
X.	Study/Check	1a. Process for collecting and analyzing data	1-5		x 1	
XI.	Act	1a. Sustainability	1-5		x 1	
XII.	Readiness	1a. Identification of stakeholders	1-5		x 1	
XII.	Readiness	1b. Stakeholder engagement	1-5		x 1	
XII.	Readiness	2a. Communication structures and protocols	1-5		x 1	
XIII.	Budget Narrative	N/A	1-5		x .5	
					Overall Score	

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

Overall Comments/Notes, Final Recommendation

Proposal Strengths:

Proposal Weaknesses:

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