**REQUEST FOR PROPOSALS**

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**McKinney-Vento Education for**

**Homeless Children and Youth Program**

**Submission Deadline Date:**

**November 9, 2021**

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**GENERAL INFORMATION**

**1. MISSISSIPPI BOARD OF EDUCATION PROGRAM PURPOSE AND GOALS**

The Mississippi Department of Education, Office of Federal Programs is seeking competitive, written proposals from Local Educational Agencies (LEAs) for funds provided by the U.S. Department of Education under Title IX, Part A of the *Every Student Succeeds Act*. These McKinney-Vento Education for Homeless Children and Youth Grant funds must be used to help meet the needs of students who are homeless. Funds may be used to provide services to improve the identification of homeless children and youth, and to help homeless students enroll in, attend, and succeed in school.

Services must be linked to the achievement of the same challenging state academic standards other students are required to meet. Activities may be provided on school grounds or at other facilities, including sectarian property, when this is constitutionally permissible. When services are made available on school grounds, services also may be made available to other children or youth who are identified as at risk of failing/dropping out of school. Priority, however, should be given to homeless students. Services should be provided through existing programs and mechanisms that integrate homeless and non-homeless individuals, and services provided are not intended to replace the regular academic program. LEAs should take steps to ensure that strong collaboration and coordination of resources and services occurs, and that these funds do not duplicate services provided by other agencies or organizations, including state agencies and non-profit organizations.

**2. ELIGIBILITY CRITERIA**

Any local educational agency in the state of Mississippi is eligible to apply for funding. Individual school campuses may not apply for funding; an individual campus may be served through a school district’s program. Homeless shelters may not apply for funding, but they may receive services from a McKinney-Vento grant.

**3. TECHNICAL ASSISTANCE WEBINAR**

The MDE will tentatively host a technical assistance webinar to review the proposal requirements on **October 6, 2021 at 1:00 p.m.** Participation is not required to apply but is highly encouraged.

**4. REQUESTS FOR INFORMATION**

Inquiries concerning this RFP should be directed to LaDewayne Harris at mckinneyvento@mdek12.org.

The deadline for submitting written questions by email is **October 8, 2021 at 2:00 p.m.** Copies of all questions submitted, and responses will be posted to MDE’s website [www.mdek12.org](http://www.mdek12.org/grants.htm) under the *Public Notices section/Request for Applications, Qualifications, and Proposals* and will be available to the general public on **October 12, 2021**. **No individual replies will be granted.**

Grantees shall acknowledge receipt of any amendment to the solicitation by signing and returning Attachment B with the proposal. The acknowledgement must be received by the MDE by the time and at the place specified for receipt of proposals.

**5. PROPOSAL FORMATTING AND SUBMISSION INFORMATION**

Developed by the MDE, this proposal information package contains all the forms and instructions necessary to apply for a subgrant under the McKinney-Vento Education for Homeless Children and Youth Program. Please review the enclosed materials and carefully follow the instructions for completing the subgrant proposal. Before submission, review the proposal requirements to ensure that all sections and documents are complete.

**6. FORMATTING DIRECTIONS**

Proposals must be submitted utilizing the format described here in the Request for Proposals (RFP). **The following components must be included, in the following order, in all proposals that are submitted. Failure to submit the required completed forms with signatures will result in the rejection of the proposal. The narrative portions of the proposal should not exceed 15 pages.**

**REQUIRED ELEMENTS submitted in this order:**

* Signed Cover Sheet (Form 1)—*Required Signature(s)and/or Approval*
* McKinney-Vento Grant Application (Form 2)
	+ Needs Assessment
	+ Program Goals, Strategies, and Action Steps
	+ Collaboration/Coordination of Services and Funding
	+ Dispute Resolution Procedures
	+ Description of Services
	+ Program Effectiveness/Evaluation
* Budget Narrative (Form 3)
* Federal Assurances and Standard Terms and Conditions (Form 4)—*Required Signature*
* Signed Conflict of Interest (Form 5)—*Required Signature*
* Verification of the registration of the active DUNS must be submitted with the proposal (e.g., [www.sam.gov](http://www.sam.gov) correspondence indicating the status and expiration date, DUNS and Bradstreet letter, etc.)
* Audit or Audit letter

Grantees are encouraged to submit using the following parameters:

* Submitted on 8.5” x 11” white paper using 12-point Times New Roman font;
* Formatted using 1” margins on all sides;
* Portrait setting
* Double-spaced and single-sided (pages must include Grantee’s name and page number within the footer in the lower right-hand corner);

**This grant competition is highly competitive.** Grantees should ensure that all guidelines and requirements are met before submitting proposals. Please note that the MDE staff will not grant permission to grantees to change the criteria established in the proposal. This includes extending the date and time proposals are due.

**7. SUBMISSION AND DELIVERY OF PROPOSALS**

**One (1)** original and 1 copy of the sealed proposal must be received **by 2:00 p.m. on November 9, 2021** at the following address based upon the delivery method used:

 **Ship Proposals to**: Monique Corley, Director

**(FedEx, UPS, etc.)**  Office of Procurement

 Mississippi Department of Education

 **McKinney-Vento Homeless RFP**

359 North West Street

 Jackson, MS 39201

 **(DO NOT OPEN)**

**OR**

**Email: RFXS** **RFXS@mdek12.org**

**PLEASE NOTE: In person deliveries of proposals will not be accepted or**

 **considered for an award.**

**RESTRICTIONS ON COMMUNICATIONS WITH THE OFFICE OF PROCUREMENT**

From the issue date of this solicitation until a Grantee is awarded an agreement, potential Grantees and/or their representatives shall restrict communication with any Office of Procurement staff regarding this procurement.

**8. RISK OF DELIVERY**

* The grantee is responsible for ensuring the competitive proposals are received in the MDE mailroom by the deadline and assumes all risks of delivery.
* At the time of receipt of the proposals, mailroom staff will date stamp, sign for, and record the package for confirmation of receipt.
* Incomplete proposals will not be evaluated and will not be returned for revisions. No faxed submission will be accepted.
* Proposals and modifications received after the time designated in the RFP will be considered **late** and will not be considered for award. Proposals must be received by the deadline to be considered.
* The proposals must be signed by an authorized official to bind the grantee to the proposal provisions.

The MDE is required to enforce the established submission deadline to ensure fairness to all grantees. Faxed proposals are not acceptable and will not be reviewed by the MDE.

It is the responsibility of the grantee to ensure and verify, via the delivery service, that the **proposal package**, in its entirety, is received and signed by the mailroom staff by the deadline. Due to the periodic disruptions to normal mail delivery, we strongly encourage you to utilize an alternative method (e.g., a commercial carrier such as Federal Express or UPS, U.S. Postal Service Express mail, or a courier service) to deliver proposal packages to the MDE.

**Supplemental or revised proposal information, either from the grantee or another source, will not be accepted. A proposal package must contain every element intending to be submitted.** Grantees are encouraged to carefully review the procedures for submitting their materials. No changes or additions to a proposal will be accepted after the deadline.

Grantees are strongly encouraged to submit only the requested information. Readers will have limited time to evaluate proposals; and for that reason, their consideration of the proposal against the selection criteria will focus solely on the required sections of the proposal; and the appendices. Supplementary materials such as videotapes, CD-ROMs, publications, press clippings, and testimonial letters will not be reviewed nor will they be returned to the grantee.

Before proposals are forwarded to the readers, MDE staff will review proposals for formatting and submission requirements. To be read and scored, all proposals must follow the formatting and proposal submission directions. Please be advised that **proposals that fail to contain any of the required elements will not be given to readers for scoring.** Please see the *Required Elements Checklist* on page 56 or mandatory proposal components. Those grantees may reapply during a future grant competition, if funding is available.

**9**. **CONDITIONS OF SOLICITATION**

The MDE reserves the right to accept, reject, or negotiate regarding submitted proposals based on the evaluation criteria contained RFP. The final decision to award a grant rests solely with the MDE.

The grantee should note the following:

1. The MDE will not be liable for any costs associated with the preparation of proposals incurred by the grantee.
2. The selection of a grantee is contingent upon favorable evaluation of the proposal; approval of the proposal by the review panel selected by MDE, approved budget and the State Board of Education approval.
3. The selection of a grantee is contingent upon successful negotiation of any changes to the proposal as required by MDE.
4. The MDE also reserves the right to accept any proposal submitted for grant award, without negotiation. Therefore, grantees are advised to propose their most favorable terms initially.

Grantees will be required to assume full responsibility for meeting all specified

requirements stated in the RFP.

**10. ACCEPTANCE OF PROPOSALS**

The Mississippi Department of Education (MDE) reserves the right, in its sole discretion, to waive minor irregularities in proposals. A minor irregularity is a variation of the RFP that does not affect the proposal or the competitiveness, give one party an advantage or benefit over other parties, or adversely impacts the interest of the MDE.

**11. REJECTION OF PROPOSALS**

Proposals that do not conform to the requirements of this RFP will be rejected by the Mississippi Department of Education. Proposals will be rejected for reasons below:

* The proposal is received late. Late proposals will be maintained unopened in the procurement file.
* The proposal contains unauthorized amendments to the requirements outlined in the RFP.
* The proposal required signatures have not been obtained.
* The proposal contains misleading signatures, statements or references.
* The proposal is incomplete or contains irregularities that make the proposal indefinite or ambiguous.
* Proposals that do not meet and conform to all requirements as outlined in *Required Elements Checklist* on page 56.
* The grantee has previously been cited with major and/or significant deficiencies by the MDE in one or more programs or included on the debarment list.
* Required forms and attachments are not included in the proposal.
* The proposal is determined non-responsive.
* The DUNS number was inactive or restricted upon verification by the MDE.
* The grantee owes the State money.
* The grantee did not perform prior services in a proper, workmanlike, and/or dignified manner.
* The Format and Procedure for Delivery of Proposals Section was not followed.
* In person delivery.

**12. DISPOSITION OF PROPOSALS**

All proposals become the property of the state of Mississippi.

# Federal Appeals Process

In accordance with federal rules, MDE provides grantees or recipients with the opportunity for a hearing to appeal MDE’s final action. (34 C.F.R. 76.401(a), 34 C.F.R. 76.783 and 20 U.S.C. 1231b-2) Specifically the grantee or recipient must allege that MDE took any of the following actions that violate Federal or State law, regulations, rules or governing guidelines:

1. Failing to approve, or disapproving of, the proposal or project in whole or in part.
2. Failing to provide the amount of funds in accordance with requirements of the statutes and regulations.

No other grounds for appeal will be accepted or considered.

To request a hearing, the grantee or subgrantee must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought within 30 days of the MDE’s action (e.g., notification of any action under 1 and 2 above). The request must have an original signature of the authorized agent who signed the proposal. If that individual is not available, the request must have the original signature of another individual who is authorized to sign official documents.

An original and two copies of the request for a hearing must be submitted by one of the following methods:

1. Certified mail with a return receipt required (within 30 days based on the postmark) to:

Judy Nelson, Executive Director

Office of Federal Programs

Mississippi Department of Education

PO Box 771

Jackson, MS 39205

Within 30 days of receiving the hearing request, MDE will hold a hearing on the record to review its action. The grantee or subgrantee will receive notice of the hearing and have the opportunity to participate and be represented by counsel. The hearing will be conducted by an impartial hearing officer. During the hearing, the parties will have the opportunity to present and challenge evidence in an orderly fashion before an impartial decision maker. No later than 10 days after the hearing, the hearing officer, as the impartial decision maker, will issue a written ruling on behalf of MDE including findings of fact and reasons or the ruling. The parties may waive these deadlines by mutual consent in writing.

MDE will rescind its action if it determines the action conflicts with Federal or State laws and regulations governing the McKinney-Vento Education for Homeless Children and Youth Program. If after review, MDE does not rescind its action, the grantee or subgrantee may appeal to the Secretary of the US Department of Education within 20 days of being notified as a result.

MDE will make all records pertaining to any review or appeal of the grantee or subgrantee available at reasonable times and places to the grantee or recipient. This includes records of other grantees and subgrantees.

# 13. CONFLICT OF INTEREST

Each subgrantee must maintain a written conflict of interest policy.

**14. TENTATIVE TIMELINE OF ACTIVITIES**

The McKinney-Vento Education for Homeless Children and Youth Program expects to recommend approval of new subgrantees at the December 2021 meeting of the State Board of Education (SBE). All new subgrantees approved for funding by the SBE at that time must attend subsequent mandatory meetings for subgrantees. An award letter will be sent to subgrantees confirming the SBE’s action. This letter will include specific information on these tentative meeting dates and times. Important tentative dates and activities related to this round of proposals are listed below.

|  |  |
| --- | --- |
| **Important Dates** | **Activity**  |
| September 24, 2021 | Release of RFPEmail and Post to MDE Website |
| October 6, 2021 | Technical Assistance Webinar |
| October 8, 2021 | Deadline to submit inquiries via email |
| October 12, 2021 | FAQs posted to website |
| November 9, 2021, by 2:00 p.m. | Proposals Due |
| November 15-17, 2021 | Evaluation of Proposals |
| December 16, 2021 | Request for Board Approval/Grants awarded to LEAs |
| January 1, 2022 | Authorization to expend, pending approved revisions |

**15. DETAILS**

1. **Eligibility Criteria**

**DUNS Number Requirement**

All grantees must have an active DUNS number that is unrestricted and accessible at [www.sam.gov](http://www.sam.gov). A DUNS number is a unique nine-character number used to identify your organization. The federal government uses the DUNS number to track how federal money is allocated to organization. The federal government uses the DUNS number to track how federal money is allocated to organizations. Please visit [https://www.test.grants.gov/grantees/organization-registration/step-1-obtain-duns-number.html](https://www.test.grants.gov/applicants/organization-registration/step-1-obtain-duns-number.html) for more information on how to obtain a DUNS number.

After receiving a DUNS number from the Dun & Bradstreet (D&B) website, your entity must follow the Step 2 and register with SAM.gov. Any person or organization that is debarred from receiving Federal funds is not eligible to apply. Please visit [https://www.test.grants.gov/web/grants/grantees/organization-registration/step-2-register-with-sam.html](https://www.test.grants.gov/web/grants/applicants/organization-registration/step-2-register-with-sam.html) for more information on how to register your DUNS number. Verification of the registration of the active DUNS must be submitted with the proposal (e.g., [www.sam.gov](http://www.sam.gov) correspondence indicating the status and expiration date, DUNS and Bradstreet letter, etc.) Please remember that your DUNS must be unrestricted and accessible to the public. Failure to follow both Step 1 and Step 2 to obtain and register your DUNS number will result in rejection of the proposal.

1. **Good Standing**

Grantees that previously received a grant award must be in good standing with MDE to receive a grant award through this RFP. To be in good standing, grantees must have an active and unrestricted DUNS number submitted all final evaluation reports and data as required, annual performance reporting data, finalized all monitoring review corrective actions, submitted all requests for reimbursement of allowable expenditures following MDE’s reimbursement process, and submitted the Year-End Budget Report.) If a grantee is not in good standing, then its Proposal will not proceed to Phase 2 of the proposal process.

1. **Program Activities**

Each eligible local educational agency receiving an award will use the funds to carry out activities that advance student achievement and support student success, including

Student Performance Standards

1. All homeless students participate fully in school.
2. All homeless students show academic progress.

LEA Support Standards

1. The LEA identifies all homeless children and youth through outreach to all homeless children and youth and to specific subgroups including preschool-aged children, unaccompanied homeless youth, out-of-school youth, and migrant children and youth.
2. The LEA removes barriers to enrollment for homeless students.
3. LEA maintains all homeless students in their school of origin when in their best interest.
4. The LEA provides homeless students all educational services for which they are eligible.

LEA Outreach and Collaboration Standards

1. The LEA links homeless students and their families to community services.
2. The LEA informs all parents and guardians of homeless children and youth of the educational and related opportunities available to their children and of meaningful opportunities to participate in their children’s education.
3. The LEA informs all unaccompanied homeless youth of the educational and related opportunities available to them.
4. The LEA conducts awareness activities for educators and community service providers regarding the rights and needs of homeless children and youth.
5. LEAs coordinate and collaborate with programs within the LEA to increase identification of homeless students, plan support activities, align procedures and practices, and leverage resources.
6. LEAs coordinate and collaborate with community agencies, organizations, and business partners to deliver comprehensive services in an efficient manner, expand or leverage resources, and participate in policy discussions.

LEA Program Management Standards

1. The LEA local liaison has sufficient time, training, and support to carry out his or her duties.
2. The LEA has policies and procedures that remove educational barriers for homeless children and youth.
3. The LEA provides professional development and other support to school personnel serving homeless children and youth.
4. The LEA utilizes data for needs assessment and program planning.

Grantees are also obligated under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act to ensure that their proposed program is accessible to persons with disabilities.

**16. GRANT PERIOD**

The funding period for the McKinney-Vento projects begins January 1, 2022, and ends March 31, 2023, with a liquidation date of June 12, 2023.

**17. AWARD AMOUNTS**

Funds are subject to appropriations by the federal government. All grants will be awarded for 15 months contingent upon completion and submission of all required documentation. Funding to eligible local educational agencies is subject to State Board of Education approval**. The Mississippi Department of Education reserves the right to negotiate grant award amounts with all Grantees.**

**18. USE OF FUNDS**

Funds are used for program implementation, as well as for operating expenses such as:

* 1. The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State content standards and challenging State student performance standards that the State establishes for other children or 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 ELs, services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, programs in vocational education, and school nutrition programs).
	3. Professional development and other activities for educators and specialized instructional support personnel that are designed to strengthen 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 youths.
	4. The provision of referral services to homeless children and youths for medical, dental, mental health, and other health services.
	5. The provision of assistance to defray the excess cost of transportation for students under Section 722(g)(4)(A) of the McKinney-Vento Act, not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under Section 722(g)(3) of the McKinney-Vento Act.
	6. The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-agedhomeless children.
	7. The provision of services and assistance to attract, engage, and retain homeless children and youths (particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to non-homeless children and 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 youths in school, including birth certificates, immunization or other required health records, academic records, guardianship records, and evaluations for special programs or services.
	10. The provision of education and training to the parents of homeless children and youths about the rights of, and resources available to, such children and youth, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children and youths in the education of such children and youths.
	11. The development of coordination between schools and agencies providing services to homeless children and youths, as described in Section 722(g)(5) of the McKinney-Vento Act.
	12. The provision of specialized instructional support services (including violence prevention counseling) and referrals for such services.
	13. Activities to address the needs of homeless children and youth that may arise from domestic violence and parental mental health or substance abuse problems.
	14. The adaptation of space and purchase of supplies for any non-school facilities made available under subsection 722(a)(2) of the McKinney-Vento Act to provide services under this subsection.
	15. The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities or other appropriate locations.
	16. The provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities.

Subgrantees should be aware that funds must be used in a manner consistent with all requirements of the statute and must be used only to supplement, not supplant, any federal, state, local, or non-federal funds available to support activities.

**19. RESPONSIBILITIES OF A FISCAL AGENT**

The following are some of the expectations, roles, and responsibilities of a fiscal agent:

1. As the official subgrant recipient, all awards must be adopted by the Local Board of Education for LEAs or the Board of Directors for non-LEAs.
2. Administer the subgrant from award to closeout in accordance with all applicable laws and regulations.
3. Serve as the organizational representative and point-of-contact for all business management aspects of the award agreement.
4. Apply appropriate management controls using management systems, checklists, and records, including, but not limited to:
5. Internal Controls
6. Safeguard assets; ensure reliability of accounting data and subgrant terms and conditions
7. Operating Controls
8. Fiduciary procedural manuals; budgetary control
9. Accounting Controls
10. Implement controls to ensure reliability of recorded financial data;
11. Maintain appropriate level of transaction review and authorization;
12. Develop and implement proper procurement procedures and cash management procedures that are well defined; and
13. Develop procedures that facilitate timely review and audit of financial activity.
14. Compliance Controls
15. Consider mechanisms to monitor and review compliance with subgrant terms (i.e., ensure grant funds are disbursed only to eligible recipients);
16. Ensure **all** expenditures and disbursements are consistent with the objectives of the subgrant award and comply with applicable federal, state, and local laws and regulations governing the program and use of funds.
17. Document Control System
18. Develop written documentation of adequate internal operating and accounting controls that demonstrate evidence of controls related to grant compliance.
19. Assemble appropriate staff resources and communicate all compliance requirements and resources of the subgrant.

6. Keep abreast of changes in policies, procedures or requirements and continue to advise program staff of subgrant requirements.

7. Request any further “prior approvals” when identified.

8. Submit subgrant reimbursement requests no later than the 12th each month.

1. Eligibility of Expenditures
	1. Adhere to the list of eligible activities for which funds under the program may be spent, as well as allowable cost objectives in applicable cost principles; and
	2. Ensure that transactions are made in a reasonable and prudent manner, are allowable and allocable, and avoid double charging and ensure that credits are applied appropriately.

9. Prepare necessary reports:

1. Source Documentation
2. Appropriately support transactions entered into the subgrantee’s system
3. Documentation tracks each subgrant transaction and supports the validity of financial data reported; and
4. Maintain separate funding lines for funds
5. Audit Trail
	1. The lowest level of detail the system should provide is documentation that supports all transactions (e.g., invoices, contracts, purchase orders);
	2. The overall recordkeeping system should be able to trace financial statement balances through the subgrantee’s general ledger, cash books and other journals; and
	3. Amounts claimed on financial statements and reports accurately reflect the accounting books and records from which they were prepared.

10. Use feedback from site visits by the MDE to enhance the program, show organizational strength, and demonstrate commitment to the project.

11. Keep the MDE and the public aware and informed about grant project progress.

12. Evaluate the extent to which measurable project objectives are being met.

13. Liquidate all obligations incurred under the award within the set deadline.

14. Ensure and oversee the performance of final audits and resolution of findings.

15. Establish adequate system for records retention.

All subgrantees receiving an award under this announcement will be required to transfer budget information into the Mississippi Comprehensive Automated Performance-Based System (MCAPS) and utilize this system for monthly requests for reimbursement. MCAPS is an automated system that will greatly simplify the budgeting and reimbursement process. Sample login and budgeting examples can be found on Pages 57-59**.**

**20. AUDIT**

Please note that the subgrantee is required to, **if applicable**, have the financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and 2 C.F.R. Part 200 Subpart F – Audit Requirements. Any non-federal entity that expends $750,000 or more in a year in federal awards shall have a single or program specific audit conducted for that year in accordance with the provisions of 2 C.F.R. Part 200 Subpart F. If the non-federal entity did not expend $750,000 or more in a year in federal awards, a letter MUST be provided stating that this requirement does not apply.

The financial audit shall be conducted by a certified public accountant or by an accountant certified as qualified to audit local government accounts. The audits must be performed in accordance with generally accepted auditing standards (GAAS) and the financial statements must be prepared in conformity with generally accepted accounting principles (GAAP).

**21. PROGRAM REPORTS AND EVALUATION**

The Education for Homeless Children and Youth Program (P.L. 101-645) as amended by the *Every Student Succeeds Act* (P.L. 114-95) requires the Mississippi Department of Education to gather, to the extent possible, reliable, valid, and comprehensive information on the nature and extent of the problems homeless children and youth have in gaining access to public preschool programs and to public elementary and secondary schools, the difficulties in identifying the special needs of such children and youth, any progress made by the state educational agency and LEAs in the state in addressing such problems and difficulties, and the success of the program under this subtitle in allowing homeless children and youth to enroll in, attend, and succeed in school.

**22. PROPOSAL REVIEW AND SELECTION PROCESS**

***Phase 1 – Review of Proposal Components***

Proposals are reviewed to determine if all the formatting and submission requirements are met. **If any proposal fails to meet the established *Required Elements Checklist*, the proposal will be disqualified.** Please see page 56 for the *Required Elements Checklist. Those grantees not meeting the “Required Elements” may reapply at a future date.*

***Phase 2 – Evaluator Review and Scoring***

An Evaluation Committee authorized by the MDE will evaluate and score each proposal based on the quality of the proposed activities and the evidence provided to demonstrate the capacity of the grantee to implement the proposed program. These readers are comprised of expert grant readers from various professions and backgrounds.

Each proposal will be evaluated using the criteria beginning on page 16. The review committee will recommend the proposals to be funded by the Mississippi Department of Education’s Office of Federal Programs.

A minimum of five readers will evaluate each proposal using a Scoring Rubric. A reader may award up to 100 points for each proposal. A proposal must receive a minimum total quality score of **80** before it can be considered eligible for funding. **All seven (7) program components must be addressed to be eligible for funding.** The MDE will allocate funding based upon the combined scores and will continue funding to subsequent proposals until funding is exhausted or all eligible programs receive funding.

The MDE reserves the right to reject any proposals and to negotiate with the best grantees to address issues other than those described in the proposal.

After the selection process, grantees that were not recommended to the SBE for funding may receive copies of the readers’ comments and feedback upon a Public Records Request only.

**Proposal and Scoring Process**

This section covers the criteria a grantee must address when submitting a proposal. The proposal is the organization’s program operating plan, not simply a proposal. The stated plan must be implemented with fidelity upon SBE approval. When completing the proposal, please remember that subgrantees will not be permitted to change the program’s scope (i.e., type of services and/or target population) that is originally outlined in the proposal, scored by reviewers during the proposal review process, and approved by the SBE. This is designed to provide basic fairness to grantees for competitive subgrants.

**EVALUATION CRITERIA**

Evaluation of proposals will be based upon the following criteria. Maximum points for each criterion are as follows.

I. Local Educational Agency Needs Assessment (*15 maximum points*)

 A. Provide the needs assessment, in detail, conducted to identify the educational and related needs and barriers of homeless children and youth served by the district. The needs assessment should include the use of data from the Month 9 MSIS report, particularly information on the needs and barriers to success identified in the report, the number of homeless students enrolled and data on the academic performance of the homeless subgroup. (*7.5 points*)

 B. Describe procedures the district has in place, or will develop, to improve identification and increase the student achievement of homeless children and youth. Plans must also address immediate enrollment, attendance, and success in school of all homeless children and youth, including preschool and unaccompanied homeless youth. (*7.5 points*)

II. Program Goals, Strategies, and Action Steps (*15 maximum points*)

* 1. Describe in detail your program’s measurable goals, strategies, and action steps which are aligned to the top 3 barriers and needs identified in the needs assessment. (*5 points*)
	2. Explain how the program strategies will assist homeless children and youth in overcoming educational barriers and/or meeting their educational needs. (*5 points*)
	3. The goals, strategies, and action steps must address a minimum of three (3) of the sixteen national quality indicators. (See Appendix). (*5 points*)

III. Program Effectiveness/Evaluation (*10 maximum points.*)

A. Provide a description of how the LEA will assess progress toward achieving program goals and generate data to guide program improvement. (*5 points*)

B. Provide a description of sufficient staff time and other resources to be utilized for program evaluation activities. (*5 points*)

IV. Collaboration/Coordination of Services and Funding (*20 maximum points*.)

A. Describe how you will **collaborate and coordinate** the implementation of the project with local schools, Head Start/Even Start, Migrant, shelter(s), religious and civic organizations and social service agencies such as juvenile justice, runaway youth shelters, youth and teen centers and other such homeless youth programs, agencies and organizations as funded under the Runaway and Homeless Youth Act, local housing agencies for referral opportunities to assist in family stability, and the local Continuum of Care (CoCs). (*10 points*)

 B. Describe how you will coordinate and leverage funds and resources within the district using other funding streams such as Title I, Part A, migrant, IDEA, SIG, etc.

 (*10 points*)

V. Dispute Resolution Policy and Procedures (*5 maximum points.*)

A. Describe the dispute resolution plan for the LEA in accordance with the McKinney-Vento Act and State Board of Education Homeless Dispute Resolution Procedures policy*.* (*2.5 points*)

B. Please include the district dispute resolution policy and a sample of the forms used to resolve disputes. (*2.5 points*)

VI. Description of Services (2*5 maximum points*)

Provide a description of **a minimum of three (3)** services that will be supported to accomplish the priorities identified in the needs assessment, program goals and strategies, including the academic achievement of homeless students. (See Appendix B: Authorized Services.)

VII. Budget Summary/ Narrative (*10 maximum points.*)

A. The budget items shall directly be related to proposed services and effectively accomplish the intended goals of the program. (*5 points*)

B. The budget items shall be reasonable, allowable, allocable and reflective of efficient use of program funds. (*5 points*)

2021-2022 McKinney-Vento Education for Homeless Children and Youth

**Grant Application**

 **Mississippi Department of Education**

**COVER SHEET (Form 1)**

|  |  |
| --- | --- |
| **District Name, District Code and DUNS #** |  |
| **Federal Programs Director Name / Email** |  |
| **Homeless Liaison Name / Email**  |  |
| **Superintendent Name / Email** |  |
| **District Address** |  |
| **Contact Number** |  |
|  |
| **Projected Allocation** |  | **Final Allocation (*MDE use only*)** |
| **$50,000** |  |  |
| By signing below, I am verifying that I have **read** and **agree** to comply with the US Department of Education Grant and Other Federal Assurances and Mississippi Department of Education Standard Terms and Conditions. I certify that the contents of this proposal, if funded, will be followed in the implementation of the school district's Education for Homeless Children and Youth Program described herein. ***All signatures are required.*****Federal Programs Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Homeless Liaison \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Business Manager \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Superintendent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*****For MDE use only:*****State Homeless Coordinator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Office/Division Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Federal Programs Grant Manager \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Executive Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date of Approval \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**MCKINNEY-VENTO PROGRAM (*42 U.S.C. 11433*) (Form 2)**

I. NEEDS ASSESSMENT (15 total points)

A. Provide detailed findings of the needs assessment conducted to identify the educational and related needs and barriers of homeless children and youth served by the district. The needs assessment should include data from the Month 9 MSIS report, particularly information on the **top 3** needs and barriers to success identified in the report, the number of homeless students enrolled and data on the academic performance of the homeless subgroup. Include supporting data, while not revealing individual student data to maintain FERPA compliance.

B. Describe procedures the district has in place, or will develop, to improve **identification** and increase the **student achievement** of homeless children and youth. Plans must also address immediate enrollment, attendance, and success in school for all homeless children and youth, including preschool and unaccompanied homeless youth.

II. PROGRAM GOALS, STRATEGIES, AND ACTION STEPS (15 total points)

1. Describe in detail your program’s measurable goals, strategies, and action steps which are aligned to the top 3 needs and barriers identified in the needs assessment. One of the goals, however, must focus on student achievement.
2. Explain how the program strategies will assist homeless children and youth in overcoming educational barriers and/or meeting their educational needs.
3. The goals, strategies, and action steps must address a minimum of 3 of the sixteen national quality indicators as listed in Appendix A.

III. PROGRAM EFFECTIVENESS/EVALUATION (10 total points)

A. Provide a description of how the LEA will assess progress toward achieving program goals and generate data to guide program improvement.

B. Provide a description of sufficient staff time and other resources to be utilized for program evaluation activities.

IV. COLLABORATION/COORDINATION OF SERVICES AND FUNDING (20 total points)

A. Describe how the LEA will **collaborate and coordinate** the implementation of the services and activities with local schools, Head Start/Even Start, migrant, homeless shelter(s), religious and civic organizations and social service agencies such as juvenile justice, runaway youth shelters, youth and teen centers, and other such homeless youth programs, agencies, and organizations funded under the Runaway and Homeless Youth Act, and local housing agencies for referral opportunities to assist in family stability, Continuum of Care, etc. (When developing the proposed budget, consider the contributions of the LEA’s external partners and ensure services are not duplicated.)

B. Describe how the LEA will coordinate and leverage funds and resources within the district using other funding streams such as Title I, Part A, migrant, IDEA, SIG, etc.

**Summary of Partners Table**

|  |  |  |  |
| --- | --- | --- | --- |
| **Organization/Agency/ Other External Partner** | **Contribution Type** | **Estimated Contribution Amount** | **Goal Aligned to** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |
| --- |
| *I****nstructions****: Complete the Summary of Partners Table, listing external partners that help support the needs of homeless students in the LEA.* *Contribution Type (examples): in-kind, funding, volunteers, paid staffing, materials/supplies, training.* *If more space is needed, additional partner information can be included on a separate page.* |

 V. DISPUTE RESOLUTION POLICY AND PROCEDURES (5 total points)

1. Describe the dispute resolution plan for the LEA in accordance with the McKinney-Vento Act and State Board of Education Homeless Dispute Resolution Procedures policy*.*
2. Please include the district dispute resolution policy and forms used to resolve disputes.

VI. DESCRIPTION OF SERVICES (25 total points)

Provide a description of **a minimum of three (3)** services that will be supported to accomplish the priorities identified in the needs assessment and goals and strategies, including the academic achievement of homeless students. (See Appendix B: Authorized Services.)

######  VII. BUDGET NARRATIVE (10 total points)

Using the Budget Narrative template, give a detailed description of budgeted expenditures for services to be provided. Be sure these services are based on those included in Section VI for a McKinney-Vento Education for Homeless Children and Youth Grant in the amount of $**50,000.** (*Note: This amount* ***does not*** *reflect the final allocation. Upon approval of the proposal by the State Board of Education, the district will be required to submit a revised budget narrative and budget form reflecting the final allocation.)* Include the line item categories that follow:

* Personnel (costs associated with salaries of tutors or homeless liaison);
* Fringe benefits;
* Travel (costs associated with travel of personnel);
* Equipment (itemized costs associated with school equipment

 purchased/budgeted);

* Supplies for homeless students (itemized costs associated with school supplies, consumable goods, school uniforms, etc.);
* Professional development (related to homelessness);
* Transportation (the excess cost of transportation resulting from homelessness)
* Other; and
* Indirect cost (LEA restricted rate only, as part of the total administrative cost).

The costs associated with the McKinney-Vento Education for Homeless Children and Youth Grant salaries, wages and fees, and/or fringe benefits (itemized costs associated with personnel – salaries, wages, or contracts to include consultants) must meet the district guidelines.

The LEA should also ensure that all budgeted items are reasonable, allocable, and necessary.

**McKinney-Vento Education for Homeless Children and Youth Grant**

**Budget Narrative (Form 3)**

On this page, please provide a **brief** but **detailed** budget narrative that explains the basis for estimating the costs of professional personnel salaries, administrative costs, benefits, project staff travel, materials and supplies, consultants, indirect costs, and any projected expenditures. The total amount to be budgeted is **$50,000**. *(****Note****: This amount* ***does not*** *reflect the final allocation. Upon approval of the proposal by the State Board of Education, the district will be required to submit a* ***revised*** *budget narrative* ***and*** *budget form reflecting the final allocation).* This page may be reproduced as needed.

|  |  |  |
| --- | --- | --- |
| **CATEGORY/ACTIVITY** | **AMOUNT** | **DETAILED DESCRIPTION** |
| Personnel |  | *(include a breakdown of the hourly rate, number of hours to be worked and how long)* |
| Fringe Benefits |  | *(include which fringe benefits are being paid and at what rate)* |
| \*Professional and Technical Services |  |  |
| \*Purchased Property Services  |  |  |
| \*Other Purchased Services |  |  |
| \*Supplies |  |  |
| \*Equipment |  |  |
| Other |  |  |
| Indirect Costs (LEA restricted rate only, as part of the total administrative cost) |  |  |
| Subtotal for each page |  |  |
| GRANT TOTAL |  |  |

*\*Note: Please include the page number to be referenced within the narrative.*

LEA Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DISTRICT CODE: \_\_\_\_\_\_

**ASSURANCES AND STANDARD TERMS AND CONDITIONS (Form 4)**

The Grantee hereby assures that, in accordance with the statute, the local educational agency submitting this proposal shall comply with the following:

**US DEPARTMENT OF EDUCATION GRANT ASSURANCES**

**SUBTITLE B:**

**Education for Homeless Children and Youth Program**

**SEC. 722(g) GRANTS FOR STATE AND LOCAL ACTIVITIES FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTH**

**(3) LOCAL EDUCATIONAL AGENCY REQUIREMENTS-**

**(A) IN GENERAL** – The local educational agency serving each child or youth to be assisted under this subtitle shall, according to the child’s or youth’s best interest–

(i) continue the child or youth’s education in the school of origin for the duration of homelessness–

(I) in any case in which a family becomes homeless between academic years or during an academic year; and

(II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or

(ii) enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

**(B) SCHOOL STABILITY** – In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall–

(i) presume that keeping the child or youth in the school of origin is in the child’s or youth’s best interest, except when doing so is contrary to the request of the child’s or youth’s parent or guardian, or (in the case of an unaccompanied youth) the youth;

(ii) consider student-centered factors related to the child’s or youth’s best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child’s or youth’s parent or guardian or (in the case of an unaccompanied youth) the youth;

(iii) if, after conducting the best interest determination based on consideration of the presumption in clause (i) and the student-centered factors in clause (ii), the local educational agency determines that it is not in the child’s or youth’s best interest to attend the school of origin or the school requested by the child’s or youth’s parent or guardian, or (in the case of an unaccompanied youth) the youth, provide the child’s or youth’s parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal under subparagraph (E), and

(iv) in the case of an unaccompanied youth, ensure that the local educational agency homeless liaison designated under paragraph (1)(J)(ii) assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal under subparagraph (E).

**(C) IMMEDIATE ENROLLMENT** –

(i) The school selected in accordance with this paragraph shall immediately enroll the homeless child or youth, even if the child or youth:

(I) is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation; or

(II) has missed application or enrollment deadlines during any period of homelessness.

(ii) The enrolling school shall immediately contact the school last attended by the child or youth to obtain relevant academic and other records.

(iii) If the child or youth needs to obtain immunizations, or other required health records, the enrolling school shall immediately refer the parent or guardian of the child or youth, (or in the case of an unaccompanied youth) the youth, to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall assist in obtaining necessary immunizations or screenings, or immunization or other required health records, in accordance with subparagraph (D).

 **(D) RECORDS** – Any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained –

(i) so that the records are available, in a timely fashion, when a child or youth enters a new school or school district; and

(ii) in a manner consistent with section 1232g of title 20.

 **(E) ENROLLMENT DISPUTES** – If a dispute arises over eligibility, school selection or enrollment in a school–

(i) the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute, including all available appeals;

(ii) the parent or guardian of the child or youth or (in the case of an unaccompanied youth) the youth shall be provided with a written explanation of any decision related to school selection or enrollment made by the school, the local educational agency, or the state educational agency involved, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions;

(iii) the parent, guardian, or unaccompanied youth shall be referred to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall carry out the dispute resolution process as described in paragraph (1)(C) as expeditiously as possible after receiving notice of the dispute; and

(iv) in the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of the dispute.

 **(F) PLACEMENT CHOICE** – The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

 **(G) PRIVACY** – Information about a homeless child’s or youth’s living situation shall be treated as a student education record, and shall not be deemed to be directory information, under section 1232g of title 20.

 **(H) CONTACT INFORMATION** – Nothing in this subtitle shall prohibit a local educational agency from requiring a parent or guardian of a homeless child to submit contact information.

1. **SCHOOL OF ORIGIN DEFINED** –

(i) **IN GENERAL** – The term ‘school of origin’ means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool.

(ii) **RECEIVING SCHOOL** – When the child or youth completes the final grade level served by the school of origin, as described in clause (i), the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools.

**(4) COMPARABLE SERVICES** –

Each homeless child or youth to be assisted under this subtitle shall be provided services comparable to services offered to other students in the school selected under paragraph (3), including the following:

 (A) Transportation services;

(B) Educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) or similar State or local programs, educational programs for children with disabilities, and educational programs for English Learners;

 (C) Programs in career and technical education;

 (D) Programs for gifted and talented students; and

 (E) School nutrition programs.

**(5) COORDINATION** -

**(A) IN GENERAL** - Each local educational agency serving homeless children and youths that receives assistance under this subtitle shall coordinate -

(i) the provision of services under this subtitle with local social services agencies and other agencies or programs providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.); and

(ii) transportation, transfer of school records, and other interdistrict activities, with other LEAs.

**(B) HOUSING ASSISTANCE** - If applicable, each state educational agency and local educational agency that receives assistance under this subtitle shall coordinate with state and local housing agencies responsible for developing the comprehensive housing affordability strategy described in section 12705 of this title to minimize educational disruption for children and youths who become homeless.

 **(C) COORDINATION PURPOSE** – The coordination required under subparagraphs (A) and (B) shall be designed to –

(i) ensure that homeless children and youths are promptly identified;

(ii) ensure that all homeless children and youths have access to, and have access in reasonable proximity to, available education and related support services; and

(iii) raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

**(D) HOMELESS CHILDREN AND YOUTHS WITH DISABILITIES** – For children and youths who are to be assisted both under this subtitle, and under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) or section 794 of title 29, each local educational agency shall coordinate the provision of services under this subtitle with the provision of programs for children with disabilities served by that local educational agency and other involved LEAs.

**(6) LOCAL EDUCATIONAL AGENCY LIAISON-**

**(A) DUTIES** - Each local educational agency liaison for homeless children and youth, designated under paragraph (1)(J)(ii), shall ensure that –

(i) homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies;

(ii) homeless children and youth enroll in, and have a full and equal opportunity to succeed in, schools of that local educational agency;

(iii) homeless families and homeless children and youth have access to and receive educational services for which such families, children, and youths, are eligible, including services through Head Start and Even Start programs under the Head Start Act (42 U.S.C. 9831 et seq.), early intervention services under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.), and other preschool programs administered by the local educational agency;

(iv) homeless families and homeless children and youths receive referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services;

(v) the parents or guardians of homeless children and youth 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;

(vi) 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 the parents or guardians of homeless children and youths, and unaccompanied youths;

(vii) enrollment disputes are mediated in accordance with paragraph (3)(E);

(viii) 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);

(ix) school personnel providing services under this subtitle receive professional development and other support; and

(x) unaccompanied youths –

 (I) are enrolled in school;

(II) have opportunities to meet the same challenging state academic standards as the state established for other children and youth, including through implementation of the procedures under paragraph (1)(F)(ii); and

(III) are informed of their status as independent students under section 1087vv of title 20 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 1090 of title 20.

 **(B) NOTICE** – State coordinators established under subsection (d)(3) and LEAs shall inform school personnel, service providers, and advocates working with homeless families of the duties of the local educational agency liaisons and provide the name and contact information for each local educational agency liaison to be published and updated annually on the state educational agency’s website.

 **(C) 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. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and comprehensive data needed to meet the requirements of paragraphs (1) and (3) of subsection (f).

 **(D) HOMELESS STATUS** – A local educational agency liaison designated under paragraph (1)(J)(ii) who receives training described in subsection (f)(6) may affirm, without further agency action by the Department of Housing and Urban Development, that a child or youth who is eligible for and participating in a program provided by the local educational agency, or the immediate family of such a child or youth, who meets the eligibility requirements of this Act for a program or service authorized under Title IV, is eligible for such program or service.

**(7) REVIEW AND REVISIONS** -

 **(A) IN GENERAL** - Each State educational agency and local educational agency that receives assistance under this subtitle shall review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youth in schools that are selected under paragraph (3).

 **(B) CONSIDERATION** - In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

 **(C) SPECIAL ATTENTION** - Special attention shall be given to ensuring the identification, enrollment and attendance of homeless children and youth who are not currently attending school.

**OTHER FEDERAL ASSURANCES**

(A) The grantee assures the local educational agency’s combined fiscal effort per student, or the aggregate expenditures of that agency and the State with respect to the provision of free public education by such agency for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made, according to section 723(b)(3) of the McKinney-Vento Act.

(B) The grantee assures that the applicant complies with or will use requested funds to comply with paragraphs (3) through (7) of section 722(g) of the McKinney-Vento Act.

(C) The grantee assures the applicant’s policies and procedures, consistent with section 722(e)(3), will be implemented by the agency to ensure activities carried out by the agency will not isolate or stigmatize homeless children and youth.

(D) The LEA/grantee assures that the LEA will collect and promptly provide data requested by the State Coordinator pursuant to paragraphs (1) and (3) of section 722(f) of the McKinney-Vento Act.

(E) The LEA/grantee assures that the LEA will meet the requirements of section 722(g)(3) of the McKinney-Vento Act.

(F) The LEA/grantee adheres to the applicable provisions of the Education Department General Administrative Regulations (EDGAR): 34 CFR Parts 76, 77, and 81.

(G)The grantee adheres to the applicable regulations of the Office for Civil Rights, U.S. Department of Education: 34 CFR 76.500.

(H) The grantee adheres to 2 CFR Part 200 and Part 225, Office of Management and Budget Uniform Administrative Requirements, Cost Principles, Audit, and Administrative Requirements for Federal Awards. (Cost Principles for State, Local, and Indian Tribal Governments).

(I) The grantee assures that salary and wage charges will be supported by proper time reporting documentation that meets the requirements of 2 CFR Part 225.

**MS DEPARTMENT OF EDUCATION STANDARD TERMS AND CONDITIONS**

Certain terms and conditions are required for receiving grants from the Mississippi Department of Education (MDE); therefore, the Grantee will agree to the items that follow.

**AVAILABILITY OF FUNDS**

It is expressly understood and agreed that the obligation of MDE to proceed under this agreement is conditioned upon the congressional appropriation of funds and the receipt of federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at any time, not forthcoming or insufficient, either through the failure of the federal government to provide funds to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to MDE, MDE shall have the right upon ten (10) working days written notice to the Grantee, to reduce the amount of funds payable to the Grantee or to terminate this agreement without damage, penalty, cost or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

**CHANGES**

This agreement shall not be modified, altered or changed, except by mutual agreement by an authorized representative(s) of each party to this agreement, and must be confirmed in writing through MDE grant modification procedures.

**INDEPENDENT GRANTEE**

The Grantee shall perform all services as an independent Grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by Grantee with respect to third parties shall be binding on the MDE.

**TERMINATION**

The MDE, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the MDE shall be liable only for payment in accordance with payment provisions of this grant for services rendered prior to the effective date of termination.

The MDE, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the MDE and the Grantee may terminate this grant, in whole or in part, upon mutual agreement.

Either the MDE or the Grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The Grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed to the total services of the Grantee covered by the agreement, less payments of compensation previously made.

**ACCESS TO RECORDS**

The Grantee agrees that the MDE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of Grantee related to Grantee’s charges and performance under this agreement. Such records shall be kept by Grantee for a period of five (5) years after final payment under this agreement, unless the MDE authorized their earlier disposition. Grantee agrees to refund to the MDE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the action and resolution off all issues which arise from it.

 **LAWS**

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Mississippi.

**LEGAL AUTHORITY**

The Grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

**EQUAL OPPORTUNITY EMPLOYER**

The Grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, Grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in any manner prohibited by law.

**COPYRIGHTS**

The Grantee: (i) agrees that the MDE shall determine the disposition to title to and the rights under any copyright by Grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the MDE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by Grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent Grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to other solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the Grantee’s knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the Grantee’s opinion be likely to become, the subject of an infringement claim or suite, the Grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

**PERSONNEL**

Grantee agrees that, at all times, the employees of Grantee furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike and dignified manner.

**SURRENDER OF EQUIPMENT**

Grantee and MDE shall jointly conduct a closing inventory and Grantee shall replace or repair all equipment lost, damaged or destroyed to make up any deficiency between the opening and closing inventories. Grantee shall transfer all equipment per MDE’s guidance and written instructions.

**ASSIGNMENT**

Grantee shall not assign or subgrant in whole or in part, its rights or obligations under this agreement without prior written consent of the MDE. Any attempted assignment without said consent shall be void and of no effect.

**MISSISSIPPI ETHICS**

It is the responsibility of the Grantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to conflict of interest. A statement attesting to said compliance shall be on file by the Grantee.

I have read and agree to comply with the standard terms and conditions and grant assurances. I certify that the contents of this proposal, if funded, will be followed for the implementation of the McKinney-Vento Education for Homeless Children and Youth Program described herein. Signature of the Superintendent (or designee) must match the signatures on the cover page. Failure to sign the assurances will result in the rejection of the proposal.

Superintendent (or Designee) Date

**CONFLICT OF INTEREST DISCLOSURE FORM (Form 5)**

**Mississippi Department of Education**

**McKinney-Vento Education for Homeless Children and Youth Program**

Each subgrantee must disclose any personal, business, or volunteer affiliations that may give rise to a real or apparent conflict of interest. The purpose of this form is to help MDE identify the actual or potential conflict and ensure the avoidance where necessary. Please complete and sign the form below as it relates to a conflict of interest within McKinney-Vento Education for Homeless Children and Youth Program activities.

[ ]  I have no conflict of interest to report.

[ ]  I have the following conflict of interest(s) to report. Please describe any relationships, transactions, positions you hold (volunteer or otherwise), or circumstances that you believe could contribute to a conflict of interest:

I certify that the information set forth above is true and complete to the best of my knowledge. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate, I will notify MDE immediately.

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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Superintendent Date

**APPENDIX**

**McKinney-Vento Revised Data Standards and Indicators of Quality for the Evaluation of Local Education Programs for Children and Youth Experiencing Homelessness**

Introduction

To help ensure quality programming, every program needs a set of standards to guide program planning. Standards provide a common basis for establishing measurable goals and implementing a program. Standards represent the distilled wisdom of experts, administrators, and stakeholders who draw upon their understanding of a program to establish a set of guidelines and desired outcomes that apply to all similar programs despite their size, stakeholders, or funding.

The National Center for Homeless Education (NCHE) originally developed the standards and indicators for quality McKinney-Vento programs in 2002 and later revised them in 2006 through a collaborative process that included State Coordinators for McKinney-Vento Programs, local liaisons, federal program staff, parents, and representatives from national organizations. NCHE convened a small group of State Coordinators in 2017 to review the 2006 version in light of the reauthorization of the McKinney-Vento Act in the *Every Student Succeeds Act* (ESSA) of 2015 and best practices and federal priorities that have emerged over the past 10 years. The indicators reflect new sources of data available to state education agencies (SEAs) and local education agencies (LEAs) along with a growing emphasis from the federal level on utilizing data for program planning.

Overview of the Standards for Quality LEA McKinney-Vento Programs

The revised standards for quality McKinney-Vento programs are divided into four broad categories to reflect (1) outcomes for homeless students, (2) LEA support activities, (3) LEA collaboration within the school district and community, and (4) LEA program management. While academic proficiency for homeless students (Standard 2) is a critical outcome, the standards include a wide range of support activities that provide the foundation for enabling academic success. Each of the standards reflects key provisions of the McKinney-Vento Act. The indicators reflect both requirements in the law and good practices stated in ways that are specific and measurable.

Student Performance Standards

1. All homeless students participate fully in school.
2. All homeless students show academic progress.

LEA Support Standards

1. The LEA identifies all homeless children and youth through outreach to all homeless children and youth and to specific subgroups including preschool-aged children, unaccompanied homeless youth, out-of-school youth, and migrant children and youth.
2. The LEA removes barriers to enrollment for homeless students.
3. LEA maintains all homeless students in their school of origin when in their best interest.
4. The LEA provides homeless students all educational services for which they are eligible.

LEA Outreach and Collaboration Standards

1. The LEA links homeless students and their families to community services.
2. The LEA informs all parents and guardians of homeless children and youth of the educational and related opportunities available to their children and of meaningful opportunities to participate in their children’s education.
3. The LEA informs all unaccompanied homeless youth of the educational and related opportunities available to them.
4. The LEA conducts awareness activities for educators and community service providers regarding the rights and needs of homeless children and youth.
5. LEAs coordinate and collaborate with programs within the LEA to increase identification of homeless students, plan support activities, align procedures and practices, and leverage resources.
6. LEAs coordinate and collaborate with community agencies, organizations, and business partners to deliver comprehensive services in an efficient manner, expand or leverage resources, and participate in policy discussions.

LEA Program Management Standards

1. The LEA local liaison has sufficient time, training, and support to carry out his or her duties.
2. The LEA has policies and procedures that remove educational barriers for homeless children and youth.
3. The LEA provides professional development and other support to school personnel serving homeless children and youth.
4. The LEA utilizes data for needs assessment and program planning.

Using the Standards and Indicators for Quality McKinney-Vento Programs

The standards and indicators for quality McKinney-Vento programs enable an LEA to ensure that its McKinney-Vento program is in alignment with national expectations both in terms of compliance with the law and effective practice. The standards are comprehensive, and LEAs should address each standard in their McKinney-Vento program. However, LEAs have much flexibility in prioritizing on which standards to focus on annually and in selecting the indicators they will use to measure progress to meeting the standards.

Getting Started

1. Review LEA data to determine a baseline for the extent to which the LEA is addressing each standard.
2. Determine on which standards to focus in planning yearly program activities. Most LEAs do not have the capacity to plan activities to fully address each standard. Many LEAs that have utilized the standards in the past have selected one or two on which to concentrate their efforts during a year’s time. Selection criteria may include: (1) Selecting the standard(s) that will provide a foundation on which to build to strengthen the program; (2) selecting the standard(s) that needs assessment data indicate the greatest gaps exist between what is in place and what is needed to meet the standard; or (3) selecting the standard(s) that would bring the LEA most in compliance with the law when met. Some LEAs have found that although they select only one or two standards on which to focus, concentrated attention on these standards will positively impact other areas of the program.
3. Select the indicators for the standard, using the ones suggested or creating ones more appropriate for your LEA.
* LEAs just beginning the work of measuring progress toward meeting the standards or that have limited capacity for data collection beyond what is currently required should select the indicators for which data already exist. These indicators may include data collected for the Consolidated State Performance Report (CSPR) through ED*Facts* and data collected by the SEA or the LEA. LEAs should break down the data by grade levels and subgroups whenever possible.
* Some indicators require the local liaison or other program administrators to provide documentation and records of their activities. The SEA or LEA may want to set expectations for administrator record keeping, such as keeping logs of complaints and disputes and records of meetings with collaborators, of trainings and awareness activities conducted, and of professional development activities attended. As a word of caution, the records and documentation in and of themselves may not reveal a complete picture and may require further review of a McKinney-Vento program. For example, an LEA that documents a large number of complaints or disputes is not necessarily one that is out of compliance or operating an inadequate program. While complaints and disputes can indicate problematic areas, they can also indicate an LEA that has successfully made parents and guardians and unaccompanied youth aware of their McKinney-Vento rights and invited them to be active participants in decisions impacting the education of their children, or of themselves if they are an unaccompanied youth.
1. Develop a short-term measurable goal for each indicator selected that is based on what is realistic for the LEA and will show progress toward reaching the long-term goal that is provided in the table.
2. Utilize these short-term goals as the basis for developing an annual plan that includes strategies for achieving the goals.
3. Review the progress toward these goals at the end of a year along with other needs assessment data and determine on which standards the LEA should focus for the next year. Begin the cycle again.

**National Center for Homeless Education (NCHE)**

**2017 Standards and Indicators for Quality McKinney-Vento Programs**

**Student Performance Standards**

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| 1. All homeless students participate fully in school.
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| Suggested Indicators | Data Sources | Long-term Goals |
| Attendance rate of homeless students compared to the LEA or SEA overall attendance rate  | SEA, LEA data | Homeless students attend school at a rate equal to or above the LEA overall attendance rate. |
| Percent of homeless students chronically absent compared to the overall rate of students chronically absent  | CSPR/ED *Facts* data | The rate of chronic absenteeism among homeless students is equal to or lower than the LEA overall chronic absenteeism rate. |
| Percent of homeless students expelled, suspended, or otherwise removed from class for discipline problems compared to the overall rate of students expelled, suspended, or otherwise removed from class for discipline problems | SEA, LEA data | The percent of homeless students expelled, suspended, or otherwise removed from class for discipline problems is equal to or less than the rate of all students expelled, suspended, or otherwise removed from class for discipline problems. |
| Percent of homeless students who participate in extracurricular activities (clubs, sports, competitions) compared to rate of extracurricular participation of all students in LEA | LEA records on extracurricular participation | The percent of homeless students who participate in extracurricular activities (clubs, sports, competitions) is equal to or above the rate of extracurricular participation of all students in LEA.  |
| Percent of homeless students who remain in school (do not drop out) compared to the LEA dropout rate | SEA, LEA data | The percent of homeless students who remain in school (do not drop out) is equal to or higher than the LEA dropout rate.  |

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| 1. All homeless students show academic progress.
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| Suggested Indicators | Data Sources | Long-term Goals |
| Percent of homeless students who show gains in periodic assessments and report cards | LEA data | All homeless students show gains in periodic assessments and report cards.  |
| Percent of homeless students who achieve academic proficiency compared to the proficiency rate for all students in the LEA | CSPR/ED*Facts* data, SEA, LEA state assessment data | Homeless students achieve academic proficiency at a rate equal to or above the rate for all students in the LEA.  |
| Percent of homeless students who advance to the next grade, without being retained compared to the rate for all students in the LEA who advance to the next grade | LEA data | Homeless students advance to the next grade, without being retained, at a rate above the rate for all students in the LEA who advance to the next grade.  |
| Percent of homeless students who graduate from high school compared to the rate for all students who graduate from high school | CSPR/ED*Facts* data (adjusted cohort graduation rate) | The high school graduation rate for homeless students is equal to or above the rate for all students who graduate from high school.  |

**LEA Support Standards**

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| 1. The LEA identifies all homeless children and youth through outreach to all homeless children and youth and to specific subgroups including preschool-aged children, unaccompanied homeless youth, out of school youth, and migrant children and youth.
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| Suggested Indicators | Data Sources | Long-term Goals |
| Percent of homeless children and youth identified by the LEA during a school year compared with the percent poverty in the school district or community | CSPR/ ED*Facts* data, Free and Reduced Lunch participation, Title I participation, Census data on poverty | The LEA identifies a percent of homeless children and youth in a school year that aligns with the percent of poverty in the school district or community.  |
| Number of homeless students identified compared to the number of homeless students identified in LEAs of similar size and demographics | CSPR/ED*Facts* data. SEA data | The LEA identifies a number of homeless children and youth that is comparable to the number of homeless children and youth identified in LEAs of similar size and demographics.  |
| Number of locations in the community where the LEA displays education rights posters for homeless children and youth compared to the number of locations in the community frequented by homeless children and youth and their families  | List of locations in the community frequented by homeless families, children, and youth, including schools, shelters, public libraries, and soup kitchensLEA records of locations in the community where the LEA displays education rights posers | The LEA places posters in all locations in the community frequented by homeless children and youth and their families. |
| Number of LEA contacts with housing and homeless service providers or program administrators to request assistance and coordination in identifying homeless children and youth compared to the number of housing and homeless service providers and program administrators in the community | List of all housing and homeless service providers and program administrators, including those serving specific subgroupsLEA records of contacts with housing and homeless service providers or program administrators to request assistance and coordination in identifying homeless children and youth | The LEA contacts all housing and homeless service providers and program administrators in the community to request assistance and coordination in identifying homeless children and youth. |

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| 1. The LEA removes barriers to enrollment for homeless students.
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| Suggested Indicators | Data Sources | Long-term Goals |
| Percent of homeless children and youth who enroll in school within one day of their attempt to enroll | LEA records | All homeless children and youth enroll in school within one day of their attempt to enroll. |
| Percent of homeless students who are placed in classes within one day of enrollment  | LEA records | All homeless students are placed in classes within one day of enrollment.  |
| Number of complaints a LEA receives during a school year related to enrollment barriers for homeless students | LEA contact logs/barrier tracking documentation | The LEA receives no complaints during a school year related to enrollment barriers for homeless students.  |
| Number of enrollment disputes  | LEA records | The LEA has no enrollment disputes.  |
| Number of monitoring findings the SEA or LEA received related to barriers to enrollment for homeless students | LEA EHCY monitoring reports | The LEA received no monitoring findings related to barriers to enrollment for homeless students.  |

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| 1. The LEA maintains all homeless students in their school of origin when in their best interest.
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| Suggested Indicators | Data Sources | Long-term Goals |
| Percent of homeless students, including preschool-aged students, for whom remaining in the school of origin is in their best interest, who remain in one school for the duration of the school year  | Local liaison records of best interest determinationsLEA data on school attendance | All homeless students, including preschool students, for whom remaining in the school of origin is in their best interest, remain in one school for the duration of the school year.  |
| Average number of schools attended by homeless students, including preschool-aged students, in a year compared to the average number of residential moves for homeless students | LEA data on school attendanceLEA data on changes in students’ residence | The average number of schools attended by homeless students, including preschool-aged students, in a year is less than the average number of residential moves for homeless students. |
| Number of complaints a LEA received during a school year related to homeless students remaining in the school of origin | LEA contact logs/barrier tracking documentation | The LEA received no complaints during a school year related to homeless students remaining in the school of origin.  |
| Number of disputes in a SEA or LEA over remaining in the school of origin  | LEA records | The LEA had no disputes related to remaining in the school of origin.  |
| Number of monitoring findings the SEA or LEA received related to homeless students remaining in their school of origin | LEA EHCY monitoring reports | The LEA received no monitoring findings related to homeless students remaining in the school of origin in a school year.  |

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| 1. The LEA provides homeless students all educational services for which they are eligible.
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| Suggested Indicators | Data Sources | Long-term Goals |
| Title I servicesPercent of homeless children and youth receiving services through Title I, Part AAmount of Title I, Part A homeless set aside compared to estimate of cost of needs identified through needs assessment data related to homeless children and youth  | LEA data, CSPR/ED*Facts* dataLEA annual consolidated planLEA needs assessment data for homeless children and youth | Title I servicesThe LEA provides all homeless children and youth services through Title I, Part A.The amount of the LEA Title I, Part A homeless set aside for homeless students is equal to the estimate of expenses identified through needs assessment data related to homeless children and youth. |
| Tutoring and academic supportPercent of homeless students for whom the LEA provides an individual review of their academic needs individually and links them with appropriate supportPercent of homeless students who recovered or accrued credits due to lost credits related to school transfer, absences, or other reasons | Local liaison or school counselor records on reviewing academic needs of each homeless student and supports arrangedLocal liaison, school counselor, or teacher survey or interviews; student records | Tutoring and academic supportThe LEA provides all homeless students with an individual review of their academic needs and links them with appropriate support.The LEA enables all homeless students who lost credits due to school transfer, absences, or other reasons to recover or accrue lost credits. |
| Preparation for post-secondary educationPercent of homeless youth, including unaccompanied homeless youth, in high school who receive help on ways to prepare and improve their readiness for college  | Local liaison or school counselor records on assisting homeless youth, including unaccompanied homeless youth, on ways to prepare and improve their readiness for college | Preparation for post-secondary educationSchool counselors in the LEA assist all homeless youth, including unaccompanied homeless youth, in high school on ways to prepare and improve their readiness for college.  |
| Special educationPercent of homeless students that are recommended for special education evaluation and are tested within 60 days of a parent’s consent or other time frame established by the statePercent of homeless students who began a special education evaluation in a former LEA and enrolled in a new school, and whose evaluations were completed in the new LEA within 60 days of a parent’s consent or other time frame established by the state or time agreed upon by the LEA and parentPercent of homeless students with an IEP who continued special education services within one day of enrollment in a new school Number of complaints the LEA receives from parents, guardians, or unaccompanied youth regarding barriers to accessing special education services | LEA data on special education evaluation requests for homeless students and dates the evaluations are begun and completedLEA data on when special education services are implemented for homeless students with an IEP who moved from another LEALocal liaison contact logs and barrier tracking records | Special educationThe LEA tests all homeless students recommended for special education evaluation within 60 days of a parents’ consent or other time frame established by the state.The LEA tests all homeless students who began a special education evaluation in a former LEA and enrolled in a school in the new LEA within 60 days of a parent’s consent or other time frame established by the state or time agreed upon by the LEA and parent.The LEA provides all homeless students with an IEP continued special education services within one day of enrollment in a new school. The LEA receives no complaints from parents, guardians, or unaccompanied youth regarding barriers to accessing special education services. |
| TransportationPercent of homeless students, including preschool students, who receive transportation to and from the school of origin within one day of a best interest determinationThe percent of homeless students who have been identified as having unique transportation challenges for whom the LEA removes transportation barriersNumber of complaints the LEA receives from homeless parents, guardians, or unaccompanied youth regarding transportation barriers | Local liaison and pupil transportation recordsLocal liaison contact logs and barrier tracking records | TransportationThe LEA provides homeless students, including preschool students, with transportation to and from the school of origin within one day of a best interest determination.The LEA removes transportation barriers for homeless students who have been identified as having unique transportation challenges.The LEA receives no complaints from homeless parents, guardians, or unaccompanied youth regarding transportation barriers. |
| Free mealsPercent of homeless students who receive free meals within one day of when they are identified as eligible for McKinney-Vento services | Local liaison recordsChild nutrition department records | Free mealsThe LEA provides free meals to all homeless students within one day of when they are identified as eligible for McKinney-Vento services. |
| PreschoolPercent of homeless preschool-aged children who were enrolled in LEA programs for which they were eligible  | LEA data, CSPR/ED*Facts* data | PreschoolThe LEA enrolls all identified homeless preschool-aged children in programs for which they are eligible. |
| CounselingPercent of homeless students recommended for counseling and trauma support by the local liaison, teachers, or administrators who receive counseling services and trauma support  | Local liaison and LEA records of services provided | CounselingThe LEA provides all homeless students recommended for counseling by the local liaison, teachers, or administrators with counseling services and trauma support. |
| SuppliesPercent of homeless students identified as needing school supplies, clothing, and hygiene items who receive these items  | Local liaison records | SuppliesThe LEA provides all homeless students with school supplies, clothing, and hygiene items as needed. |

**LEA Outreach and Collaboration Standards**

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| 1. The LEA links homeless students and their families to community services.
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| Suggested Indicators | Data Sources | Long-term Goals |
| Community servicesAnnually updated list of contacts for community servicesPercent of homeless parents, guardians, and unaccompanied youth identified by LEA staff as in need of assistance who were referred to community services,  | List of contacts for community services, including health care, mental health and substance abuse care, dental care, shelter and housing resources, and food and clothing resources, with date of updateLocal liaison records for community services referrals | Community servicesThe LEA maintains an annually updated list of contacts for community services.The LEA refers all homeless parents, guardians, and unaccompanied youth identified by LEA staff as in need of assistance to community services. |
| PreschoolPercent of homeless preschool-aged children who are eligible to attend preschool programs administered by the LEA and SEA and enroll in these programs Percent of homeless parents and guardians with preschool-aged children who are referred to community preschool programs, including Head Start and Early Head StartPercent of homeless parents and guardians with infants and toddlers who are referred to early intervention services under part C of IDEA  | LEA data on homeless preschool-aged childrenLEA data on enrollment of homeless preschool-aged children in preschool programs administered by the LEA and SEALocal liaison records of preschool referralsLocal liaison records of early intervention referrals | PreschoolThe LEA enrolls all homeless preschool-aged children in preschool programs administered by the LEA and SEA for which they are eligible.The LEA refers all homeless parents and guardians with preschool-aged children to community preschool programs, including Head Start and Early Head Start.The LEA refers all homeless parents and guardians with infants and toddlers to early intervention services under part C of IDEA. |

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| 1. The LEA informs all parents and guardians of homeless children and youth of the educational and related opportunities available to their children and of meaningful opportunities to participate in their children’s education.
 |
| Suggested Indicators | Data Sources | Long-term Goals |
| Percent of schools in the LEA that display education rights posters  | School survey or observation | The LEA displays education rights posters in all schools in the LEA. |
| Percent of homeless parents and guardians with whom the local liaison, a counselor, teacher, or administrator meets to involve them in educational decision making | Local liaison, a counselor, teacher, or administrator records of parent conferences | The local liaison, a counselor, teacher, or administrator meets with all homeless parents and guardians to involve them in educational decision making. |
| Percent of homeless parents or guardians to whom the LEA provides individual student reports informing them of their child’s specific academic needs and achievement | Record of dissemination of individual student reports to homeless parents or guardians | The LEA provides all homeless parents or guardians with individual student reports informing them of their child’s specific academic needs and achievement. |
| Percent of homeless parents and guardians to whom the LEA provides written notice of decisions related to the eligibility, school selection, or enrollment in school of their child or youth that includes their rights to appeal decisions through the dispute process | Local liaison records | The LEA provides all homeless parents and guardians with written notice of decisions related to the eligibility, school selection, or enrollment in school of their child or youth that includes their rights to appeal decisions through the dispute process. |
| Percent of homeless parents and guardians whom the LEA informs of transportation services, including transportation to the school of origin | Local liaison records | The LEA provides all homeless parents and guardians of transportation services, including transportation to the school of origin |

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| 1. The LEA informs all unaccompanied homeless youth of the educational and related opportunities available to them.
 |
| Suggested Indicators | Data Sources | Long-term Goals |
| Percent of schools in the LEA that display education rights posters for unaccompanied youth | School survey or observation | The LEA displays education rights posters for unaccompanied youth in all schools in the LEA. |
| Percent of middle school-aged or high school-aged unaccompanied youth with whom the local liaison, a counselor, teacher, or administrator meets to involve them in educational decision making | Local liaison, counselor, teacher, or administrator records of conferences with middle school-aged or high school-aged unaccompanied homeless youth | The local liaison, a counselor, teacher, or administrator meets with all middle school-aged or high school-aged unaccompanied homeless youth to involve them in educational decision making. |
| Percent of middle school-aged or high school-aged unaccompanied homeless youth to whom the LEA provides individual student reports informing them of their specific academic needs and achievement | Record of dissemination of individual student reports to  | The LEA provides all middle school-aged or high school-aged unaccompanied homeless youth with individual student reports informing them of their specific academic needs and achievement. |
| Percent of middle school-aged or high school-aged unaccompanied homeless youth to whom the LEA provides written notice of decisions related to the eligibility, school selection, or enrollment in school that includes their rights to appeal decisions through the dispute process | Local liaison records  | The LEA provides all middle school-aged or high school-aged unaccompanied homeless youth with written notice of decisions related to the eligibility, school selection, or enrollment in school that includes their rights to appeal decisions through the dispute process. |
| Percent of homeless parents and guardians whom the LEA informs of transportation services, including transportation to the school of origin | Local liaison records | The LEA provides all homeless parents and guardians of transportation services, including transportation to the school of origin |
| Percent of unaccompanied homeless youth whom the LEA informs during their senior year of high school of their status as independent students  | Local liaison and school counselor records | The LEA informs all unaccompanied homeless youth in their senior year of high school of their status as independent students.  |
| Percent of unaccompanied homeless youth in their senior year that the LEA assists with applying to college, completing the FAFSA, and verifying their status as independent students | Local liaison and school counselor records | The LEA assists all unaccompanied homeless youth in their senior year with applying to college, completing the FAFSA, and verifying their status as independent students. |

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| 1. The LEA conducts awareness activities for educators and community service providers regarding the rights and needs of homeless children and youth.
 |
| Suggested Indicators | Data Sources | Long-term Goals |
| Percent of key educator role groups and LEA program administrators for whom the local liaison and homeless education program staff conduct awareness activities | List of all key educator role groups and LEA program administrators, including but not limited to teachers, principals, school support staff, school social workers, school counselors, school resource officers, school nurses, pupil transportation administrators and staff, and migrant education program staffLocal liaison and homeless education program staff records of awareness activities, including when conducted and what type of activity, such as providing posters, mailed or emailed memoranda, personal contacts by phone, on-site meetings, or presentations | The local liaison or other homeless education program staff annually conduct awareness activities with all key educator role groups and LEA program administrators.  |
| Percent of key community service providers for whom the local liaison and homeless education program staff conduct awareness activities | List of key community service providers, including but not limited to social service agencies, shelter and housing providers, law enforcement agencies, juvenile and family courts, child care providers, mental health providers, runaway and homeless youth centers, businesses, and faith-based organizationsLocal liaison and homeless education program staff records of awareness activities, including when conducted and what type of activity, such as providing posters, mailed or emailed memoranda, personal contacts by phone or on-site meeting, or presentations | The LEA annually conducts awareness activities, with all key community service providers. |
| Percent of educators and community service providers who work with homeless families, children, and youth who report that they understand the needs and educational rights of homeless children and youth | Survey | All educators and community service providers who work with homeless families, children, and youth report that they understand the needs and educational rights of homeless children and youth. |

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| 1. LEAs coordinate and collaborate with programs within the LEA to increase identification of homeless students, plan support activities, align procedures and practices, and leverage resources.
 |
| Suggested Indicators | Data Sources | Long-term Goals |
| Annual meetings conducted by the local liaison or other homeless education staff with key program administrators to identify ways to coordinate activities to better serve homeless children and youth  | Local liaison records of meetings with programs including, but not limited to Title I, special education, child nutrition, preschool programs, EL programs, migrant education, athletic associations, tutoring programs, and summer enrichment programs | The local liaison or other homeless education program staff annually meet with all key program administrators to identify ways to coordinate activities to better serve homeless children and youth. |
| Coordination activities between programs serving homeless children and youth and the homeless education program | Local liaison records of coordination activities including, but not limited to, the identification of homeless students, planning support activities, aligning procedures and practices, and leveraging resources | All key programs serving homeless children and youth demonstrate coordination with the homeless education program. |

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| 1. LEAs coordinate and collaborate with community agencies, organizations, and business partners to deliver comprehensive services in an efficient manner, expand or leverage resources, and participate in policy discussions.
 |
| Suggested Indicators | Data Sources | Long-term Goals |
| Annual meetings conducted by the local liaison or other homeless education program staff with program administrators in key community agencies or organizations to identify ways to coordinate activities to better serve homeless children and youth | List of all key community agencies and organizations that include, but are not limited to, social service agencies, shelter and housing providers, law enforcement agencies, juvenile and family courts, Head Start and Early Head Start, child care providers, mental health providers, runaway and homeless youth centers, businesses, and faith-based organizations Local liaison and homeless education program staff records of meetings with community agencies and minutes detailing their purpose | The local liaison or other homeless education program staff annually meet with program administrators in all key community agencies or organizations to identify ways to coordinate activities to better serve homeless children and youth.  |
| Percent of key community agencies and organizations serving homeless children and youth with which the LEA conducts coordination activities | List of key community agencies and organizations serving homeless children and youth that include, but are not limited to, social service agencies, shelter and housing providers, law enforcement agencies, juvenile and family courts, Head Start and Early Head Start, child care providers, mental health providers, runaway and homeless youth centers, businesses, and faith-based organizationsLocal liaison and homeless education program staff records documenting coordination through joint activities with key community agencies serving homeless children and youth, that may include, but are not limited to connecting homeless children and youth with schools, participating in joint projects to support their educational needs, increasing LEA resources to serve homeless children and youth, and including homeless children and youth in policy discussionsMemoranda of agreement with community agencies and organizations for joint activities such as, but not limited to, coordination on data sharing, referrals of clients, coordinating services, and sharing resources | The LEA demonstrates coordination with all key community agencies and organizations serving homeless children and youth.  |
| Percent of key local task forces or advisory councils on which the local liaison or other homeless education staff participate  | List of all key local task forces or advisory councils that include, but are not limited to, homeless coalitions, housing agencies, a HUD-funded agency or initiative like the Continuum of Care, and the IDEA Part C Interagency Coordinating CouncilLocal liaison and homeless education program staff records of task force and advisory council meetings in which they participated | The local liaison or other homeless education staff participate on all key local task forces or advisory councils.  |

**LEA Program Management Standards**

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| 1. The LEA local liaison has sufficient time, training, and support to carry out his or her duties.
 |
| Suggested Indicators | Data Sources | Long-term Goals |
| Number of trainings specific to the homeless education program in which the local liaison participates in a year | Documentation of local liaison participation in training specific to homeless education | The local liaison participates in at least one training specific to the homeless education program on an annual basis. |
| Percent of time (FTE) allocated to the local liaison position compared to the number of homeless students identified in the LEA and compared to other LEAs with comparable numbers of homeless students identified and of a comparable size and that implement high quality homeless education programs | Percent of local liaison time (FTE) allocated to homeless educationNumber of homeless children and youth in the LEARatio of percent of time and number of homeless children and youth identified compared to that of similar LEAs with high quality programs | The local liaison and homeless education program staff have time allocated to the position that is proportional to the number of homeless students identified in the LEA, and is similar to LEAs that implement high quality homeless education programs with comparable numbers of homeless students identified. |

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| 1. The LEA has policies and procedures that remove educational barriers for homeless children and youth.
 |
| Suggested Indicators | Data Sources | Long-term Goals |
| Number of policies and procedures that conflict with provisions in the McKinney-Vento Act or create educational barriers for homeless students | LEA written policies and procedures related to enrollment, discipline, unaccompanied youth, pupil transportation, school selection, unpaid fees, school records transfer, and credit accrualWritten forms, including but not limited to, enrollment and written noticeLocal liaison contact logs and barrier tracking formsRecords of McKinney-Vento disputes | The LEA has no policies or procedures that conflict with provisions in the McKinney-Vento Act or create educational barriers for homeless students. |
| Number of LEA policies and procedures for serving homeless children and youth that reinforce provisions in the McKinney-Vento Act | Written policies and procedures outlined in school board documents, handbooks, and memos for serving homeless children and youth that address the following: eligibility, enrollment, unaccompanied homeless youth, dispute resolution, best interest determination, school selection, pupil transportation, school records transfer, credit accrual, privacy protection, and removing enrollment barriers and retention policies due to outstanding fees or fines or absencesWritten forms, including but not limited to, enrollment and written notice | The LEA has policies and procedures that align with and reinforce the provisions in the McKinney-Vento Act.  |
| Number of absences experienced by homeless students during the McKinney-Vento dispute process | LEA student attendance records | The McKinney-Vento dispute policy is carried out so that homeless children and youth are able to remain in school without an interruption in attendance. |
| Number of absences experienced by homeless students while within district or interdistrict transportation is arranged | LEA student attendance records | Within district and interdistrict transportation policies are implemented so that homeless children and youth needing cross-district transportation do not experience an interruption in school attendance. |

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| 1. The LEA provides professional development and other support to school personnel serving homeless children and youth.
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| Suggested Indicators | Data Sources | Long-term Goals |
| Number of annual trainings and professional development opportunities for school personnel on meeting the needs of homeless children and youth, on such topics as trauma informed services | LEA records of professional development provided; announcements of webinars and conference opportunities | The LEA provides at least one annual training and professional development opportunity for school personnel on meeting the needs of homeless children and youth on such topics as trauma informed services.  |
| Percent of LEA personnel who work with homeless children and youth and have participated in professional development in meeting the educational needs of homeless children and youth within the past three years | Records of personnel attendance at webinars, trainings, and conference sessions specific to meeting the needs of homeless children and youth | All LEA personnel who work with homeless children and youth have participated in professional development on meeting the educational needs of homeless children and youth within the past three years. |
| Time interval between when the LEA appointed a new local liaison and when the new liaison participates in professional development related to the position.  | LEA records | A new local liaison participates in professional development related to the position within one month of his or her appointment. |
| Percent of new LEA staff who work with homeless children and youth who receive professional development on serving homeless children and youth within three months of assuming their position | LEA records | All new LEA staff who work with homeless children and youth receive professional development on serving homeless children and youth within three months of assuming their position. |

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| 1. The LEA utilizes data for needs assessment and program planning.
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| Suggested Indicators | Data Sources | Long-term Goals |
| Annual LEA action plan to address the needs of homeless children and youth | Needs assessment and annual plan | The LEA reviews data on homeless children and youth, identifies their needs, and develops an annual action plan to address their needs.  |
| Title I Set Aside for Homeless StudentsAnnual meeting between the local liaison and Title I coordinator to review needs assessment data for homeless studentsMethod approved by the SEA for determining the set aside amountA set aside amount that aligns with strategies for meeting needs of homeless students identified in a needs assessmentBudget for estimated expenses based on needs assessment data | Documentation of meeting between the local liaison and Title I coordinator; section of the annual consolidated plan that addresses and identifies the Title I, Part A set aside for homeless students; documentation of method utilized to determine the set aside amount; budget for estimated expenditures for the Title I set aside  | The local liaison annually reviews needs assessment data with the Title I coordinator for determining the amount of the Title I set aside.The LEA utilizes a method for determining the amount of the Title I set aside that is approved by the SEA.The Title I, Part A set aside amount aligns with expenses required for strategies designed to meet the needs identified of homeless students in a needs assessmentThe LEA provides a budget for estimated expenditures for the Title I set aside for homeless students that aligns with needs assessment data. |
| Trend data on the number of homeless students who were transported to their school of origin | LEA data on the number of homeless students transported to their school of origin  | The LEA annually reviews data on the number of homeless students who were transported to their school of origin to identify trends and plan efficiencies. |

**Required Elements Checklist**

The proposal **mus**t include **all** the required components listed on this form to proceed to Phase 2 of the proposal process. Proposals without all required components and forms will not be reviewed (Phase 2). **The narrative portions of the proposal should not exceed 15 pages.**

**REQUIRED ELEMENTS submitted in this order:**

* Signed Cover Sheet (Form 1)—*Required Signature(s)and/or Approval*
* McKinney-Vento Grant Application (Form 2)
	+ Needs Assessment
	+ Program Goals, Strategies, and Action Steps
	+ Collaboration/Coordination of Services and Funding
	+ Dispute Resolution Procedures
	+ Description of Services
	+ Program Effectiveness/Evaluation
* Budget Narrative (Form 3)
* Federal Assurances and Standard Terms and Conditions (Form 4)—*Required Signature*
* Signed Conflict of Interest (Form 5)—*Required Signature*
* Verification of the registration of the active DUNS must be submitted with the proposal (e.g., [www.sam.gov](http://www.sam.gov) correspondence indicating the status and expiration date, DUNS and Bradstreet letter, etc.)
* Audit or Audit Letter

**FORMATTING and SUBMISSION DIRECTIONS**

**Grantees must:**

* Include **one** **(1)** completed **original** proposal with original signatures preferably in blue ink and **1** printed copy, secured solely by a single binder clip at the top
* Assemble the proposal and submit in the order as noted above

Grantees are encouraged to submit proposals using the following parameters:

* Submitted on 8.5” x 11” white paper using 12-point Times New Roman font
* Formatted using 1” margins on all sides
* Portrait setting
* Double-spaced and single-sided (pages must include Grantee’s name and page number within the footer in the lower right-hand corner)

### **Mississippi Comprehensive Automated Performance-Based System (MCAPS)**



The MCAPS landing page is where grantees will first interact with the system. Each approved grant will be provided access.



Each item in the submitted budget will be transfer to the appropriate function code in MCAPS.



A narrative description will be required for each budgeted item.