**Submission of Application**

**The KDE MUST receive applications by 4:00 PM (EST) April 23, 2021 via email**. Applications received after this time and date will be deemed non-responsive.

***A blind copy of the Narrative section of the application should be submitted also. The blind copy should not contain identifying words or names of people, districts, counties, or schools.***

1. Scan the original application in its entirety, including all signatures, to PDF format.
2. Name your original application as follows HL2021.*district name*.Original.
3. Scan One Blind copy. The blind Copy must be completely blinded electronically. (Black highlighting or X’d out using the find and replace feature - ex: XXXXX), failure to do so WILL deem the application non-responsive. Please review blind copy before submitting to ensure all identifying information is blinded and all required pages and attachments are present. Identifying information includes school name, district name, county, city, and names of individuals.
4. Name your blind copy of the Narrative as follows: HL2021.*district name*.Blind.
5. Email both the original application and the blind copy to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov). On the subject line of the email, type HL2021*/name of district.*
6. If at all possible, send both attachments in the same email.
7. ***The date/time stamp on the received email must be on or before 4:00 p.m. (EST), April 23, 2021.***

Keep in mind that email coming into the KDE is routed for security purposes through multiple networks and servers. Allow ample time for this and the possibility that email doesn’t always send on the first try.

**Technical Review Sessions & Submission of Questions**

* The KDE will host a technical review session for applicants on April 6, 2021 at 11AM.

**ALL** **APPLICANTS SHOULD ATTEND THIS SESSION!**

* Questions will be taken during this session only. The recorded session will be posted for future reference.

**Format Requirements**

* The narrative portion shall not exceed **15 pages** ***(does not include cover sheet, section 1, assurances, or attachments 2 - 6).***
* All pages should be single-side and double-spaced.
* Use a font point of 12 in Arial or similar font.
* Number pages consecutively. Do not number the cover page or table of contents.
* Margins will be set within the form and may not be altered.

**APPLICATION COMPONENTS**

**100 Points Possible**

**Section 1: LEA Homeless Education Information** 0 points

**Section 2: LEA Homeless Education Policies and Procedures** 5 points

**Section 3: LEA Homeless Education Needs Assessment** 5 points

**Section 4: LEA Homeless Education Grant Project Description** 15 points

**Section 5: Grant Management Plan**  55 points

**Section 6: Project Evaluation** 10 points

**Section 7: Project Budget and Narrative** 10 points

**Section 8: Assurances, Signatures, & Cover Page**  0 points

**REQUIRED Attachments:** 0 points

Attachment 1: Subgrant Application

Attachment 2: Federal Funds Budget Form

Attachment 3: Proof of ACTIVE FFATA Registration – see added red-lettered additions on pages 2 & 3.

Attachment 4: LEA Notice of Rights for Homeless Students and Policy

Attachment 5: LEA Process for Dispute Resolution and Policy

***If contracted activities with another agency (agencies):***

Attachment 6: Contracts, Memoranda of Understanding with collaborating agencies LEAs that intend to contract activities with another agency MUST include a detailed copy of responsibilities for all parties as well as terms of payment.

***Any materials including names of clients or students must be removed.***

***Brochures for agencies are NOT appropriate for attachments.***

**SUBGRANT APPLICATION BEGINS HERE**

**Scoring/Cover Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Applicant LEA: | | | | | |
|  | | Requested Funding: $ | | | |
| Overall Scoring Chart | | | | | |
|  | | | | | |
| Need - Scoring Chart | | | | | |
| The number of homeless students in each LEA will be normalized to a range of 0 to 100, based on the submitted applications. | | | | | |
| Number of Homeless Students in this LEA | | | | |  |
| Number of Total Students in this LEA | | | | |  |
| **Total Need Points** = Total Percentage: (Number of Homeless Students in this LEA) divided by (Number of Total Students in the LEA) | | | | |  |
|  | | | | | |
| Quality - Application Scoring Chart | | | | | |
| **If any of the below sections are missing, the application will not be reviewed.** | | | | | |
| *Project Sections* | | | *Maximum Points* | | *Reviewers Score* |
| Section 1: LEA Homeless Education Information | | | 0 | |  |
| Section 2: LEA Homeless Education Policies and Procedures | | | 5 | |  |
| Section 3: LEA Homeless Education Needs Assessment | | | 5 | |  |
| Section 4: LEA Homeless Education Grant Description | | | 15 | |  |
| Section 5: Grant Management Plan | | | 55 | |  |
| Section 6: Grant Evaluation | | | 10 | |  |
| Section 7: Grant Budget and Narrative | | | 10 | |  |
| Section 8: Assurances, Certifications, and Signatures | | | 0 | |  |
| Attachment 1: Subgrant Application | | | 0 | |  |
| Attachment 2: Federal Funds Budget Form | | | 0 | |  |
| Attachment 3: Proof of ACTIVE FFATA Registration – see red-lettered additions on pages 2 – 3. | | | 0 | |  |
| Attachment 4: LEA Notice of Rights for Homeless Students and Policy | | | 0 | |  |
| Attachment 5: LEA Process for Dispute Resolution and Policy | | | 0 | |  |
| Attachment 6: Contracts, Memoranda of Understanding | | | 0 | |  |
| **Total Quality Points** | | | **100** | |  |
| *LEAs must score a minimum of* ***70*** *(or 70% of) Total Quality Points*  *to be* ***considered*** *for funding.* | | | | | |
|  | | | | | |
| Grand Total | | | | | |
| **Total Need Points** |  | **Total Quality Points** | |  | |
| **Total Need Points + Total Quality Points** | |  | | | |

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**Section 1: LEA Homeless Education Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **Basic Information** | | | |
| LEA McKinney-Vento Homeless Education Liaison: | | Telephone Number: | |
| E-mail Address: | | Fax Number: | |
| Subgrant Start Date:  **October 1, 2021** | Subgrant End Date:  **September 30, 2022** | | Amount Requested:  $ |
| Actual 2019 – 2020 Total LEA Enrollment: | | Actual 2019 - 2020 LEA Homeless Enrollment: | |
| Anticipated 2020 - 2021 Total LEA Enrollment: | | Anticipated 2020 - 2021 LEA Homeless Enrollment: | |

**School Year 2019 - 2020**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Level** | **Number of Homeless Students ENROLLED in LEA** |  | **Free/Reduced**  **Meals Data** |
|  |
| Ages 3-5 (not K) |  |  | Total number of low-income students in LEA in 2019 - 2020: |
| K |  |  |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  | Percentage of total student population who were identified as low-income in LEA in 2019 – 2020: |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |
| Ungraded |  |  |  |
| **Total Number of Homeless Students** |  |  |  |

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|  |  |  |  |
| --- | --- | --- | --- |
| **Homeless Students Reported by Type of Temporary Housing**  **School Year 2019 - 2020** | | | |
| Shelter  (including transitional housing, etc.) | Doubled-up  (living with another family) | Unsheltered  (cars, parks, campgrounds, substandard, etc.) | Hotels/Motels |
|  |  |  |  |

1. Please provide information as to how the total number of homeless children and youth, broken down by grade level, within the attendance area of the LEA was obtained. *(Note: For 2019 - 2020 information, these numbers must reflect an actual count and not a general estimate or guess. For 2020 - 2021 anticipated information, please use a calculated estimate, based on past data.)*

**The 15 page limit applies to the following pages of this application.**

**Do not edit the following pages in any way, including: resizing the font, expanding margins or removing any section of the application, including scoring rubrics and questions.**

**Applicants who manipulate the settings on the following pages, beyond adding requested information, will have their applications deemed non-responsive and those applications will NOT be scored.**

**THIS PAGE IS NOT INCLUDED IN THE 15 PAGE LIMIT**

15 PAGE LIMIT BEGINS ON ***THE NEXT PAGE***

**Section 2: LEA Homeless Education Policies and Procedures** **5 points**

1. Describe current policies and procedures that the LEA already has in place or that will be implemented to ensure that homeless children and youth are informed of their rights and that activities carried out by the LEA will not isolate or stigmatize homeless children and youths and activities that prohibit schools within the agency's jurisdiction from referring homeless children or youths to, or requiring homeless children and youths to enroll in or attend, a separate school. ***(NOTE: To receive points for this section, you MUST include a copy of your LEA Notice of Rights for Homeless Students and Policy and LEA Process for Dispute Resolution and Policy, as Attachments 4 and 5.)*** **(5 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| 0 points | 1 – 2 points | 3 – 4 points | 5 points |
| No information is provided OR no copies of statement of rights and dispute resolution are provided | Description is partial or vague; policies and procedures in place seem unlikely to prevent isolation or stigmatization; policies and procedures do not seem appropriate | Description is generally clear; policies and procedures may prevent isolation or stigmatization; policies and procedures seem adequate and generally appropriate | Description is extensive; policies and procedures appear likely to prevent isolation and stigmatization; policies and procedures are highly appropriate |

# Section 3: LEA Homeless Education Needs Assessment 5 points

1. Describe the needs of homeless children and youth (and their families) unique to your school's service area (including barriers to enrollment, attendance, and school success) and your ability to meet those needs. **(5 points)**

|  |
| --- |
| Target Population: Students experiencing homelessness |
| Needs: **Enrollment and Attendance** (identify specific areas, if possible): |
| Input Method (survey, focus group, program inventory, interviews, etc.): |
| Data: |
| Data Sources: |
| Root Causes: |
| Desired Project Outcomes: |

|  |
| --- |
| Target Population: Students experiencing homelessness |
| Needs: **Academic School Success** (identify specific areas, if possible): |
| Input Method (survey, focus group, program inventory, interviews, etc.): |
| Data: |
| Data Sources: |
| Root Causes: |
| Desired Project Outcomes: |

|  |
| --- |
| Group: Families experiencing homelessness |
| Needs: **School Connectedness, Family Literacy, Family Engagement and Well-Being, etc.** |
| Input Method (survey, focus group, program inventory, interviews, etc.): |
| Data: |
| Data Sources: |
| Root Causes: |
| Desired Project Outcomes: |

**Needs Analysis Summary**:

|  |  |  |  |
| --- | --- | --- | --- |
| 0 points | 1 – 2 points | 3 – 4 points | 5 points |
| No information is provided | Description is partial or vague; LEA demonstrates poor understanding of needs; LEA demonstrates poor ability to meet needs | Description is generally clear; LEA demonstrates adequate understanding of needs; LEA demonstrates adequate ability to meet needs | Description is extensive; LEA demonstrates deep understanding of needs; LEA demonstrates strong ability to meet needs |

**Section 4: LEA Homeless Education Grant Description 15 points**

1. Provide a description of the services and programs for which assistance is sought to address the needs identified in Section 2. This should include basic information about the grant project's mission and target audience, partners you will work with, and expected activities and outcomes. **(5 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| 0 points | 1 – 2 points | 3 – 4 points | 5 points |
| No information is provided | Description of project mission, audience, partners, activities, and outcomes is partial or vague; project appears inadequate or inappropriate; project appears poorly planned; project does not seem adequate to address and achieve goals | Description of project mission, audience, partners, activities, and outcomes is generally clear; project appears appropriately planned; project seems adequate and somewhat likely to address and achieve goals | Description of project mission, audience, partners, activities, and outcomes is extensive; project is very well- planned; project is likely to address and achieve goals |

1. Describe how you envision your grant project increasing the academic success of students experiencing homelessness and high mobility. **(5 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| 0 points | 1 – 2 points | 3 – 4 points | 5 points |
| No information is provided | Description is partial or vague; project does not appear likely to increase academic success; clear connections between the project activities and academic success are not made | Description is generally clear; project appears somewhat likely to increase academic success; adequate connections between the project and academic success are made | Description is extensive; project appears very likely to increase academic success; strong connections between the project and academic success are made |

1. Describe steps that are currently taken by the LEA to ensure that it complies with McKinney-Vento law and applicable state laws related to homelessness. **(5 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| 0 points | 1 – 2 points | 3 – 4 points | 5 points |
| No information is provided OR LEA does not appear to comply | Description is partial or vague; steps taken are inadequate; LEA demonstrates poor knowledge of applicable federal and state laws related to homelessness | Description is generally clear; steps taken are adequate; LEA demonstrates adequate knowledge of applicable federal and state laws | Description is extensive; steps taken are extensive; LEA demonstrates extensive knowledge of applicable federal and state laws |

**Section 5: Grant Management Plan** **55 points**

1. Describe how homeless children and youth will be identified and recruited for the grant plan. **(5 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| 0 points | 1 – 2 points | 3 – 4 points | 5 points |
| No information is provided | Description is partial or vague; process for identification and recruitment seems infeasible or inappropriate or may stigmatize children and youth | Description is generally clear; process for identification and recruitment seems adequate and generally appropriate | Description is extensive; process for identification and recruitment is highly appropriate and more than adequate |

1. Describe how the grant project will enable and assist parents to be involved in their child's education. **(5 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| 0 points | 1 – 2 points | 3 – 4 points | 5 points |
| No information is provided | Description is partial or vague; project seems unlikely to enable and assist parent involvement | Description is generally clear; project seems somewhat likely to enable and assist parent involvement | Description is extensive; project seems very likely to enable and assist parent involvement |

1. Specify how the school will coordinate with agencies such as shelters, local motels, hotels, other temporary shelter places, and other agencies or programs providing services to homeless children and youths. ***Provide evidence of this coordination (letters of support, agreement, or collaboration) in attachment 6.*** **(10 points)**

**Collaborations in the Community**

|  |  |  |  |
| --- | --- | --- | --- |
| Collaborating  Agency | Activities in Place | Activities Planned | Services or Resources Provided by Collaborators |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |
| --- | --- | --- | --- |
| 0 points | 1 – 3 points | 4 – 7 points | 8 - 10 points |
| No information is provided | Description is partial or vague; little evidence of collaboration is provided; collaboration appears to be on paper only | Description is clear; some evidence of collaboration is provided; collaboration appears adequate but not extensive | Description is extensive; extensive evidence is provided; collaboration appears extensive |

1. Describe in detail how the McKinney-Vento grant project personnel have and will collaborate with the LEA's Child Nutrition Program, Title I office, Special Education office, Transportation office, and other federal and state programs administered by the LEA to maximize services to students experiencing homelessness. **(10 points)**

**Collaborations within the LEA**

|  |  |  |  |
| --- | --- | --- | --- |
| Collaborating  Program | Activities in Place | Activities Planned | Services or Resources Provided by Collaborators |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |
| --- | --- | --- | --- |
| 0 points | 1 - 3 points | 4 - 7 points | 8 - 10 points |
| No information is provided | Description is partial or vague; little evidence of collaboration is provided; M- V personnel do not appear to collaborate with other school programs; LEA seems unsupportive | Description is clear;  some evidence of collaboration is provided; collaboration appears adequate but not extensive; LEA seems somewhat supportive | Description is extensive; extensive evidence of collaboration is provided; collaboration appears extensive; LEA appears highly supportive |

1. Provide a brief description of key personnel who will be involved, including qualifications and anticipated responsibilities. If you intend to hire staff as part of your proposal, indicate the qualifications that you will be looking for and the planned responsibilities for those individuals. **If an agency outside of the school will be providing direct services, include a brief contract agreement for those services** *(attachment 6)*. Describe what services will be provided and by whom and include a description of fiscal arrangements***. Note: Non-certified staff must be under the direct supervision of a certified staff member.*** **(5 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| 0 points | 1 – 2 points | 3 – 4 points | 5 points |
| No information is provided | Description is partial or vague; key personnel appear to be inappropriate for project; if working with outside agency, description of services and fiscal arrangements is partial, vague, or inappropriate | Description is generally clear; key personnel appear to be generally appropriate; if working with outside agency, description of services and fiscal arrangements is generally clear but not extensive | Description is extensive; key personnel are highly appropriate for the project; if working with outside agency, description of services and fiscal arrangements is highly appropriate and extensive |

1. Please complete the ***McKinney-Vento Strategic Plan below***.

At least one of the five required objectives **MUST** address the **KDE priority of Transition Readiness** (academic or career) to receive points for this section. (20 points)

**McKinney-Vento Strategic Plan**

Objective 1:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Activities to achieve the objective  (Include all activities for the 3-year period) | # of homeless students to be impacted | Time frame  (include year) | Measurable outcomes | Data sources | Funding and source |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Objective 2:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Activities to achieve the objective  (Include all activities for the 3-year period) | # of homeless students to be impacted | Time frame  (include year) | Measurable outcomes | Data sources | Funding and source |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Objective 3:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Activities to achieve the objective  (Include all activities for the 3-year period) | # of homeless students to be impacted | Time frame  (include year) | Measurable outcomes | Data sources | Funding and source |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Objective 4:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Activities to achieve the objective  (Include all activities for the 3-year period) | # of homeless students to be impacted | Time frame  (include year) | Measurable outcomes | Data sources | Funding and source |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Objective 5:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Activities to achieve the objective  (Include all activities for the 3-year period) | # of homeless students to be impacted | Time frame  (include year) | Measurable outcomes | Data sources | Funding and source |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 0 points | 1 – 8 points | 9 - 16 points | 17 - 20 points |
| No information is provided; Plan does not include a Transition Readiness objective | Plan is unclear; activities and expenditures are not clearly linked to outcomes; outcomes provided in plan are very different from overarching project goals; outcomes are unrealistic or not measurable  At least one objective is written for Transition Readiness | Plan is generally clear; activities and expenditures are somewhat clearly linked to outcomes; outcomes provided in plan are somewhat similar to overarching project goals; outcomes are measurable and somewhat realistic  At least one objective is written for Transition Readiness | Plan is extensive; activities and expenditures are very clearly linked to outcomes; outcomes provided in plan are very similar to overarching project goals; outcomes are ambitious yet realistic and measurable  At least one objective is written for Transition Readiness |

# Section 6: Grant Evaluation 10 points

1. Describe the process you will undertake (including methodology) to determine:
   1. whether all steps of the grant project have been fully and faithfully implemented,
   2. whether grant project goals and outcomes have been met, and
   3. how you know that the project has been effective. (5 points)

|  |  |  |  |
| --- | --- | --- | --- |
| 0 points | 1 – 2 points | 3 - 4 points | 5 points |
| No information is provided | Description is partial or vague; description does not address all components; some components are vague or unclear; methodology and evaluation plan seem inadequate to clearly measure project progress | Description is generally clear; description addresses all components; most components are generally clear; methodology and evaluation plan are adequate to measure project progress | Description is extensive and addresses all components; all components are very clear; methodology is extensive and rigorous and likely to be effective at measuring project progress |

1. Describe the process you will use to adjust and enhance current and future grant project activities based on data collected from project evaluation. (5 points)

|  |  |  |  |
| --- | --- | --- | --- |
| 0 points | 1 - 2 points | 3 - 4 points | 5 points |
| No information is provided | Description is partial, vague, or appears inadequate to appropriately adjust activities | Description is generally clear and appears adequate to appropriately adjust activities | Description is extensive; description appears likely to appropriately adjust activities |

# Section 7: Grant Budget and Narrative 10 points

**McKinney-Vento and Title I, Part A Set-Aside Funds for Homeless Children and Youth** **(5 points)**

|  |  |  |
| --- | --- | --- |
|  | Total Amount | List of Activities |
| Actual Set-Aside  for 2019 - 2020 |  |  |
| Planned Set-Aside  for 2020 - 2021 |  |  |

1. A. What percentage of the 2019 - 2020 Title I Set-Aside funds was spent on activities for homeless children and youth? (If less than 100% explain.)

B. What was the process used to determine the amount of the Title I, Part A, Set-Aside for 2019 - 2020?

1. What mechanisms are in place to ensure ongoing coordination between the Title I, Part A, Set-Aside and McKinney-Vento programs?

|  |  |  |  |
| --- | --- | --- | --- |
| 0 points | 1 - 2 points | 3 - 4 points | 5 points |
| No information is provided | Description is partial or vague; description does not address all components; some components are vague or unclear | Description is generally clear; description addresses all components; most components are generally clear | Description is extensive and addresses all components; all components are very clear |

15 PAGE *NARRATIVE* LIMIT ENDS HERE

2.

* Use the **McKinney-Vento Homeless Education Program Budget** **Form *(send in attachment 2)*** provided to clearly identify anticipated expenditures. The budget must include realistic costs. Use the Amount Requested column to designate this subgrant request.
* In-kind contributions are not to be reflected in these budget columns.
* The total budget must be adequate to implement the proposed plan.
* Use the Matching Funds column to designate funds and services to be provided by each collaborating partner (Title I, Part A Homeless Set-aside, local partners, etc.). ***The Matching Funds total column must reflect the inclusion of the total McKinney-Vento set aside allocation from Title I, Part A funds for the LEA to serve homeless students. There must be matching funds provided.* (5 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| 0 points | 1 - 2 points | 3 - 4 points | 5 points |
| The budget does not include all the necessary audit fees and indirect cost items. | The budget items are all included but are not fully understandable or relevant to this program. | The budget items are all included and are fully understandable and relevant to this program. Budget items are reasonable in relation to the number of persons to be served, the size and scope of the program, and to the anticipated results and benefits of the program. | The budget items are all included and are fully understandable and relevant to this program. Budget items are reasonable in relation to the number of persons to be served, the size and scope of the program, and to the anticipated results and benefits of the program  AND  sufficient details are provided, making the budget accessible to all interested parties, including school staff, parents, and community members. |