

McKinney Vento Competitive Subgrant Application 2024-2025



Kansas leads the world in the success of each student.

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

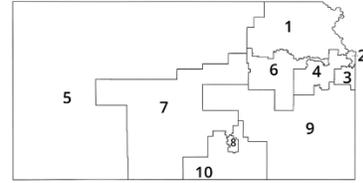
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org/board



DISTRICT 1



Danny Zeck
dzeck@ksde.org

DISTRICT 2



Melanie Haas
Chair
mhaas@ksde.org

DISTRICT 3



Michelle Dombrosky
mdombrosky@ksde.org

DISTRICT 4



Ann E. Mah
Legislative Liaison
amah@ksde.org

DISTRICT 5



Cathy Hopkins
chopkins@ksde.org

DISTRICT 6



Dr. Deena Horst
Legislative Liaison
dhorst@ksde.org

DISTRICT 7



Dennis Hershberger
dhershberger@ksde.org

DISTRICT 8



Betty Arnold
barnold@ksde.org

DISTRICT 9



Jim Porter
Vice Chair
jporter@ksde.org

DISTRICT 10



Jim McNiece
jmcniece@ksde.org



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

COMMISSIONER OF
EDUCATION



Dr. Randy Watson

DEPUTY COMMISSIONER

Division of Fiscal and Administrative Services



Dr. Frank Harwood

DEPUTY COMMISSIONER

Division of Learning Services



Dr. Ben Proctor

The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201

Kansas leads the world in the success of each student.

Jan. 25, 2024

McKinney Vento Competitive Grant 2024 – 2025 School Year

This application and these guidelines have been prepared in accordance with Subtitle VII-B of the McKinney-Vento Homeless Assistance Act of 1990, as amended by Title IX-A of the Every Student Succeeds Act (ESSA) of 2015.

Subgrant Title:	Education of Homeless Children & Youth
Funding Source:	The <i>McKinney-Vento/Education of Homeless Children and Youth Subgrant</i> is a federally funded competitive grant. The Kansas State Department of Education receives funds from the US Dept. of Education to be distributed as competitive grants to school districts based on need and application quality.
Submit Application: Incomplete or late applications will not be considered	Applications should be submitted via e mail no later than 5:00 pm on June 7, 2024. Send to: mtabasko@ksde.org
Pre- Application Webinars https://ksde.zoom.us/j/7898670294?omn=87617773720	April 19, 2024 at 9:00 am April 25, 2024 at 10:30 am May 1, 2024 at 1:30 pm Reminders will be sent through the McKinney Vento listserv.

McKinney Vento Competitive Grant 2024 – 2025 School Year

Please complete the District Information

USD Number	USD Name
Which Tier of grant applies to your district? (Tier One = 5 to 69 identified HCY; Tier 2 = 70+ identified HCY)	
What is the total requested amount dollar amount of your grant proposal?	
Name of Program Liaison or Administrator	
USD Address (or address for the Liaison or Grant Administrator)	
City/Zip Code	
Area Code and Phone Number	Area Code and Fax Number

Completing the 2024 – 2025 McKinney Vento Competitive Grant Application

Required Grant Application Components

1. Assurances/Original signature:
 - review the bulleted items,
 - fill in the blanks and
 - obtain the required signature
2. Grant Narratives: Parts One – Six (see “Grant Narrative Requirements”)
3. The US Department of Education’s General Education Provisions Act (GEPA)

Grant Narrative Requirements

Each applicant must complete the SIX required Grant Narratives.

1. Part ONE: Identification, Enrollment and Access
2. Part TWO: McKinney Vento Awareness
3. Part THREE: Internal Collaboration
4. Part FOUR: External Collaboration
5. Part FIVE: Student Outcomes
6. Part SIX: Proposed Grant Plan and Budget

Grant Application Formatting Requirements

1. Maximum total page is limited to no more than 20 pages of narrative. This limitation does not include the *Assurances*, *Budget* page, or *GEPA* page.
2. Do not include anything that cannot be printed on a black and white printer.
3. Charts or grids are allowed if needed; however, they will count toward the total page limitations.
4. Be sure to label and complete all questions included in the application.
5. Pages should be on 8½ x 11” paper, printed in font no smaller than 12 point, single -spaced and numbered.
6. Submit 1 (one) electronic copy (scanned or pdf) which must include a signed & scanned copy of the assurances page. The assurances page signature must be the district’s authorized representative. Keep the original signature on file at the district.

Grant Scoring Rubrics

The Scoring Rubrics are included for reference at the back of the document.

Purpose of Grant

The Kansas State Department of Education (KSDE) is seeking applications from Local Educational Agencies (LEA's) for a competitive three-year subgrant. This grant provides funds to districts specific to addressing the needs of students as required in accordance with the McKinney-Vento (MV) Act.

The McKinney-Vento Homeless Education Act provides competitive subgrants to LEAs to expand support services to children experiencing homelessness; to create greater awareness and sensitivity of district and school staff to identify students who may be experiencing homelessness; and to provide additional services to these children to increase their chances for academic success. LEAs may apply for these federal funds to provide activities for, and services to, students experiencing homelessness, including preschool-aged homeless children, that enable such children and youth to **enroll in, attend and succeed in school**.

In addition, homeless students may not be separated from the mainstream school environment. States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

Applicants are encouraged to braid other funding sources with McKinney-Vento funding, when appropriate, to provide a variety of supplemental, comprehensive services and to address the specific needs of students experiencing homelessness.

Eligibility

Any public school district in Kansas with a minimum enrollment of five identified students experiencing homelessness may apply for the grant program through a competitive grant process. Partnerships with homeless shelters and other social service organizations that serve the homeless are encouraged. Districts interested in providing services must complete and apply no later than 5:00 pm on **June 7, 2024**.

Competitive Divisions

New to the KSDE competitive grant process for the 2024 – 2025 award year is the introduction of grant tiers. The school district tiers are based on the number of identified McKinney Vento students in each LEA as follows:

- a. First Tier: 5 to 69 identified students
- b. Second Tier: greater than 70 identified students

Grant applications in the First Tier may not exceed \$15,000

Grant applications in the Second Tier may not exceed \$60,000

Grant Selection Process

Each proposal will be reviewed by a grant review committee. Subgrants will be awarded by tier based on the total application score and compared with other applications submitted within the same tier. KSDE will fund the highest scoring/ranked applicants first for each tier, then the second highest scoring/ranked applicants, and continue until funding is exhausted.

The Review Committee recommendations will be forwarded to the Kansas State Board of Education for action at the August 2024 meeting.

Grant Period

The program operating period begins September 1, 2024, for FY 2025. Grant recipients will be encouraged to complete all activities, obligate, and draw down funds received under this program by September 30, 2025. Provided funds are available and requirements are met, selected grantees may apply for continuation grants for the 2025 – 2026 and 2026 – 2027 school years.

McKinney Vento Subgrant Authorized Activities

1. The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic content standards and challenging State student academic achievement standards the State establishes for other children and youth.
2. The provision of expedited evaluations of the strengths and needs of homeless children and youth, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and students with limited English proficiency, services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, programs in vocational and technical education, and school nutrition programs).
3. Professional development and other activities for educators and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youth, the rights of such children and youth under this subtitle, and the specific educational needs of runaway and homeless youth.
4. The provision of referral services to homeless children and youth for medical, dental, mental, and other health services.
5. The provision of assistance to defray the excess cost of transportation for students under section 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 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 youth and unaccompanied youth, in public school programs and services provided to non-homeless children and youth.
8. The provision for homeless children and youth 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 youth in school, including birth certificates, immunization or medical records, academic records, guardianship records, and evaluations for special programs or services.
10. The provision of education and training to the parents of homeless children and youth about the rights of, and resources available to, such children and youth.
11. The development of coordination between schools and agencies providing services to homeless children and youth, as described in section 722(g)(5).
12. The provision of pupil services (including violence prevention counseling) and referrals for such services.
13. Activities to address the particular needs of homeless children and youth that may arise from domestic violence.
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 youth to attend school.

Duties of the Local Liaison

1. Homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
2. Homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, schools of that local educational agency;
3. Homeless families and homeless children and youths have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act (42 U.S.C. 9831 et seq.), early intervention services under Part C of the Individual with Disabilities Education Act (20 U.S.C. 1431 et seq.), and other preschool programs administered by the local educational agency;
4. Homeless families and homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;
5. Parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
6. Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to parents and guardians of homeless children and youths, and unaccompanied youths;
7. Enrollment disputes are mediated in accordance with paragraph (3)(E); and
8. The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, as described in paragraph (1)(J)(iii), and is assisted in accessing transportation to the school that is selected under paragraph (3)(A);
9. School personnel providing services under this subtitle receive professional development and other support; and
10. Unaccompanied youths are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including through implementation of the procedures under paragraph (1)(F)(ii); and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087w) and that the youths may obtain assistance from the local educational agency liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid described in section 483 of such Act (20 U.S.C. 1090).

Notice

State Coordinators established under subsection (d)(3) and local educational agencies shall inform school personnel, service providers, and advocates working with homeless families of the duties of the local educational agency liaisons.

Local and State Coordination

Local educational agency liaisons for homeless children and youth shall, as a part of their duties, coordinate and collaborate with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youth.

Categorical Definitions

Children and Youth

For purposes of this section, "children" and "youth" mean those persons including preschool-age children who, were they children of residents of the State, would be entitled to a free, appropriate public education.

Section 103(c) of the Act specifically excludes from the definition of homeless individuals any person who is imprisoned or otherwise detained by Act of Congress or State law. Therefore, children who are incarcerated or in Kansas Youth Corrections facilities are generally not to be considered homeless.

Homeless Children and Youth

Section 725 of the McKinney-Vento Act, as amended by the ESSA, defines the following terms:

Homeless children and youth means individuals who lack a fixed, regular, and adequate night time residence. The term includes—

- a. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- b. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for people;
- c. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- d. Migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described in this definition.

Unaccompanied youth is a homeless child or youth not in the physical custody of a parent or legal guardian.

Residence

1. A *fixed residence* is one that is stationary, permanent, and not subject to change.
2. A *regular residence* is one which is used on a regular (i.e. nightly) basis.
3. An *adequate residence* is one which is sufficient for meeting both the physical and psychological needs typically met in home environments. According to the McKinney-Vento Act, children who lack a fixed, regular, and adequate residence are considered homeless.

Free and Appropriate Public Education

Based on the Act's definition, "free and appropriate public education" in Kansas means the provision of services for which the child would be eligible if not homeless in the same manner as that provided to other students who are similarly eligible for the service. Therefore, homeless children shall be eligible for transportation services, compensatory education services, bilingual education services, special education services, school meal programs, preschool programs, or any other programs offered by the local school division for which the homeless child or youth is otherwise eligible.

Age of Eligibility

Kansas Code, K.A.R. 72-3118 states individuals who are the age of five on or before August 31st of any school year are considered eligible for school enrollment. School age, for the purposes of this plan, exceeds this limit whenever the school district offers services to children younger or older than the required ages. For instance, if the local educational agency offers a preschool program to three and four-year-olds, then homeless three-and four-year-olds shall be considered of school age if they would otherwise qualify for the district's preschool program. Special education services, as provided under the Individuals with Disabilities Education Act, would apply to children experiencing homelessness from birth through age 21.

Residency Requirements

Kansas Code, K.S.A. 72-3122 assigns residency to homeless children and youth.

Narratives

Please complete the narratives per the instructions.

Part ONE (55 points): McKinney Vento Identification, Enrollment and Access

Instructions

There are two sections in Part ONE:

- Section 1 (10 points): Complete the data and prepare the narrative by responding to the two questions in the narrative box.

Part ONE (10 points): McKinney Vento Identification, Enrollment and Access	
Section 1 of 2	
Homeless Children and Youth (HCY) Counts by Category	
<i>Note: You will need to use 2022 – 2023 reported numbers to complete this information.</i>	
Data Questions	Response
How many homeless children and youth (HCY) have been identified in your district?	
What is the district wide percentage of HCY in your district? Calculate = HCY identified number divided by total enrollment number	
How many unaccompanied HCY have been identified in your district?	
Home many preschool-age HCY have been identified in your district?	
How many HCY are residing in shelters in your district?	
How many HCY are doubled up in your district?	
How many HCY are unsheltered in your district? (this includes bus stations, laundry mats, cars, and camping)	
How many migrant HCY are in your district?	
How many English Language Learner HCY are in your district?	
How many refugee HCY are in your district?	
How many HCY in your district have IEP's?	
How many HCY in your district have disabilities?	
This line is intentionally blank	
Please rank yourself on a sliding scale as follows: FROM 1= no idea where to find this data TO 4 = this data is used regularly to monitor HCY identification	Self-Ranking
	1 2 3 4
Use this space to write the narrative in response to the Part One, section 1 guiding questions below: <ol style="list-style-type: none"> Has the number of HCY students been accurately identified? Does your McKinney Vento HCY program incorporate all categories of HCY in your district? 	

Narrative

Part ONE (55 points): McKinney Vento Identification, Enrollment and Access

Instructions

There are two sections in Part ONE:

- Section 2 (45 points): Prepare the narrative by responding to the guiding questions to evaluate HCY identification, enrollment, and access.

Part ONE (45 points): McKinney Vento Identification, Enrollment and Access Section 2 of 2	
Guiding Questions	Response
Do you enroll homeless students immediately?	
Are systems in place to ensure students are correctly coded and MV data is submitted to the KIDS system?	
Does the enrollment process paperwork increase barriers? (barriers would include a requirement to submit documentation such as immunization records, academic records, or similar)	
Do you consider data relative to poverty, unemployment, foreclosures, and other economic trends in your community when assessing the accuracy of your numbers of homeless students identified and served?	
How likely is that there are homeless children and youth in the community who have not been identified and are not attending school?	
Are staff who assist with enrollment aware of the definition of unaccompanied HCY?	
How often do you review/revise district policies, regulations, and practices that could be barriers to school enrollment, attendance, and success of homeless students?	
Are homeless families informed, in a language they understand, of educational rights for their children regarding enrollment, transportation, etc.?	
Where is McKinney Vento program information posted in the community?	
This line is intentionally blank	
After evaluating your responses to the above questions, please rank your program.	Self-Ranking
	1 2 3 4
<ol style="list-style-type: none"> 1. Many areas of concern; several compliance issues; technical assistance is needed 2. Implementation is minimally adequate; systems, tools, and mechanisms are needed to strengthen implementation; technical assistance is needed 3. Implementation is adequate; procedures are in place but could be improved 4. Program is strong and robust, with model systems, tools, and mechanisms in place 	If your self-ranking score is low, consider addressing this section in the grant proposal.
Use this space to write the narrative in response to the Part One, section 2 guiding questions.	

Narrative

Part TWO (40 points): McKinney Vento Awareness

Instructions

Write the narrative by responding to the guiding questions to evaluate HCY program awareness.

Part TWO (40 points): McKinney Vento Awareness	
Guiding Questions	Response
What is the level of awareness/education of LEA program administrators and school personnel regarding the statutory requirements of McKinney-Vento and Title IA legislation relative to the education of homeless children and youth?	
What is the level of awareness/education in other community agencies and other service providers?	
Is professional development provided to all staff regarding the educational rights of, and provision of services for, homeless children and youth? How and by whom?	
Who ensures community agencies working with HCY are aware of the statutory requirements of McKinney-Vento and Title IA legislation?	
How are the required duties of the liaison considered when selecting a district liaison?	
Who ensures the local school board is aware of the statutory requirements of the McKinney Vento and Title IA legislation?	
Does the McKinney Vento program have dedicated space on the district web-page that includes the contact information for the district liaison?	
Does the district have a written dispute resolution policy? Are parents provided with a copy when disputes arise?	
This line is intentionally blank	
After evaluating your responses to the above questions, please rank your program.	Self-Ranking
	1 2 3 4
<ol style="list-style-type: none"> 1. Many areas of concern; several compliance issues; technical assistance is needed 2. Implementation is minimally adequate; systems, tools, and mechanisms are needed to strengthen implementation; technical assistance is needed 3. Implementation is adequate; procedures are in place but could be improved 4. Program is strong and robust, with model systems, tools, and mechanisms in place 	If your self-ranking score is low, consider addressing this section in the grant proposal.
Use this space to write the narrative in response to the Part TWO guiding questions.	

Narrative

Part THREE (40 points): McKinney Vento Internal Collaboration

Instructions

Write the narrative by responding to the guiding questions to evaluate HCY internal collaboration.

Part THREE (40 points): McKinney Vento Internal Collaboration	
Guiding Questions	Response
Does the district liaison have adequate support to provide basic services and supports, such as school supplies, school uniforms, laundry facilities, fee waivers, access to technology and transportation, as needed?	
What is the frequency of communication between the local liaison, counselors, social works, and Title IA program leaders in your district?	
What is the level of coordination with other program personnel (transportation, nutrition, drop-out/truancy, special education)	
Do staff know how to refer a student they suspect is experiencing homelessness?	
Does the district liaison communicate with the district federal program coordinator to discuss braiding potential of other federal funds to serve identified HCY?	
Does the district have a team in place to assist identified HCY? If applicable, are school security and resource officers included on the team?	
Is the Title IA set-aside amount and the use of those funds determined jointly between the Title district staff and the local liaison?	
Is the local liaison granted access to view McKinney Vento HCY information in the Local Consolidated Plan (LCP)?	
This line is intentionally blank	
After evaluating your responses to the above questions, please rank your program.	Self-Ranking
	1 2 3 4
<ol style="list-style-type: none"> 1. Many areas of concern; several compliance issues; technical assistance is needed 2. Implementation is minimally adequate; systems, tools, and mechanisms are needed to strengthen implementation; technical assistance is needed 3. Implementation is adequate; procedures are in place but could be improved 4. Program is strong and robust, with model systems, tools, and mechanisms in place 	If your self-ranking score is low, consider addressing this section in the grant proposal.
Use this space to write the narrative in response to the Part THREE guiding questions.	

Narrative

Part FOUR (45 points): McKinney Vento External Collaboration

Instructions

Write the narrative by responding to the guiding questions to evaluate HCY program external collaboration.

Part FOUR (45 points): McKinney Vento External Collaboration	
Guiding Questions	Response
What kinds of outreach efforts are in place and by whom to target the identification of homeless children and youth in your community?	
How often does the district liaison communicate with community agencies serving families experiencing homelessness?	
What community agencies collaborate with the district liaison on data collection?	
What community agencies are active in the provision of services to families with children and youth experiencing homelessness?	
Does the district liaison participate with community collaborations such as Head Start, Parents as Teachers, Housing and Urban Development (HUD), youth advocates?	
What initiatives are underway resultant of community collaborations?	
What issues/barriers are addressed consistently in calls received by the local liaison requesting information or technical assistance?	
Does the LEA obtain data on homeless students from shelters?	
What kinds of parent involvement activities and initiatives are implemented district-wide?	
This line is intentionally blank	
After evaluating your responses to the above questions, please rank your program.	Self-Ranking
	1 2 3 4
<ol style="list-style-type: none"> 1. Many areas of concern; several compliance issues; technical assistance is needed 2. Implementation is minimally adequate; systems, tools, and mechanisms are needed to strengthen implementation; technical assistance is needed 3. Implementation is adequate; procedures are in place but could be improved 4. Program is strong and robust, with model systems, tools, and mechanisms in place 	If your self-ranking score is low, consider addressing this section in the grant proposal.
Use this space to write the narrative in response to the Part FOUR guiding questions.	

Narrative

Part FIVE (55 points): McKinney Vento Student Outcomes

Instructions

There are three sections in Part FIVE:

- Section 1 (10 points): Complete the data and prepare the narrative by responding to the two questions in the narrative box.

Part FIVE (10 points): Student Outcomes	
Section 1 of 3	
McKinney Vento Academics	
<i>Note: You will need information from Academic Measures of Student Success to complete this section..</i>	
Data Questions	Response
What percentage of identified HCY in your district are proficient at grade level in Reading Language Arts?	
What percentage of identified HCY in your district are proficient in Math?	
What percentage of identified HCY in your district are chronically absent?	
Are identified HCY in your district suspended disproportionately to the general student population?	
Are identified HCY in your district referred for discipline disproportionately to the general student population?	
What is the graduation rate for identified HCY in your district?	
What is the drop- out rate for identified HCY in your district?	
This line is intentionally blank	
Please rank yourself on a sliding scale as follows: FROM 1= no idea where to find this data TO 4 = this data is used regularly to monitor academic progress of identified HCY	Self-Ranking
	1 2 3 4
Use this space to write the narrative in response to the Part FIVE, section 1 guiding questions below:	
1. How is this data revealing areas of academic achievement as a concern for HCY?	
2. How does the district evaluate targeted assistance plans for HCY students?	

Narrative

Part FIVE (55 points): McKinney Vento Student Outcomes

Instructions

There are three sections in Part FIVE:

- Section 2 (10 points): Complete the data/calculations and prepare the narrative by responding to the two questions in the narrative box.

<p>Part FIVE (10 points): Student Outcomes Section 2 of 3 Title IA Set Aside, Funding and Per Pupil Calculations <i>Note: You will need information from the Local Consolidated Plan to complete this section.</i></p>	
<p>If your district receives Title IA funding, the McKinney Vento set aside is a requirement in the local consolidated plan (LCP).</p> <p>The minimum set aside amount for Kansas is: \$ 500 for districts with a student enrollment up to 999 students \$1,500 for districts with a student enrollment of 1,000 or more</p>	
Questions	Response
How many identified HCY participate in Title IA programs?	
What is the Title IA Homeless Set-Aside for your district?	
How much of the set aside was spent?	
What is the approximate amount of additional funds spent to support identified McKinney Vento HCY and what sources provide these funds?	
What is the approximate amount of general funds allocated for homeless education?	
What is the approximate amount of funds allocated per pupil from all funding sources to McKinney Vento students?	
Referring to the identified HCY students from your district data in Part One, Section 1, do the per pupil funds seem adequate to meet the needs of HCY?	
This line is intentionally blank	
<p>Please rank yourself on a sliding scale as follows: FROM 1= no idea where to find this data TO 4 = this data is used regularly to evaluate resources dedicated to serving identified HCY</p>	Self-Ranking
	1 2 3 4
<p>Use this space to write the narrative for Part FIVE, section 2 guiding questions below:</p> <ol style="list-style-type: none"> 1. How is the per pupil amount of McKinney Vento funds made known to the district liaison? 2. Describe how and if calculating the per pupil funding level may result in changes? 	

Narrative

Part FIVE (55 points): McKinney Vento Student Outcomes

Instructions

There are three sections in Part FIVE:

- Section 3 (35 Points): Prepare the narrative by responding to the guiding questions to evaluate HCY resources.

Part FIVE (35 points): Student Outcomes	
Section 3 of 3	
Resources for Identified HCY	
Guiding Questions	Response
How do district staff utilize needs assessments specific to the unique needs of HCY?	
Have identified HCY prompted the development of initiatives or other actionable items?	
If applicable, are identified HCY participating in career and technical education programs?	
Who ensures identified HCY receive necessary assistance completing the Free Application for Federal Student Aid (FAFSA)?	
Do homeless students receive support to attend the school of origin when doing so is in their best interest?	
If career and technical education programs are available through your district, have barriers been identified and removed so identified HCY have equal opportunity to participate?	
If applicable, does your district identify and remove barriers so identified HCY may participate in dual credit programs?	
This line is intentionally blank	
After evaluating your responses to the above questions, please rank your program.	Self-Ranking
	1 2 3 4
<ol style="list-style-type: none"> 1. Many areas of concern; several compliance issues; technical assistance is needed 2. Implementation is minimally adequate; systems, tools, and mechanisms are needed to strengthen implementation; technical assistance is needed 3. Implementation is adequate; procedures are in place but could be improved 4. Program is strong and robust, with model systems, tools, and mechanisms in place 	<p>If your self-ranking score is low, consider addressing this section in the grant proposal.</p>
Use this space to write the narrative in response to the Part FIVE guiding questions.	

Narrative

Part SIX (80 points): Proposed Grant Plan and Budget Request Form

Instructions:

The two sections in Part SIX are the Narrative and the Itemized Budget Request Form.

- The narrative will need to detail the plan for the requested budget amount. The plan should focus on at least one area of need as determined by the evaluations of Parts ONE through FIVE.
- Completion of the budget page is required with detailed explanations for each line item requested in the grant proposal.

Part SIX (80 points): Proposed Grant Plan	
Section 1 of 2	
Guiding Questions	Response
Does the requested grant amount exceed the limit for the eligibility Tier of the district?	
Does the grant proposal target at least one HCY program area of need identified in the district narratives?	
What staff will be necessary to complete the goals of the grant proposal?	
Do the line items in the budget form support the stated goals of the grant?	
Are the requested budget items allowable, reasonable, and necessary?	
Is the grant proposal scope of work reasonable for the time frame?	
Is the requested budget amount reasonable for the grant proposal?	
How will the data be gathered and analyzed to evaluate the effectiveness of the grant proposal?	
This line is intentionally blank	
Use this space to write the narrative in response to Part SIX guiding questions.	

MCKINNEY VENTO COMPETITIVE GRANT APPLICATION 2024 - 2025

Part SIX (80 points): Itemized Budget Request Form for 2024 – 2025

Section 2 of 2

Budget Categories (see Explanation of Budget Line Items)	Amount Requested (Use Whole Dollars)
1000 Instruction	
100 Personnel Services Salaries	\$
200 Employee Benefits	\$
300 Purchased Professional and Technical Services	\$
400 Purchased Property Services	\$
500 Other Purchased Services	\$
600 Supplies and Materials	\$
700 Property (Equipment)	\$
800 Other	\$
2700 Student Transportation	\$
2720 Vehicle Operations Services	\$
TOTAL	\$

Part SIX: Explanation of Budget Line Items:

Refer to the descriptions of each budget category to complete the Budget Request Form

1000 Instruction

- 100 Personnel Services--Salaries:
Instructional salaries for full & part time certified and non-certified employees.
- 200 Employee Benefit:
FICA, Group Insurance, Workman's Compensation, etc., for personnel in line 100.
- 300 Purchased Professional & Technical Services:
Consultants, counseling, guidance, medical & accounting services.
- 400 Purchased Property Services:
Lease, repair, maintain & rent property & equipment owned or used by the district.
- 500 Other Purchased Services:
Out of district staff travel, staff development, registration fees.
- 600 Supplies & Materials:
Items that can be consumed, worn out, or deteriorated through use.
- 700 Property or Equipment:
Initial, additional or replacement equipment.
- 800 Other:
Miscellaneous amounts paid for goods and services not otherwise classified above.

2000 Support Services

- 2700 Student Transportation Services:
Providing transportation for students.

District Assurance Page

USD Number	USD Name
Name of Program Liaison or Administrator	
USD Address (or address for the Liaison or Grant Administrator)	
City/Zip Code	
Area Code and Phone Number	Area Code and Fax Number

Assurances

1. The applicant complies with, or will use requested funds to comply with, paragraphs (3) through (7) of section 722(g). (Local Education Agency [LEA] requirements)
2. Included in the application is a description of approved Board policies and procedures, consistent with section 722(e)(3), that the agency will implement to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youth.
3. Fiscal control and accounting procedures will be used to ensure proper disbursement of and accounting for funds paid to such applicants under this program.
4. Ensure the LEA will designate an appropriate staff person, who may also be a coordinator of other federal programs, as a local educational agency liaison for homeless children and youth, to carry out the duties described in paragraph (6)(A) in Section 722 of the Act.
5. Ensure the LEA will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in paragraph (3)(A) of Section 722 of the Act and as applicable in Section 722(g)(1)(j)(iii) of the Act.
6. Ensure reports will be submitted to the SEA as may be necessary to enable such agency to perform its duties under each such program.
7. Ensure the LEA meets Maintenance of Effort requirement.
8. Ensure that the Homeless liaison or their designee will attend up to two state meetings and the National Association for the Education of Homeless Children and Youth Conference: either virtually or in person.

Signature of Superintendent (or Designee)		Date
KSDE Use Only	Signature	Date Approved
		Amount Approved

GEPA: The U.S. Department of Education’s General Education Provisions Act (GEPA, Section 427)

The U.S. Department of Education’s General Education Provisions Act (GEPA, Section 427) affects all applicants including local school districts that apply to the State for funds under federal programs. Each applicant must indicate the steps it proposes to take to ensure equitable access to, and participation in, its Federally-assisted programs for students, teachers and other program beneficiaries with special needs, including persons with disabilities and persons who speak or use a language other than English.

Section 427 highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability or age. Based on local circumstances, determine whether these or other barriers may prevent your students, teacher, etc., from accessing or participating in the Federally-funded projects or activities.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing projects and activities, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in those projects or activities and to achieve to high standards.

MCKINNEY VENTO COMPETITIVE GRANT APPLICATION 2024 - 2025

Please provide information as to how the applicant (district or other eligible entity) intends to reduce barriers and meet the provisions of Section 427 by checking the items below that are appropriate and/or by providing a narrative description:

GEPA

- o Ensuring all students have access to challenging content and instructional materials and curricula.
- o Encouraging and supporting the integration of technology into curriculum and instruction.
- o Recruiting and retaining qualified and highly effective personnel that are equipped to meet the challenging needs of our diverse student populations.
- o Providing appropriate and equitable financial support for public education.
- o Making opportunities for training available to all eligible participants.
- o Providing access to materials and products including as appropriate, Braille, sign language interpreters and materials in languages other than English to students, teachers, administrators, and parents using newsletters, website and other media to inform constituents.
- o Reaching out to parents in the community to encourage access and involvement in education programs and activities.
- o Disaggregating data and focusing on greatest needs in order to close current gaps in student performance as they relate to gender, race/ethnicity, disabilities, English language proficiency.
- o Providing program information and materials (print and electronic) that are free of stereotypes and are in formats accessible to students with special need and their parents and /or guardians.
- o Designing and using promotional and other outreach materials (print and electronic) that depict individuals from diverse backgrounds, ensuring multi-racial, gender and disability representation to the maximum extent possible.
- o Other: Please specify other means of reducing barriers to the Federally-funded programs. (If this item is marked, you will need to submit a response).

Scoring Rubrics

McKinney Vento Competitive Grant Application

2024 - 2025

McKinney Vento Competitive Grant 2024 - 2025 Total Points Possible	
Part One: Identification, Enrollment and Access	55
Part TWO: McKinney Vento Awareness	40
Part THREE: Internal Collaboration	40
Part FOUR: External Collaboration	45
Part FIVE: Students Outcomes	55
Part SIX: Proposed Grant Plan and Budget Request Form	80
Total Points Possible	315

Notes about the Scoring Rubrics

1. The scoring rubrics are included for your information.
2. Each Part of the grant (and each section within parts one and five) have a separate scoring rubric.
3. The total number of points possible is 315.

MCKINNEY VENTO COMPETITIVE GRANT APPLICATION 2024 - 2025

Part ONE: Identification, Enrollment and Access

Section 1 of 2

Homeless Children and Youth (HCY) Counts by Category

10 points

Not Comprehensive (0 – 1 Points) Topic is not addressed or vaguely referenced.	Somewhat Comprehensive (2-3 Points) Topic is partially addressed but needs clarification.	Most Comprehensive (4-5 Points) Topic is well conceived, and thoroughly or exceptionally discussed.	Score
Has the number of HCY students been accurately identified?			
Does your McKinney Vento HCY program incorporate all categories of HCY in your district?			
Total Points			

Part ONE: Identification, Enrollment and Access

Section 2 of 2

45 points

Not Comprehensive (0 – 1 Points) Topic is not addressed or vaguely referenced.	Somewhat Comprehensive (2-3 Points) Topic is partially addressed but needs clarification.	Most Comprehensive (4-5 Points) Topic is well conceived, and thoroughly or exceptionally discussed.	Score
Do you enroll homeless students immediately?			
Are systems in place to ensure students are correctly coded and MV data is submitted to the KIDS system?			
Does the enrollment process increase barriers? (barriers would include a requirement to submit documentation such as immunization records, academic records, or similar)			
Do you consider data relative to poverty, unemployment, foreclosures, and other economic trends in your community when assessing the accuracy of the number of identified HCY?			
How likely is it that there are homeless children and youth in the community that have not been identified and are not attending school?			
Are staff who assist with enrollment aware of the McKinney Vento definition of unaccompanied HCY?			
How often do you review/revise district policies, regulations, and practices that could be barriers to school enrollment, attendance, and success of homeless students?			
Are homeless families informed, in a language they understand, of educational rights for their children regarding enrollment, transportation, etc.?			
Where is McKinney Vento program information posted in the community?			
Total Points			

MCKINNEY VENTO COMPETITIVE GRANT APPLICATION 2024 - 2025

Part TWO: McKinney Vento Awareness

40 points

<p>Not Comprehensive (0 – 1 Points)</p> <p>Topic is not addressed or vaguely referenced.</p>	<p>Somewhat Comprehensive (2 - 3 Points)</p> <p>Topic is partially addressed but needs clarification.</p>	<p>Most Comprehensive (4 - 5 Points)</p> <p>Topic is well conceived, and thoroughly or exceptionally discussed.</p>	<p>Score</p>
<p>What is the level of awareness/education of LEA program administrators and school personnel regarding the statutory requirements of McKinney-Vento and Title IA legislation relative to the education of homeless children and youth?</p>			
<p>What is the level of awareness/education in other community agencies and other service providers?</p>			
<p>Is professional development provided to all staff regarding the educational rights of, and provision of services for, homeless children and youth? How and by whom?</p>			
<p>Who ensures community agencies working with HCY are aware of the statutory requirements of McKinney-Vento and Title IA legislation?</p>			
<p>How are the required duties of the liaison considered when selecting a district liaison? Is there a job description for the district liaison? Is there a job description for the district liaison?</p>			
<p>Who ensures the local school board is aware of the statutory requirements of the McKinney Vento and Title IA legislation?</p>			
<p>Does the McKinney Vento program have dedicated space on the district web-page that includes the contact information for the district liaison?</p>			
<p>Does the district have a written dispute resolution policy? Are parents provided with a copy when disputes arise?</p>			
Total Points			

MCKINNEY VENTO COMPETITIVE GRANT APPLICATION 2024 - 2025

Part THREE: Internal Collaboration			
40 points			
Not Comprehensive (0 – 1 Points)	Somewhat Comprehensive (2 - 3 Points)	Most Comprehensive (4 - 5 Points)	Score
Topic is not addressed or vaguely referenced.	Topic is partially addressed but needs clarification.	Topic is well conceived, and thoroughly or exceptionally discussed.	
Does the district liaison have adequate support to provide basic services and supports, such as school supplies, school uniforms, laundry facilities, fee waivers, access to technology and transportation, as needed?			
What is the frequency of communication between the local liaison, counselors, social works, and Title IA program leaders in your district?			
What is the level of coordination with other program personnel (transportation, nutrition, drop-out/truancy, special education)			
Do staff know how to refer a student they suspect is experiencing homelessness?			
Does the district liaison communicate with the district federal program coordinator to discuss braiding potential of other federal funds to serve identified HCY?			
Does the district have a team in place to assist identified HCY? If applicable, are school security and resource officers included on the team?			
Is the Title IA set-aside amount and the use of those funds determined jointly between the Title district staff and the local liaison?			
Is the local liaison granted access to view McKinney Vento HCY information in the Local Consolidated Plan (LCP)?			
Total Points			

MCKINNEY VENTO COMPETITIVE GRANT APPLICATION 2024 - 2025

Part FOUR: External Collaboration			
45 points			
Not Comprehensive (0 – 1 Points)	Somewhat Comprehensive (2 - 3 Points)	Most Comprehensive (4 - 5 Points)	Score
Topic is not addressed or vaguely referenced.	Topic is partially addressed but needs clarification.	Topic is well conceived, and thoroughly or exceptionally discussed.	
What kinds of outreach efforts are in place and by whom to target the identification of homeless children and youth in your community?			
How often does the district liaison communicate with community agencies serving families experiencing homelessness?			
What community agencies collaborate with the district liaison on data collection?			
What community agencies are active in the provision of services to families with children and youth experiencing homelessness?			
Do district liaisons participate with community collaborations such as Head Start, Parents as Teachers, Housing and Urban Development (HUD), youth advocates?			
What initiatives are underway resultant of community collaborations?			
What issues/barriers are addressed consistently in calls received by the local liaison requesting information or technical assistance?			
Does the LEA obtain data on homeless students from shelters?			
What kinds of parent involvement activities and initiatives are implemented district-wide?			
Total Points			

Part FIVE: Student Outcomes			
Section 1 of 3			
Academic Achievement Data			
10 points			
Not Comprehensive (0 – 1 Points)	Somewhat Comprehensive (2-3 Points)	Most Comprehensive (4-5 Points)	Score
Topic is not addressed or vaguely referenced.	Topic is partially addressed but needs clarification.	Topic is well conceived, and thoroughly or exceptionally discussed.	
How is this data revealing areas of academic achievement as a concern for HCY?			
How does the district develop and evaluate targeted assistance plans for HCY students?			
Total Points			

MCKINNEY VENTO COMPETITIVE GRANT APPLICATION 2024 - 2025

Part FIVE: Student Outcomes			
Section 2 of 3			
Title 1A Set aside and Per Pupil Calculations			
10 points			
Not Comprehensive (0 – 1 Points)	Somewhat Comprehensive (2-3 Points)	Most Comprehensive (4-5 Points)	Score
Topic is not addressed or vaguely referenced.	Topic is partially addressed but needs clarification.	Topic is well conceived, and thoroughly or exceptionally discussed.	
How is the per pupil amount of McKinney Vento funds made known to the district liaison?			
Describe how and if calculating the per pupil funding amount may alter the set aside amount.			
Total Points			

Part FIVE: Student Outcomes			
Section 3 of 3			
Resources for Identified HCY			
35 points			
Not Comprehensive (0 – 1 Points)	Somewhat Comprehensive (2-3 Points)	Most Comprehensive (4-5 Points)	Score
Topic is not addressed or vaguely referenced.	Topic is partially addressed but needs clarification.	Topic is well conceived, and thoroughly or exceptionally discussed.	
How do district staff utilize needs assessments specific to the unique needs of HCY?			
Have identified HCY prompted the development of initiatives or other actionable items?			
If applicable, are identified HCY participating in career and technical education programs?			
Who ensures identified HCY receive necessary assistance completing the Free Application for Federal Student Aid (FAFSA)?			
Do homeless students receive support to attend the school of origin when doing so is in their best interest?			
If career and technical education programs are available through your district, have barriers been identified and removed so identified HCY have equal opportunity to participate?			
If applicable, does your district identify and remove barriers so identified HCY may participate in dual credit programs?			
Total Points			

MCKINNEY VENTO COMPETITIVE GRANT APPLICATION 2024 - 2025

Part Six: Proposed Grant Plan and Budget Request Form			
80 Points			
Not Comprehensive (0 – 3 Points)	Somewhat Comprehensive (4 - 6 Points)	Most Comprehensive (7 - 10 Points)	Score
Topic is not addressed or vaguely referenced.	Topic is partially addressed but needs clarification.	Topic is well conceived, and thoroughly or exceptionally discussed.	
Does the requested grant amount exceed the limit for the eligibility Tier of the district?			
Does the grant proposal target at least one HCY program area of need identified in the district narratives?			
What staff will be necessary to complete the goals of the grant proposal?			
Do the line items in the budget form support the stated goals of the grant?			
Are the requested budget items allowable, reasonable, and necessary?			
Is the grant proposal scope of work reasonable for the time frame?			
Is the requested budget amount reasonable for the grant proposal?			
How will data be gathered and analyzed to evaluate the effectiveness of the grant proposal?			
Total Points			

Thank you for your time and consideration to submit this grant.

Check that you have:

1. All SIX narratives AND the line-item budget form;
2. The Assurances page; and
3. The GEPA page

For more information, contact:

Maureen Tabasko
Education Program Consultant
Special Education & Title Services Team
785-296-1101
mtabasko@ksde.org



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
www.ksde.org