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| **Name of Grant Program:** McKinney-Vento Homeless Education Grant **Fund Code:** 310 |

#### PART III - REQUIRED PROGRAM INFORMATION

**All applicants must respond to questions 1, 2, 3, 4 and 18 (budget) and the questions for the subcategory(ies) for which funding is sought. See the Request for Proposals (RFP) for details on the grant sub-categories for which a district may apply. Note where points are listed that these are the maximum points that can be awarded during the review process for responses to those questions.**

**Bonus points will be awarded when racial inequities are identified (for up to 5 points) and addressed (for up to an additional 10 points).**

**Funding priority will be given to districts and schools in chronically underperforming status.**

**GENERAL INFORMATION** (all applicants)

1. Contact information: (5 points)

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| 1. District name |  |
| 1. Homeless liaison   (name, phone and email) |  |
| 1. Grant contact   (name, phone and email) |  |

1. Confirm the homeless liaison’s contact information on the DESE profile page has recently been verified/updated for accuracy? Yes \_\_\_\_ No\_\_\_\_
2. Is the district currently in chronically underperforming status? Yes\_\_\_\_ No\_\_\_\_
3. Indicate the grant programs sub-category(ies) for which the district is applying:
   * A. Support Services
   * B. School-Housing Partnership
   * C. Regional Homeless Education Liaison
   * D. Homeless Migrant Student Support
4. Collaboration (15 points):

Briefly describe the activities of the district’s *Homeless Education Program Services Coordination Committee* or established local committee/council to provide services to the district’s homeless student population during the current school year.

Please provide:

* 1. a Memorandum of Understanding (MOU) signed by the school district superintendent, homeless education liaison and Committee members (remember membership on the Services Coordination Committee must reflect a broad spectrum of internal and external service providers and be racially, ethnically, and linguistically representative of the district’s homeless student population. Or,
  2. if participating on an established local committee/council attach an MOU with the committee chair ensuring that homeless education will be an agenda item at least four (4) times per year.

1. Needs Assessment (15 points):

Using no more than two (2) pages and with the input of the Service Coordination Committee or local committee/council provide a current *assessment of the needs of students who are homeless and resources* available to address them (both within the school district and in the broader community). Include:

* 1. The current number of students who are homeless and an estimate of the number of homeless students the district anticipates serving during the fiscal year 2022-2023 (FY2023) grant cycle; and
  2. a description of any changes in resources or gaps in services/resources, including services that are specifically responsive to the needs of students of color.

1. Describe the district’s coordination with Title I, ARP, or ESSER to address the needs of homeless children and youth. Include the amount and use of the Title 1 reservation for homeless children and youth. (15 points)
2. **SUPPORT SERVICES**: address the basic and ongoing needs of homeless students.

Applicants requesting funding for this program sub-category must respond to questions 5 and 6. The response to question five (5) should not exceed one (1) page.

1. Describe the program’s current activities and any changes needed to address the gaps/concerns identified in the Needs Assessment (above) including cultural and linguistic barriers. (25 points)
2. Complete the *McKinney-Vento Homeless Education Grant Activity Form*below, use one row for each Need identified in your Needs Assessment (above in Question 3). (25 points)

Complete the columns as follows:

1. **Needs** column - list the needs identified in application Question 3 that will be addressed by the activities of this grant.
2. **Grant Priority Number** column enter the grant priority for the identified need and activity**,** selected from the following list:
   1. programming designed to raise awareness throughout the district and community including professional development opportunities for homeless education liaisons;
   2. tutoring, supplemental instruction, and other educational services that help homeless students reach the same challenging state content and student performance standards to which all students are held;
   3. developmentally appropriate early childhood education programs, not otherwise provided through federal, state, or local funding for homeless preschool children;
   4. services and assistance to attract, engage, and retain homeless students, particularly those that are not enrolled in school, in public school programs or services provided to housed students;
   5. before- and after-school programs, mentoring, summer programs for homeless children and youth, and services/assistance to attract, engage, and retain homeless students in these programs;
   6. collaborating with external agencies to provide homeless students and families with medical, dental, mental health, and other community and state services;
   7. meaningful involvement of homeless parents in their student's education;
   8. violence prevention counseling, referrals to counseling, and/or address the needs of homeless students who are domestic violence survivors;
   9. supplies to non-school facilities and/or adapting these facilities to enable them to provide services; and
   10. extraordinary or emergency services to eligible students as necessary to enroll and retain them in school.
3. **Activities** column - identify the specific program activity(ies) that address the need(s), the person/entity responsible for the activity and who will be served. Please indicate if the activity addresses racial, cultural and/or linguistic barriers/inequities.
4. **Measurable Outcomes** column - identify which indicators/data points will be used to determine thesuccess of the activity. For example:

Attendance information;

Academic performance data (e.g. grades, attendance rates, completed assignments, MCAS scores);

Pre- and post-program measurements (e.g., surveys of staff, students, parent trainings): and/or

Anecdotal evidence of the overall impact and satisfaction with grant activities from a variety of individuals (e.g., teachers, administrators, parents, students).

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| **McKINNEY-VENTO HOMELESS EDUCATION GRANT**  **ACTIVITY FORM – SCHOOL YEAR 2022-2023** | | | |
| **Needs**  identified in application Question 3 that will be supported by this grant | **Grant Priority Number** | **Activity(ies)**  to address the identified need(s)  *and the person/entity responsible for this activity and who will be served* | **Measurable Outcomes**  data points will be used to determine success |
| **Example**  After/out of school activities needed to support academic and social emotional learning disrupted by high mobility | 5 | **Example**  Provide Local After School program seats during the school year.  The homeless liaison will oversee access to programming  This addresses racial equity by …. | **Example**  Students who participate will increase their assignment completion and grades will improve |
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1. **SCHOOL-HOUSING PARTNERSHIP:** to engage, stabilize and re-house families with school age children or unaccompanied youth who are homeless by partnering with a homeless/housing service provider.

All applicants requesting funding for this program must respond to questions 7, 8, 9, and 10. The response must not exceed three (3) pages

1. Provide a description of the School-Housing Partnership including (10 points):
2. the name of the homeless/housing service provider(s) the district is partnering with;
3. the frequency of partnership meetings;
4. how the partnership has and will continue to maintain appropriate student/family confidentiality; and
5. a Memorandum of Understanding signed by the superintendent and the partner’s authorized representative that reflects the above partnership.
6. Describe how the School-Housing Partnership is/will address gaps in services or barriers to engaging, stabilizing, and re-housing the families of school-age children and/or unaccompanied homeless youth, with a particular focus on racial, cultural or linguistic barriers and local factors contributing to homelessness. Include a summary of lessons learned during the current school year. (15 points)
7. Describe how the grant funds will support the development and implementation of the School-Housing Partnership plan. Include: (15 points)
   1. how these funds will be coordinated with other federal, state, local, and/or private funds including resources contributed by the partner(s) to address the engagement, stabilization and re-housing of homeless families with school-age children and/or unaccompanied homeless youth;
   2. how families will be equitably served in the event of high demand,
   3. the roles and responsibilities of the partners; and
   4. an implementation timeline over the remaining two years of this funding.
8. Describe School-Housing Partnership’s success/expected success in terms of equitable outcomes in services provided, housing obtained, academic performance, and attendance of the students. (10 points)
9. **REGIONAL HOMELESS EDUCATION LIAISONS:** to support a network of experienced homeless education liaisons that provide technical assistance, training, and mentoring to other local homeless education liaisons in collaboration with the state coordinator for homeless education.

* Applicants requesting funding for this program for the **first time** must respond to questions 11, 12, 13, and 14. The responses to these questions should not exceed a total of four (4) pages.
* Applicants requesting **continued** funding for this program must respond to question 15. The response should not exceed a total of one (1) page.

See the *McKinney-Vento Regional Homeless Education Liaison Job Description* in the Additional Information section of the RFP for duties of the regional liaison position.

As part of the grant review process for **first time** applicants for this program, DESE staff may conduct phone/virtual interviews of proposed regional liaisons.

1. Describe the capacity of the proposed regional liaison to fulfill the duties as outlined in the McKinney-Vento Regional Homeless Education Liaison Job Description.
2. Describe a recent training or presentation provided by the proposed regional liaison. Include the content covered, who and how many attended, and its strengths and weaknesses.
3. Provide a brief response, written by the proposed regional liaison, to each of the following scenarios.
   1. A homeless liaison and guidance counselor call to ask about a student with whom they are working. The student has just acknowledged that he is staying at his girlfriend’s house in another district after being told to leave home by his parents. The student’s parents report he is welcome to come home but must follow their rules. The student is working part time at a coffee shop but does not have a car to get to school or work. The liaison wants to know what the district’s obligations are if the student chooses to live with his girlfriend.
   2. District A calls with concerns that a young student enrolled in the district is being denied enrollment in District B where the (homeless) family is sheltered. The student is an English Learner (EL) and is receiving EL services, and has an Individualized Education Program (IEP). District B claims it is in the student’s best interest to return to the school of origin in District A where services are already in place for the student. The parents do not have a car, acknowledge they cannot afford to return to District A and want to keep their child close by. They want to enroll in District B. Currently the student has missed three days of school. How and where should the student go to school?
   3. Over the past month several cases have come up of families being denied shelter and having nowhere to go. A couple of families are doubled up, one family is in a campground, and others are couch-surfing. What do you suspect is going on, how might you determine why families are being turned away, and how can a school/district address this issue and best serve the students?
4. Describe a successful collaboration the proposed regional liaison has developed with a local service provider.
5. Describe the training, technical assistance, and collaboration provided to other homeless liaisons and districts during the current school year. Include lessons learned and/or any suggestions for working more efficiently in the coming year.
6. **HOMELESS MIGRANT STUDENT SUPPORT:** to provide academic support of migrant students including summer programming, English language services, tutoring, and school supplies and uniforms.

Applicants requesting funding for this program must respond to questions 16 and 17. The response should not exceed two (2) pages

1. Describe how current collaboration with the Massachusetts Migrant Education Program (MMEP) and district services are supporting the identification and success of migratory students. (20 points)
2. Describe lessons learned and any changes to programming in the coming school year. Include how the district will leverage existing district programming to improve services and meet the needs of migratory students in culturally and linguistically appropriate ways including but not limited to summer programming, English language services, tutoring, and access to school supplies and uniforms. (30 points)

**BUDGET** (All Applicants)

1. Budget and details (20 points)
2. Complete the required budget in EdGrants (standard budget pages are provided in the Required Forms section of the RFP for drafting purposes); and
3. Using the following *McKinney-Vento Budget Narrative Form*, provide a budget narrative, inclusive of all funding applied for in this grant, that explains in detail, by Line Item, how program expenditures relate to the proposed activities. Include on the Budget Narrative any Title 1, ARP, ESSR, and/or other funding used to support the district’s homeless education programming.

**McKinney-Vento Homeless Education Grant   
Budget Narrative Form**

Provide a budget narrative that explains, by Line Item, in detail how each program expenditure relates to the proposed program activities. If Title 1, ARP, ESSER, or other funds are used/coordinated please include those under Other Funds.

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| **Line Item** | **Line**  **Total** | **Other**  **Funds** | **Budget Purpose and Explanation** |
| **Line 1 –**  Administrator  Salaries |  |  |  |
| **Line 2 –**  Instructional/  Professional Staff Salaries |  |  |  |
| **Line 3 –**  Support Staff Salaries |  |  |  |
| **Line 4 –**  Stipends |  |  |  |
| **Line 5 –**  Fringe Benefits (MTRS, Other) |  |  |  |
| **Line 6 –**  Contractual |  |  |  |
| **Line 7 –**  Supplies and Materials |  |  |  |
| **Line 8 –**  Travel |  |  |  |
| **Line 9 –**  Other Costs |  |  |  |
| **Line 10 –**  Indirect |  |  |  |
| **Line 11 --** Equipment |  |  |  |