



American Rescue Plan - Homeless Children and Youth Part II Grant

Responsibilities and Resources for Consortia



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Introduction to ARP-HCY

The American Rescue Plan Act (ARP), Congress' most recent package for COVID-19 relief, provided Wisconsin with \$10,097,813 in funding specifically dedicated to support students experiencing homelessness. This funding is referred to as American Rescue Plan - Homeless Children and Youth (ARP-HCY).

DPI will distribute \$5,680,929 in ARP-HCY Part II funds to all eligible Local Education Agencies (LEAs). Allocations were determined by a formula set forth by the United States Department of Education (USDE) based equally on the proportional share of an LEA's allocation under Title I-A for 2020-21, and the LEA's proportional share of the number of homeless children and youth identified by each LEA relative to all LEAs in the State, using the greater of the [certified number of homeless children and youth in either the 2018-19 or 2019-20 school year](#) in each LEA.

ARP-HCY funds are specifically dedicated to support the identification, enrollment, and school participation of children and youth experiencing homelessness, including through wrap-around services. These students have specific and urgent needs due to the extraordinary impact of the pandemic on students experiencing homelessness, including academic, social, emotional, and mental health needs due to decreased enrollment in school, interrupted classroom instruction, and challenges navigating services for shelter/housing, clothing and school supplies, food, and child care.

Introduction to ARP-HCY Consortia

According to the American Rescue Plan Act, an LEA must have a minimum allocation of \$5,000 to receive an ARP-HCY Part II subgrant. LEAs with an allocation less than \$5,000 may receive a subgrant only as part of a consortium. Consortia are eligible to receive a subgrant if the total of their combined allocations is at least \$5,000. For the purpose of this grant, a consortium means a subgrantee that consists of more than one LEA. ([86 FR 36222](#))

All LEAs who received a preliminary allocation of less than \$5,000 were encouraged to join a consortium in order to receive funds rather than return the funds to DPI. Each consortium must designate a member to serve as the consortium leader.

- There is no limit to the number of LEAs that can join a consortium.
- There is no limit to the number of consortia that receive subgrants.
- Each consortium must have a combined allocation of at least \$5,000 among all participating LEAs.
- LEAs do not need to be in the same CESA.
- A consortium leader can be either an LEA or a CESA.

The following contains information on the responsibilities of a consortium leader and of consortium members.

Responsibilities of the consortium leader:

The consortium leader is responsible for acting as the fiscal agent for the consortium and ensuring all requirements are met. Responsibilities of the fiscal agent include:

- Co-creating a plan for how funds will be used or distributed, including any services to be provided to consortium members that meet the needs of students experiencing homelessness in all member LEAs (see [Conducting a Needs Assessment section](#) for more information).
- Developing and collecting Memoranda of Understanding (MOU)/agreements signed by all consortium member LEAs that reflect the needs of students and plan for the use of funds.
- Completing the ARP-HCY Part II application and budget in WISEgrants.
- Managing the budget and submitting claims in WISEgrants.
- Completing all reports required by DPI.

Consortium leaders have the ability to use a reasonable and necessary amount of combined consortium funds to cover costs relating to direct administration activities (such as staff time to submit applications, claims and reports). Consortium leaders may also charge an indirect cost rate to the grant. All consortium members should come to an agreement about administration costs before agreements are signed and grant funds are surrendered to the consortium leader.

Responsibilities of a consortium member:

An LEA choosing to join a consortium to receive ARP-HCY Part II funds will select an LEA or CESA to manage their funds when the grant application is available in WISEgrants. By joining a consortium, the LEA is electing to transfer the management of their ARP-HCY Part II allocation to the consortium leader.

Consortium members will engage with the consortium leader to co-create a plan for how funds will be used to support the unique needs of students experiencing homelessness in their LEAs. All consortium members should come to a collective agreement about the use of funds and services provided before the LEA elects to transfer fund management to the consortium leader. The consortium leader and all consortium members will complete a memorandum of understanding (MOU) that reflects this plan. DPI does not require a specific MOU form but has provided a [sample MOU for consortium leaders](#).

Conducting a Needs Assessment

It is important that all parties in a consortium come to an agreement on how the consortium grant will best support students experiencing homelessness in their LEAs. In order to facilitate this, consortia are encouraged to conduct needs assessments to determine the specific needs of the students experiencing homelessness in their member LEAs.

Needs assessments typically involve a process of reviewing stakeholder input, data and systems in order to determine areas of improvement related to the target population. As part of the needs

assessment, applicants are encouraged to review data from [WISEdash for Districts](#). For a detailed walkthrough of how to locate pertinent data in WISEdash for Districts and WISEgrants, see this [Data Walkthrough document](#).

Needs assessments may also include looking at the Title I-A homeless reservation and getting assistance from district business managers to determine the amount of local funds used in a typical year to support students experiencing homelessness and the services or items on which those funds are spent.

Data is not the only important piece of a needs assessment. There may be emerging needs in LEAs due to the COVID-19 pandemic that will not be reflected in the data. It is crucial to engage homeless liaisons and other LEA staff working with students experiencing homelessness to determine the immediate needs present for students.

If an LEA or consortium wishes to conduct an informal needs assessment, the National Center for Homeless Education has an informal LEA Needs Assessment process that may be useful: <https://nche.ed.gov/wp-content/uploads/2018/10/lea-needs-assess.docx>

Allowable Use of Funds

Overall, all costs must be deemed “reasonable and necessary” and align with the purpose of, and other requirements in, the McKinney-Vento Homeless Assistance Act. Consortia should consider the extraordinary impact of the pandemic on students experiencing homelessness when making decisions about how to use funds.

Suggestions for using ARP-HCY Part I funds to support students experiencing homelessness include:

- Increase outreach and identification
- Enhance communication options with students and families
- Increase counseling and social work services
- Facilitate the enrollment and retention of students experiencing homelessness
- Hire “systems navigators” to help families and youth access education
- Contract with community-based organizations to provide services to students and assistance to districts in specific regions
- Provide academic coaching, in-person enrichment opportunities, and access to summer learning
- Offer early childhood education services for young children experiencing homelessness
- Make systems and processes more McKinney-Vento friendly
- Help meet rising mental health needs
- Provide more and better transportation options
- Provide homeless children and youth with wrap-around services to address the challenges of COVID-19

Grant funds may only be used for the 16 activities authorized under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11433(d)):

- (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.

Sample Memorandum Of Understanding (MOU)

*This is a sample only. Consortium leaders should ensure MOUs follow their agency's policy and procedures. Content of MOUs should be reviewed by the agency's business manager, administrator, or legal counsel as appropriate.

Instructions: all yellow highlighted areas should be completed by consortium leader
[Click here to open a blank, editable version of the sample MOU](#)

Memorandum of Understanding American Rescue Plan - Homeless Children and Youth (ARP-HCY) Part II Consortium

This Memorandum of Understanding represents the agreed upon funds and services to be provided to members of the consortium by the consortium leader during the American Rescue Plan-Homeless Children and Youth (ARP-HCY) grant.

The [**Insert name of consortium leader here**] (Leader) will act as the fiscal agent for the Consortium.

The [**Insert name of each member LEA here**] (Members) will be part of the Consortium.

Leader is responsible for acting as the fiscal agent for the Consortium, including completion and submission of the Consortium application, budget, claims and reports as required by DPI. Leader will continue to serve as the fiscal agent for the Consortium for the duration of the grant period.

Members have come to an agreement on how the Consortium will provide services as identified by LEAs to meet the needs of students experiencing homelessness. A description of the needs and the services to be provided are indicated below:

Determination of Need and Plan for Services:

[enter paragraph description here]

Use of Funds

Anticipated Total Consortium Grant allocation: \$_____

Administrative Costs

Consortium leaders may claim administrative costs as determined reasonable and necessary by DPI. Leaders may claim their negotiated unrestricted indirect administrative rate.

Consortium Name Leader will claim:

- \$_____ in administrative costs (if determined reasonable and necessary by DPI) for the purpose of:

[Enter description here]

- [Enter the Leader's unrestricted indirect rate here] _____% of the total consortium allocation for indirect costs associated with the administration of this grant, or a total of \$_____

Estimated total in administrative and indirect costs: \$_____

Breakdown of costs for services

Consortia determine how services will be provided in different ways. This MOU sample provides two pathways below for example only. Consortia may delete any table not used for the breakdown of costs before finalizing the MOU.

If the consortium has determined that services will be provided to all consortium members, please include the breakdown of the costs (e.g., hiring staff, purchasing items to be distributed).

Description of Service	Frequency or Time Frame	Scope	Funding
<u>Service Example 1</u> Consortium contracts with a mental health provider to serve students experiencing homelessness with virtual counseling services for all Members.	Each year	One contract for the Consortium	\$3,000 each year
<u>Service Example 2</u> Consortium contracts with staff to provide transportation services to students for all Members.	2022-23 school year	One contract for the Consortium	\$3,000
<u>Purchase Example 1</u> School supplies, hygiene supplies, apparel	Each year	Stipend for every Member	\$500 per member each year

If the consortium has determined that each Member will receive their proportional share of the original ARP-HCY Part II allocation, please list the Members and the amounts each will receive (e.g., Member 1 = 27% of allocation, amount to distribute after administrative costs = \$X).

Member Name	% of Consortium Allocation	Allocation
Member 1	43%	\$
Member 2	13%	\$
Administrative Costs	N/A	\$
Total	100%	\$

Approvals/Signatures

The undersigned acknowledge agreement among all parties of roles, responsibilities, and fiscal support as outlined above [or enter specific language your agency uses for certifications.]

Consortium Leader	
LEA/CESA Name:	Date Signed:
Name and Title of Signer:	Signature:
Consortium Members (duplicate as needed)	
1. LEA Name:	Date Signed:
Name and Title of Signer:	Signature:
2. LEA Name:	Date Signed:
Name and Title of Signer:	Signature:
3. LEA Name:	Date Signed:
Name and Title of Signer:	Signature: