

REQUEST FOR PROPOSAL



MISSISSIPPI
DEPARTMENT OF
EDUCATION

McKinney-Vento Homeless Assistance Act
Education for Homeless Children and Youth

Submission Deadline Date: **March 19, 2025**

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SECTION 1. INTRODUCTION AND PROGRAM OVERVIEW

1.1 Program Purpose and Goals

The Mississippi Department of Education (MDE), Office of Federal Program, is seeking competitive written proposals from qualified applicants to provide services and assistances implementing the McKinney-Vento Education for Homeless Children and Youth program through grant awards issued by the U.S. Department of Education. Local Educational Agencies (LEAs) must use these McKinney-Vento Education for Homeless Children and Youth Grant funds 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.

McKinney-Vento Education for Homeless Children and Youth 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.

A grant agreement will be signed for three fiscal years. All grant awards are at the discretion of the State Board of Education (SBE). Each year of the grant shall be contingent upon successful completion of the services in the preceding year's grant, availability of funds, and performance evaluation. This solicitation and any resulting grant agreement shall be governed by the applicable provisions of *the State Board of Education Grant Policies*. The grant agreement Assurances and Standard Terms and Conditions have been included as Form 2 and Form 3 for your review and acceptance.

A copy of this solicitation, including all attachments and any subsequent amendments, including the Question-and-Answer amendment, if issued, will be posted on the MDE [website](https://mdek12.org/procurement/rfp/) at <https://mdek12.org/procurement/rfp/> under MDE Bid Announcements section. It is the sole responsibility of all interested Applicants to monitor the website for updates regarding this solicitation.

1.2 Eligibility Criteria

This solicitation is to provide information required to submit a response to this Request for

Proposal (RFP). Please be aware that changes to previous requirements and/or eligibility solicited may have been made.

The Mississippi Department of Education will award McKinney-Vento competitive subgrants to local education agencies (LEAs) to improve the identification, enrollment, attendance, and success of homeless children and youths. All Mississippi public LEAs are eligible to apply.

Applicants that previously received a subgrant award must be in good standing with the MDE to receive an award through this solicitation. If applicable, Subgrantees must have previously submitted:

- any final evaluation reports and data as required;
- any annual performance reporting data;
- cleared all monitoring findings;
- any requests for reimbursement of allowable expenditures following MDE's reimbursement process; and
- the Grant Closeout Report.

If a previous Subgrantee is not in good standing, the proposal may be disqualified and will not be considered for an award.

- **Applicants must be a Local Educational Agency that received FY25 Title I-A funding to meet the eligibility criteria required to submit a proposal for these services.**

Unique Entity ID (UEI) Requirement

The UEI number is a unique number used to identify Subgrantees. The federal government uses the UEI to track how federal money is allocated to Subgrantees. All Subgrantees must have an active UEI Number, that is unrestricted and accessible at www.sam.gov. Please visit [Guide to Getting a Unique Entity ID](#) for more information.

To receive an UEI Number, you must register with the System Award Management (SAM). Any debarred person or Applicant will not be eligible to apply and receive Federal funds.

Verification and documentation of the registered active UEI must be submitted with the proposal (e.g., www.sam.gov correspondence indicating the status and expiration date, UEI notification email, etc.) Please remember that your UEI must be unrestricted and accessible to the public. Failure to obtain and register your UEI number will result in rejection of the proposal.

1.3 Pre-Proposal Conference

The MDE will host a workshop virtually via Microsoft Teams on **Wednesday, February 19, 2025, at 1:30 pm** to assist potential Subgrantees with understanding the program and the proposal process. There is no cost for the workshop; however, registration is required. **Proposal workshop participation is not required to apply but is highly encouraged.**

To register for the pre-proposal conference, please click [here](#).

1.4 Conflict of Interest

Each Applicant receiving an award for funds must maintain a written conflict of interest policy.

SECTION 2. PROGRAM IMPLEMENTATION

2.1 Scope of Work

The purpose of McKinney-Vento funding is to facilitate the improved attendance, engagement, and academic success of homeless children and youth. Also, the McKinney-Vento funding ensures students experiencing homelessness have access to the education and other services they need in order to meet state academic achievement standards, and ultimately, to graduate prepared for college and career. The program is designed to address the problems that homeless children and youth face.

Applicants should consider a student's immediate/essential needs, social-emotional needs, academic needs, and physical and mental health needs in the planning and proposal of the McKinney-Vento Homeless Education Program.

Activities and services must not replace the regular academic program, but must be used to improve and expand the facilitation of the identification, enrollment, retention, and educational success of children and youth experiencing homelessness.

2.2 Program Activities

Applicants receiving an award are responsible for utilizing these funds to carry out activities that advance student achievement and support student success, including but not limited to:

Student Performance Standards

1. The LEA ensures all homeless students participate fully in school.
2. The LEA ensures all homeless students show academic progress.

LEA Support Standards

3. 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.
4. The LEA removes barriers to enrollment for homeless students.
5. LEA maintains all homeless students in their school of origin when in their best interest.
6. The LEA provides homeless students all educational services for which they are eligible.

LEA Outreach and Collaboration Standards

7. The LEA links homeless students and their families to community services.
8. 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.

9. The LEA informs all unaccompanied homeless youth of the educational and related opportunities available to them.
10. The LEA conducts awareness activities for educators and community service providers regarding the rights and needs of homeless children and youth.
11. 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.
12. 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

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

Subgrantees 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 activities are outlined and are accessible to persons with disabilities.

2.3 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.

LEAs that receive McKinney-Vento grant funds are required to complete an annual evaluation of the McKinney-Vento Homeless Education program.

2.4 Proposal Review and Selection Process

Phase I – Compliance

Proposals are reviewed by MDE program staff to determine if all formatting and submission requirements are met. **If any proposal fails to meet the established deadline or**

Required Elements, the proposal will be disqualified. Please review the submission deadline and the *Required Elements*. *Proposals that are not received by the deadline or fail to provide the information as specified in the “Required Elements” will not be considered for an award and the Applicant may reapply at a future date.*

Phase II – Review and Scoring

An evaluation committee, authorized by the MDE, shall evaluate and score each proposal based on the quality of the proposed activities and the evidence provided to demonstrate the capacity of the Applicants to implement the proposed program. The evaluation committee is comprised of expert proposal readers from various related professions and backgrounds.

Each proposal will be evaluated using the criteria for the proposal and scoring process. The evaluation committee will recommend proposals from highest to lowest ranking to be funded by the MDE.

A minimum of five evaluation committee members will review and evaluate each proposal and score utilizing a rubric. A reader may award up to 100 points for each proposal. A proposal must receive a **minimum total quality score of 80** before the proposal can be considered eligible for funding. The MDE will allocate funding based upon the average scores of all committee members and will fund Applicants, based on the highest to lowest scores, until funding is exhausted or all eligible Applicants receive funding.

The MDE reserves the right to reject any portion of the proposal and negotiate with potential Subgrantees to address any issues that may impact the proposal or funding.

After the selection process, Applicants that were not recommended to the State Board of Education (SBE) for funding may receive copies of the evaluator’s comments and feedback upon a formal request to the MDE Office of Public Reporting only.

2.5 Proposal Scoring Criteria

This section covers the criteria an Applicant must address in the **plan of action** to obtain the maximum points available to score 100 points upon submitting a proposal.

The proposal shall consist of the Applicant’s program operating plan to address the certain criteria below. The stated plan must be clear, concise, and be implemented with fidelity upon the SBE approval. When completing the proposal, please remember that Applicants 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 the evaluation committee during the proposal review process, and approved by the SBE. This is designed to provide an open competitive, fair, and transparent process for all submitting a proposal.

a. Needs Assessment (15 Total Points)

Guidance for Needs Assessment:

A needs assessment is the process of gathering information to guide program development and implementation.

- Complete the chart below with total number of homeless children and youth served during the previous school years in each grade level range, as identified in the Month 9 Mississippi Student Information System (MSIS) Report. **(5 points)**

School Year	Preschool	Grades K-5 th	Grades 6 th -8 th	Grades 9 th -12 th	Total
2021-2022					
2022-2023					
2023-2024					

- Describe the non-academic needs and barriers of homeless children and youth identified in the chart above. (Section 723(b)(1)) **(5 points)**
- Describe the academic needs of the homeless subgroup in the LEA. (Section 723(b)(1)) **(5 points)**

b. Program Description (25 Points)

Guidance for Program Description:

- Describe the program to be supported. Indicate ways in which the program will increase student academic success through quality instruction and go beyond the requirements of the McKinney-Vento Act. (Section 723(b)(2)) **(10 points)**
- Describe the services and programs for which assistance is sought to address the needs identified in the needs assessment (Section 723(b)(2)) **(10 points)**
- Describe the goals of the proposed homeless program and the vision of the program's impact on increasing student achievement. How will the school district determine if student achievement has increased? (Section 723(b)(2)) **(5 points)**

c. Legal Requirements (15Points)

Guidance for Legal Requirements:

Describe how the district will meet the following legal requirements through policy and/or procedures:

- Identification (Section 722(g)(1)(B)) **(2 points)**
- Immediate enrollment (Section 722(g)(3)(C)) **(2 points)**
- School Stability (Section 722 (g)(3)(B)) **(2 points)**

- Transportation (Section 722(g)(4)(A)) **(2 points)**
- Entitlement of services to parents and children (Section 722(g)(4); Section 722(g)(5); Section 722(g)(6)(A)) **(2 points)**
- Enrollment disputes (Section 722(g)(3)(E)) **(2 points)**
- Describe the current policies and procedures that the LEA already has in place to ensure that homeless children and youth are informed of their rights and are not isolated or stigmatized. (Section 722(g)(1)(J)(i)) **(3 points)**

d. Program Coordination and Collaboration (20 Points)

Guidance for Program Coordination and Collaboration:

- Describe how homeless children and youth will be identified and recruited for the program, including unaccompanied homeless youth. (Section 722(g)(1)(B)) **(4 points)**
- Describe how the district will coordinate with shelters, local motels, hotels, temporary shelters, and other agencies or programs, such as Head Start, that provide services to homeless children and youth. (Section 722(g)(5)(A)) **(4 points)**
- Describe how the McKinney-Vento program personnel will collaborate with the school district's Title I office, special education office, transportation office, and other federal and state programs administered by the school district to maximize services to students experiencing homelessness. (Section 722(f)(4)) **(4 points)**
- _____ * Amount of the FY25 Title I, Part A set-aside designated by your LEA for homeless education.
- Describe how the LEA determined the FY25 Title I, Part A set-aside and how services are provided from the Title I, Part A set-aside. **(4 points)**
- Provide a brief description of key personnel who will be involved and anticipated activities. If you intend to hire staff as part of your proposal, indicate the qualifications that you will be looking for and the planned responsibilities for those individuals. Describe what services will be provided and by whom. (Section 722(g)(1)(K); Section 723(g)(6)) **(4 points)**

e. Dispute Resolution Policy and Procedures (5 Points)

Guidance for Dispute Resolution Policy and Procedures:

- 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)**

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

f. Program Evaluation (10 Points)

Guidance for Program Evaluation:

Describe the process the LEA will undertake (including methodology) to determine the following: (Section 723(c)(3)(E); Section 722(f)(1))

- Program implementation with fidelity **(2.5 points)**
- Evidence of project goals and outcomes met **(2.5 points)**
- Program effectiveness (based on data) **(2.5 points)**
- Steps to adjust and enhance current and future program activities based on data collected from program evaluation **(2.5 points)**

g. Budget Narrative (10 Points)

Guidance for Budget Narrative:

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, homeless liaison, etc.);
- 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 costs; 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. **(5 points)**

The LEA should also ensure that all budgeted items are reasonable, allocable, and necessary. **(5 points)**

SECTION 3. GRANT AWARD AND RESPONSIBILITIES

Funds are subject to appropriations by the state/federal government. All grants will be awarded for 3 years contingent upon completion and submission of all required documentation and availability of funds. All grants will be awarded contingent upon appropriations, proper implementation of the proposed project implementation, completion, and submission of all required documentation. Funding to eligible Applicants is subject to the SBE approval. **The Mississippi Department of Education reserves the right to negotiate grant award amounts with all potential Subgrantees.**

3.1 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-aged homeless children.
7. The provision of services and assistance to attract, engage, and retain homeless children and youths (particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to non-homeless children and 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.

Applicants 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.

3.2 Responsibilities of A Fiscal Agent

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

1. As the official Subgrantee, 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 Subgrantee 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:
 - **Internal Controls**
 - Safeguard assets; ensure reliability of accounting data and subgrant terms and conditions
 - **Operating Controls**
 - Fiduciary procedural manuals; budgetary control
 - **Accounting Controls**
 - Implement controls to ensure reliability of recorded financial data;
 - Maintain appropriate level of transaction review and authorization;
 - Develop and implement proper procurement procedures and cash management procedures that are well defined; and
 - Develop procedures that facilitate timely review and audit of financial activity.
 - **Compliance Controls**
 - Consider mechanisms to monitor and review compliance with subgrant terms (i.e., ensure grant funds are disbursed only to eligible Subgrantees);
 - 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.
 - **Document Control System**
 - Develop written documentation of adequate internal operating and accounting controls that demonstrate evidence of controls related to grant compliance.
5. 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 12th of each month with the exception of December with liquidations as stated in the grant award.

- **Eligibility of Expenditures**
 - 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
 - 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:
 - **Source Documentation**
 - Appropriately support transactions entered into the Subgrantee's system
 - Documentation tracks each subgrant transaction and supports the validity of financial data reported; and
 - Maintain separate funding lines for funds
 - **Audit Trail**
 - The lowest level of detail the system should provide is documentation that supports all transactions (e.g., invoices, contracts, purchase orders);
 - The overall recordkeeping system should be able to trace financial statement balances through the Subgrantee's general ledger, cash books and other journals; and
 - 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 Subgrantee's 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.

3.3 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 \$1,000,000 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 \$1,000,000 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 general accepted accounting principles (GAAP).

SECTION 4. TENTATIVE TIMELINE OF ACTIVITIES

A recommendation to the SBE for an approval of awards is anticipated for Applicants based on proposals submitted and accepted, and an evaluation and selection process. All new Subgrantees approved for funding by the SBE at that time must attend subsequent mandatory meetings for all Subgrantees. An award or non-award letter will be sent to Applicants confirming the SBE’s action. The letter will include specific information on meeting dates and times, if applicable.

Important tentative dates and activities related to this solicitation are listed below.

Important Dates	Activity
February 5, 2025	RFP Issued
February 5, 2025	Email and Post to MDE Website/Newspaper
February 12, 2025	2 nd Advertised Notice in Newspaper
February 19, 2025	Pre-Proposal Conference
February 25, 2025	Deadline for submitting questions
February 28, 2025	Questions will be posted to the MDE website
March 19, 2025	Proposals due
March 24, 2025	Evaluation of proposals
June 19, 2025	State Board of Education approval
June 20, 2025	Notification of awards (contingent upon SBE approval)

SECTION 5. PROPOSAL REQUIREMENTS

5.1. Proposal Formatting and Submission Information

Developed by the MDE, this solicitation contains all the forms and instructions necessary to apply for this grant opportunity. Please review the enclosed materials and carefully follow the instructions for completing and submitting a proposal. Before submission, review the proposal

requirements to ensure that all sections and documents are complete.

The proposal **must** include **all** the required components listed below in the Submission Requirements section and must be in the exact order to proceed to **Phase II** of the proposal process. **Failure to submit the required completed forms with signatures will result in the rejection of the proposal. The proposal will consist of the required elements listed below ONLY:**

The entire proposal should not exceed 50 pages.

5.2 Submission Requirements

Proposals shall be submitted as described below with section components clearly distinguished as follows:

1. Signed Cover Sheet (Form 1)—*Required Signature(s) and/or Approval*
2. McKinney-Vento Grant Application
 - Needs Assessment
 - Program Description
 - Legal Requirements
 - Program Coordination and Collaboration
 - Dispute Resolution Policy and Procedures
 - Program Evaluation
 - Budget Narrative
3. Federal Assurances (Form 2)
4. Standard Terms and Conditions (Form 3)—*Required Signature*
5. Signed Conflict of Interest (Form 4)—*Required Signature*
6. Verification of the registration or an active UEI must be submitted with the proposal

5.3 Formatting and Submission Directions

Applicants should submit proposals using the following parameters:

- Submitted on 8.5” x 11” white paper using 12-point Arial/ Times New Roman font
- Formatted using 1” margins on all sides
- Portrait setting
- Single-spaced and single-sided (pages must include the Applicant’s name and page number within the footer in the lower right-hand corner)
- The complete proposal including all attachments shall be submitted in a searchable Microsoft Office® format, preferably in Word® or Portable Document Format (PDF) only

- “Links” received to obtain a response via the RFXS will not be opened and the email will be rejected without further consideration for an award
- A response proposal received via the RFXS must include **ONE** proposal per electronic submission.
- **Duplicate submission** of an electronic and mailed response proposal will result in the LAST timely submission being considered as a modification to the original submission. The previous submissions will be rejected and not considered for the evaluation and award.

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

Applicants are strongly encouraged to submit only the requested information. The evaluation committee will have limited time to evaluate proposals; and for this reason, the proposal should focus solely on the requirements of the solicitation. Supplementary materials such as videotapes, CD-ROMs, publications, press clippings, and testimonial letters **will not** be reviewed or returned.

5.4 Proposal Submission and Due Date

A signed proposal packet shall be submitted electronically in a PDF format via [RFXS](#) no later than **Wednesday, March 19, 2025, by 2:00 p.m. Central Standard Time (CST)**. Applicants shall allow at least 72 hours in advance of the due date to consider unforeseen technical issues. Proposals received after the time designated in the solicitation shall be considered late and shall not be considered for an award. ***The subject line shall specify the name of the solicitation and the name of the entity submitting the response.***

OR

An original signed proposal packet **with one (1) copy** shall be shipped/mailed and received in a sealed envelope at the MDE no later than **Wednesday, March 19, 2025, by 2:00 p.m. Central Standard Time (CST)**. **The return address label must be visible on the sealed envelope and include the name of the individual/entity submitting a response.**

Shipping instructions are provided below:

**Mississippi Department of Education
Monique Corley, Director
Office of Procurement
McKinney-Vento Homeless Assistance Program
359 North West Street
Jackson, Mississippi 39201
(DO NOT OPEN)**

5.6 Risk of Delivery

Timely submission of the proposal package is the sole responsibility of the Applicant. It is suggested that if the proposal is shipped to the MDE, it should be tracked to require an MDE mailroom staff signature and request a return receipt/notice with signature. Any proposal shipped or mailed MUST be verified, date and time stamped, and recorded by an MDE mailroom staff. The time and date of the receipt will be indicated on the sealed envelope or package by the MDE mailroom staff. The only acceptable evidence to establish the time of receipt at the MDE will be identified by the time and date stamp of the MDE mailroom staff on the proposal wrapper or other documentary evidence of receipt used by the mailroom.

Packages that are delivered at the MDE in person by the applicant or a representative will NOT be opened. Packages received by shipping/mail without the appropriate acceptance by the MDE mailroom staff or is received and recorded AFTER the submission deadline will NOT be considered for an award.

The MDE will not be responsible for delivery delays or lost packets. All risk of late arrival due to unanticipated delays – whether delivered by shipping or electronic method – is entirely on the Applicant. All Applicants are urged to take the possibility of delay into account when submitting the proposal and submit the packet via [REFXS](#). **Applicants are encouraged to submit ONE response to prevent duplication. Upon submission of the response a confirmation receipt shall be provided as assurance the Office of Procurement received the response packet.** The Applicant shall be notified if their proposal was rejected and the reason for such rejection after the applicable State Board of Education session.

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

5.5 Restrictions on Communications

At no time shall any Applicant or its personnel, contact or attempt to contact any MDE staff regarding this solicitation. All correspondence shall be sent via email to the assigned contact person within the time specified in the Request for Information section. **Should it be determined that any Applicant has attempted to communicate or has communicated with any other MDE staff regarding this solicitation, MDE, at its discretion, may disqualify the Applicant from submitting a proposal in response to the solicitation.**

5.7 Rejection of Proposals

Proposals that do not conform to the requirements of the solicitation 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 solicitation.
- 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 Submission*.
- The Applicant 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 UEI number is inactive or restricted upon verification, if applicable.
- The Applicant owes the State money.
- The Applicant did not perform prior services in a proper, workmanlike, and/or dignified manner.
- The Format and Procedure for Submission and Delivery of Proposals Section was not followed.
- The proposal packet was attached as a “link” in response to the solicitation.
- In person delivery.

5.8 Conditions of Solicitation

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

The Applicant should note the following:

1. The MDE will not be liable for any costs associated with the preparation of proposals incurred by the Applicant.
2. The selection of an Applicant 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 an Applicant 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, Applicants are advised to propose their most favorable terms initially.
5. Applicants shall acknowledge all funds and awards are subject to appropriations by the state/federal government and the MDE will not be liable for compensation of any award terminated prior to services beginning.

6. Applicants will be required to assume full responsibility for meeting all specified requirements stated in the solicitation.

5.9 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 solicitation 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.

5.10 Modification or Withdrawal of a Proposal

Prior to the proposal due date, a submitted proposal may be withdrawn by submitting a written request for its withdrawal to the MDE, signed by the Applicant.

A proposal may be submitted as an amended proposal before the due date for receipt of proposals. Such amended proposals shall be a complete replacement for a previously submitted proposal and shall be clearly identified as such. The MDE shall not merge, collate, or assemble proposal materials.

Unless requested by the MDE, no other amendments, revisions, or alterations to proposals shall be accepted after the proposal due date.

Any submitted proposal shall remain a valid proposal for one hundred eighty (180) calendar days from the proposal due date.

5.11 Disposition of Proposals

All proposals become the property of the state of Mississippi.

a. Appeals Federal Process

In accordance with federal rules, MDE provides Subgrantees or Applicants 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 Subgrantee or Applicant 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.
3. No other grounds for appeal will be accepted or considered.
4. To request a hearing, the Subgrantee or Applicant 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.

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

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

**State Superintendent of Education
The Mississippi Department of Education
APPEAL NOTICE (McKinney-Vento Homeless Assistance Program)
359 North West Street
Jackson, Mississippi 39201**

Within 30 days of receiving the hearing request, MDE will hold a hearing on the record to review its action. The Subgrantee or Applicant will receive notice of the hearing and will 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 grant program. If after review, MDE does not rescind its action, the Subgrantee or Applicant 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 Subgrantee or Applicant available at reasonable times and places to the Subgrantee or Applicant. This includes records of other Subgrantees and Applicants.

5.12 Requests for Information

Written questions concerning the solicitation should be **emailed** to: qcole@mdek12.org

The deadline for submitting written questions by email is **Tuesday, February 25, 2025, at 5:00 p.m. Central Standard Times (CST)**. The answers to the questions will be provided to the general public on **Friday, February 28, 2025**, on the MDE's website at <https://mdek12.org/procurement/rfp/> under MDE Bid Announcements section. **No individual replies will be granted.**

A copy of this solicitation, including all attachments and any subsequent amendments, including the Question-and-Answer amendment, if issued, will be posted on MDE's website. It is the sole responsibility of all interested Applicants to monitor the website for updates regarding this procurement.

SECTION 6. PROPOSAL FORMS & ATTACHMENTS

Each of the forms below must be included in the proposal. Please follow the instructions on the individual forms to ensure each form is complete and signed, if applicable. **Any questions regarding the forms below should be submitted to the identified contact person via email during the time specified in the Request for Information section above.**

Form 1 Cover Page

2025-2027 McKinney-Vento Education for Homeless Children and Youth Grant Application Mississippi Department of Education

District Name, District Code and UEI #		
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		
<p>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.</p> <p style="text-align: center;"><i>All signatures are required.</i></p> <p>Federal Programs Director _____</p> <p>Homeless Liaison _____</p> <p>Business Manager _____</p> <p>Superintendent _____</p>		

For MDE program office use only: Mississippi Department of Education Approval

State Homeless Coordinator _____

Office/Division Director _____

Grants Management Director _____

Executive Director _____

Approval Date: _____

Form 2

FEDERAL ASSURANCES

(Please read carefully before signing)

The Applicant hereby assures that as a Subgrantee, in accordance with the statute, the Applicant submitting this proposal shall comply with the following:

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

- A. The Subgrantee shall be an equal opportunity employer and shall perform to all other applicable requirements; accordingly, the Subgrantee shall neither discriminate nor permit discrimination in its operation or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, disability, or sex in any manner prohibited by law. Further, the Subgrantee agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the No Child Left Behind Act of 2001.
- B. The Subgrantee 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 examine any pertinent books, documents, papers, and records of Subgrantee related to Subgrantee charges and performance under this agreement. The Subgrantee shall keep such records for a period of five years after final payment under this agreement, unless the MDE authorizes their earlier disposition. Subgrantee 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 five-year period, the records shall be retained until completion of the action and resolution of all issues that arise from it.
- C. The Subgrantee assures that it possesses legal authority to apply for and to receive funds under this agreement.
- D. The Subgrantee certifies they have not been barred from contracting or otherwise doing business with the State or Federal Governments.
- E. This agreement shall not be modified, altered, or changed except by mutual agreement by representative(s) of each party to this agreement, and must be confirmed in writing through MDE grant modification procedures.
- F. The Subgrantee 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 the Subgrantee with respect to third parties shall be binding on the MDE.
- G. The MDE, by written notice, may terminate the grant, in whole or in part, if funds supporting the grant are reduced or withdrawn. To the extent that the grant is for services, and if so terminated, the MDE shall be liable only for payment in accordance with payment provisions of the grant for

services rendered prior to the effective date of termination. The MDE, by written notice, may terminate the proposal for nonperformance of the applicant at any time during the term of the program. The Subgrantee agrees that work, data, etc. created under the auspices of the program shall be turned over to the MDE upon such termination. The MDE, in whole or in part, may terminate the program for cause by written notification. Furthermore, the MDE and the Subgrantee may terminate the agreement, in whole or in part, upon mutual agreement. Either the Mississippi Department of Education or the awardee may terminate this agreement at any time by giving written notice to the other party of such termination and specifying the effective date thereof. The Subgrantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the contractor covered by the agreement, less payments of compensation previously made.

- H. This agreement, and all matters or issues collateral to it, shall be governed by, and constructed in accordance with, the laws of the State of Mississippi.
 - I. Subgrantee shall not assign or sub-grant in whole or in part, its rights or obligations under this agreement without prior written consent of MDE. Any attempted assignments without said consent shall be void and of no effect.
 - J. The Subgrantee adheres to the applicable provisions of the Education Department General Administrative Regulations (EDGAR): 34 CFR Subtitle A, Parts 1-99.
 - K. The Subgrantee adheres to the applicable regulations of the Office for Civil Rights, U.S. Department of Education: 34 CFR Subtitle B, Parts 100-199.
 - L. The Subgrantee adheres to the Office of Management and Budget (OMB) 2 CFR Part 200 (The Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards).
 - M. The Subgrantee assures that salary and wage charges will be supported by proper time reporting documentation that meets the requirements of 2 CFR Part 200.
-

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.

(I) 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 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.

By signing this statement, the Subgrantee hereby certifies and assures that the school district/entity submitting this document shall comply with MDE Assurances and Certifications in accordance with state and federal regulations requirements, and MDE policy and requirements pertaining to this program. The Subgrantee certifies further that the information submitted on this is true and correct.

Superintendent of Local Educational Agency (LEA)

Date

Form 3

STANDARD TERMS AND CONDITIONS

Certain terms and conditions are required for contracting. Therefore, the Applicant shall assure agreement and compliance with the following standard terms and conditions.

1. 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 Subgrantee, to reduce the amount of funds payable to the Subgrantee 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.

2. 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.

3. INDEPENDENT SUBGRANTEE

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

4. 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 Subgrantee may terminate this grant, in whole or in part, upon mutual agreement.

Either the MDE or the Subgrantee 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 Subgrantee 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 Subgrantee covered by the agreement, less payments of compensation previously made.

5. ACCESS TO RECORDS

The Subgrantee 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 Subgrantee related to Subgrantee's charges and performance under this agreement. Such records shall be kept by Subgrantee for a period of five (5) years after final payment under this agreement, unless the MDE authorized their earlier disposition. Subgrantee 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 of all issues which arise from it.

6. 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.

7. LEGAL AUTHORITY

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

8. EQUAL OPPORTUNITY EMPLOYER

The Subgrantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, Subgrantee 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, disability, or sex in any manner prohibited by law.

9. COPYRIGHTS

The Subgrantee: (i) agrees that the MDE shall determine the disposition to title to and the rights under any copyright by Subgrantee 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 Subgrantee 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 Subgrantee 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.

Subgrantee further agrees that all material produced and/or delivered under this grant will not, to the best of the Subgrantee'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 Subgrantee's opinion be likely to become, the subject of an infringement claim or suite, the Subgrantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

10. PERSONNEL

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

11. SURRENDER OF EQUIPMENT

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

instructions.

12. ASSIGNMENT

Subgrantee 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.

13. MISSISSIPPI ETHICS

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

I have **read** and **agree** to comply with the Standard Terms and Conditions. I certify that the contents of this proposal, if funded, will be followed for the implementation of the grant award described herein. *Signatures of the Superintendent, Executive Director, Agency Head, and/or Fiscal Agent on this page must match the signatures on the cover page. A representative from each partnering agency must sign the assurances. Failure to sign the above assurances will result in the rejection of the proposal.*

Superintendent/Executive Director/Agency Head/Fiscal Agent

Date

Form 4
CONFLICT OF INTEREST DISCLOSURE FORM

Mississippi Department of Education

Each Applicant 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 the 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.

Superintendent/Executive Director/Fiscal Agent Date

Title of Authorized Person

Form 5

ACKNOWLEDGEMENT OF AMENDMENTS

The Question-and-Answer amendment shall be signed, if issued. The Question-and-Answer amendment will be posted on the MDE [website](https://mdek12.org/procurement/rfp/) at <https://mdek12.org/procurement/rfp/> under MDE Bid Announcements section. It is the sole responsibility of all interested applicants to monitor the MDE website for updates regarding any amendments to the solicitations.

Form 6 Verification

Verification of the registration of the active Unique Entity ID (UEI) must be submitted with the proposal (e.g., www.sam.gov correspondence indicating the status and expiration date, UEI letter, etc.)

McKinney-Vento Homeless Assistance Program

Grant Application

Needs Assessment (15 Total Points)

- Complete the chart below with total number of homeless children and youth served during the previous school years in each grade level range, as identified in the Month 9 Mississippi Student Information System (MSIS) Report. **(5 points)**

School Year	Preschool	Grades K-5 th	Grades 6 th -8 th	Grades 9 th -12 th	Total
2021-2022					
2022-2023					
2023-2024					

- Describe the non-academic needs and barriers of homeless children and youth identified in the chart above. (Section 723(b)(1)) **(5 points)**
- Describe the academic needs of the homeless subgroup in the LEA. (Section 723(b)(1)) **(5 points)**

Program Description (25 Points)

- Describe the program to be supported. Indicate ways in which the program will increase student academic success through quality instruction and go beyond the requirements of the McKinney-Vento Act. (Section 723(b)(2)) **(10 points)**
- Describe the services and program for which assistance is sought to address the needs identified in the needs assessment. (Section 723(b)(2)) **(10 points)**
- Describe the goals of the proposed homeless program and the vision of the program's impact on increasing student achievement. How will the school district determine if student achievement has increased? (Section 723(b)(2)) **(5 points)**

Legal Requirements (15Points)

Describe how the district will meet the following legal requirements through policy and/or procedures:

- Identification (Section 722(g)(1)(B)) **(2 points)**
- Immediate enrollment (Section 722(g)(3)(C)) **(2 points)**
- School Stability (Section 722 (g)(3)(B)) **(2 points)**
- Transportation (Section 722(g)(4)(A)) **(2 points)**

- Entitlement of services to parents and children (Section 722(g)(4); Section 722(g)(5); Section 722(g)(6)(A)) **(2 points)**
- Enrollment disputes (Section 722(g)(3)(E)) **(2 points)**
- Describe the current policies and procedures that the LEA already has in place to ensure that homeless children and youth are informed of their rights and are not isolated or stigmatized. (Section 722(g)(1)(J)(i)) **(3 points)**

Program Coordination and Collaboration (20 Points)

- Describe how the homeless children and youth will be identified and recruited for the program, including unaccompanied homeless youth. (Section 722(g)(1)(B)) **(4 points)**
- Describe how the district will coordinate with shelters, local motels, hotels, temporary shelters, and other agencies or programs, such as Head Start, that provide services to homeless children and youth. (Section 722(g)(5)(A)) **(4 points)**
- Describe how the McKinney-Vento program personnel will collaborate with the school district's Title I office, special education office, transportation office, and other federal and state programs administered by the school district to maximize services to students experiencing homelessness. (Section 722(f)(4)) **(4 points)**
- _____ * Amount of the FY 25 Title I, Part A set-aside designated by your LEA for homeless education.
- Describe how the Title I, Part A set-aside was determined and what services are provided with the Title I, Part A set-aside. **(4 points)**
- Provide a brief description of key personnel who will be involved and anticipated activities. If you intend to hire staff as part of your proposal, indicate the qualifications that you will be looking for and the planned responsibilities for those individuals. Describe what services will be provided and by whom. (Section 722(g)(1)(K); Section 723(g)(6)) **(4 points)**

Dispute Resolution Policy and Procedures (5 Points)

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

Program Evaluation (10 Points)

Describe the process the LEA will undertake (including methodology) to determine the following: (Section 723(c)(3)(E); Section 722(f)(1))

- Program implementation with fidelity **(2.5 points)**
- Evidence of project goals and outcomes met **(2.5 points)**
- Program effectiveness (based on data) **(2.5 points)**
- Steps to adjust and enhance current and future program activities based on data collected from program evaluation **(2.5 points)**

Budget Narrative (10 Points)

- **Budget Form A: Budget Overview**
- **Budget Form B: Budget Summary**
- **Budget Form C: Budget Narrative**

Budget Forms

Budget Overview, Narrative, and Summary

All Applicants must submit a *Budget Overview*, *Budget*, and a *Budget Summary*.

When determining the amount to be requested for school districts, please consider the need and the number of students to be served.

Allowable Expenses

Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Applicants must list all budgetary costs based upon the narrative components and program design and ensure that the budget includes a line-item description for every allowable cost necessary to carry out the goals and objectives of the proposed program. It is advisable to consult with the financial office of the applying agency prior to submitting the proposal.

Successful Subgrantees may use grant funds for allowable costs only during the grant award period. Any costs occurring outside the grant award period are solely the responsibility of the Subgrantee and will not be reimbursed by the MDE.

Instructions for Budget Forms:

BUDGET OVERVIEW

Budget Overview Form A (REQUIRED)

All Applicants must complete Form A and provide an overview to support the budget that is presented as part of this solicitation. This overview must address all components listed, if applicable.

BUDGET SUMMARY

Budget Summary Form B (REQUIRED)

Applicant must complete Form B and provide a breakdown by the applicable budget categories shown.

BUDGET NARRATIVE

Budget Narrative Form C (for Years 1, 2, and 3) (REQUIRED)

Please pay attention to applicable program specific instructions and allowable expenditures.

1. Provide an itemized budget breakdown for each applicable budget category listed in the budget summary pages.

2. Provide the rate and base on which fringe benefits are calculated.
3. Provide other explanations or comments you deem necessary.
4. Administrative and indirect cost rates for non-profits are to be handled according to Office of Management and Budget (OMB) Uniform Guidance: Cost Principles, Audit, and Administrative Requirements for Federal Awards and in accordance with the governing authority of that specific non-profit.
5. There is a 20% cap on administrative costs.
6. Enter the indirect cost rate that will be in effect during the funding period. Use the restricted rate. In addition, enter the estimated amount of the base to which the rate is applied, and the total indirect expense.

Form A

Budget Overview

Provide a brief and concise narrative on the following:

- a. How the items within the budget support the goals of the program;**

- a. How the requested funds will be allocated for accomplishing tasks and activities described in the proposal;**

- b. How the major costs indicated on the Budget Summary will be reasonable and necessary in relation to the number of participants to be served, to the scope of the project, and its anticipated outcomes;**

- c. How grant funds will supplement and not supplant other federal, state, and local funds, and other non-federal funds; and**

- d. How the positions and salaries will be reasonable and necessary, consistent with the demographic area, and adhere to the Applicant organization's policies and procedures on salary determination.**

FORM B
Mississippi Department of Education
BUDGET SUMMARY PAGE

FY 2026, 2027, 2028

Projected Budget Summaries

Fund Number: # 2814

Name of Institution/Applicant:

Applicants requesting funding for multi-year grants should complete all applicable columns, if applicable. Please read all instructions before completing form.

BUDGET SUMMARY – FORM B

Budget Categories	Project Year 1 (SY 2025-2026)	Project Year 2 (SY 2026-2027)	Project Year 3 (SY 2027-2028)
1. Personnel (Non-Administrative)			
2. Administration (Not more than # of allocation)			
3. Fringe Benefits			
4. Travel			
5. Equipment			
6. Supplies			

7. Contractual			
8. Other (Specify)			
9. Total Direct Costs (lines 1-8)			
10. Indirect Costs			
11. Total Cost (lines 9-10)			

FORM C

BUDGET NARRATIVE – Year 1

Use the Budget Narrative form to provide a complete budget narrative **for Year 1 of the project**. On this page, please provide a **brief** but **detailed** budget narrative that explains the following, if applicable: (1) 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 and (2) how the major cost items relate to the proposed activities and how these activities will help students achieve higher standards. This information should include a **detailed** description of the costs included, sufficient to document the **necessity and reasonableness** of **all** costs, and **clear and concise description** of the computations used to arrive at the total amounts indicated. This page may be reproduced as needed.

Applicant Name _____

<i>CATEGORY/ACTIVITY</i>	AMOUNT	GENERAL DESCRIPTION
1. Personnel (Non-Administrative)		
2. Administration		
3. Fringe Benefits		

4. Travel		
5. Equipment		
6. Supplies		
7. Contractual		
8. Other (Specify)		

9. Indirect Costs		
Subtotal for Each Page		
GRANT TOTAL		

Applicant Signature: _____ Page _____ of _____

FORM C

BUDGET NARRATIVE – Year 2

Use the Budget Narrative form to provide a complete budget narrative **for Year 2 of the project**. On this page, please provide a **brief** but **detailed** budget narrative that explains the following, if applicable: (1) 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 and (2) how the major cost items relate to the proposed activities and how these activities will help students achieve higher standards. This information should include a **detailed** description of the costs included, sufficient to document the **necessity and reasonableness** of **all** costs, and **clear and concise description** of the computations used to arrive at the total amounts indicated. This page may be reproduced as needed.

Applicant Name _____

<i>CATEGORY/ACTIVITY</i>	AMOUNT	GENERAL DESCRIPTION
1. Personnel (Non-Administrative)		
2. Administration		
3. Fringe Benefits		

4. Travel		
5. Equipment		
6. Supplies		
7. Contractual		
8. Other (Specify)		

9. Indirect Costs		
Subtotal for Each Page		
GRANT TOTAL		

Applicant Signature: _____ Page _____ of _____

FORM C

BUDGET NARRATIVE – Year 3

Use the Budget Narrative form to provide a complete budget narrative **for Year 3 of the project**. On this page, please provide a **brief** but **detailed** budget narrative that explains the following, if applicable: (1) 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 and (2) how the major cost items relate to the proposed activities and how these activities will help students achieve higher standards. This information should include a **detailed** description of the costs included, sufficient to document the **necessity and reasonableness** of **all** costs, and **clear and concise description** of the computations used to arrive at the total amounts indicated. This page may be reproduced as needed.

Applicant Name _____

<i>CATEGORY/ACTIVITY</i>	AMOUNT	GENERAL DESCRIPTION
1. Personnel (Non-Administrative)		
2. Administration		
3. Fringe Benefits		

4. Travel		
5. Equipment		
6. Supplies		
7. Contractual		
8. Other (Specify)		

9. Indirect Costs		
Subtotal for Each Page		
GRANT TOTAL		

Applicant Signature: _____ Page _____ of _____

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

3. 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.
4. The LEA removes barriers to enrollment for homeless students.
5. LEA maintains all homeless students in their school of origin when in their best interest.
6. The LEA provides homeless students all educational services for which they are eligible.

LEA Outreach and Collaboration Standards

7. The LEA links homeless students and their families to community services.
8. 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.
9. The LEA informs all unaccompanied homeless youth of the educational and related opportunities available to them.
10. The LEA conducts awareness activities for educators and community service providers regarding the rights and needs of homeless children and youth.
11. 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.
12. 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

13. The LEA local liaison has sufficient time, training, and support to carry out his or her duties.
14. The LEA has policies and procedures that remove educational barriers for homeless children and youth.
15. The LEA provides professional development and other support to school personnel serving homeless children and youth.

16. 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 *EDFacts* 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.
4. 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.
 5. Utilize these short-term goals as the basis for developing an annual plan that includes strategies for achieving the goals.
 6. 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

1. All homeless students participate fully in school.		
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/EDFacts 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.

2. All homeless students show academic progress.		
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/ <i>EDFacts</i> 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/ <i>EDFacts</i> 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

3. 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.		
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/ <i>EDFacts</i> 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.

<p>Number of homeless students identified compared to the number of homeless students identified in LEAs of similar size and demographics</p>	<p>CSPR/<i>EDFacts</i> data. SEA data</p>	<p>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.</p>
<p>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</p>	<p>List of locations in the community frequented by homeless families, children, and youth, including schools, shelters, public libraries, and soup kitchens</p> <p>LEA records of locations in the community where the LEA displays education rights posters</p>	<p>The LEA places posters in all locations in the community frequented by homeless children and youth and their families.</p>
<p>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</p>	<p>List of all housing and homeless service providers and program administrators, including those serving specific subgroups</p> <p>LEA records of contacts with housing and homeless service providers or program administrators to request assistance and coordination in identifying homeless children and youth</p>	<p>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.</p>

4. The LEA removes barriers to enrollment for homeless students.		
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.

5. The LEA maintains all homeless students in their school of origin when in their best interest.		
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 determinations LEA 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 attendance LEA 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.

6. The LEA provides homeless students all educational services for which they are eligible.		
Suggested Indicators	Data Sources	Long-term Goals
<p>Title I services</p> <p>Percent of homeless children and youth receiving services through Title I, Part A</p> <p>Amount of Title I, Part A homeless set aside compared to estimate of cost of needs identified through needs assessment data related to homeless</p>	<p>LEA data, CSPR/EDFacts data</p> <p>LEA annual consolidated plan</p> <p>LEA needs assessment data for homeless children and youth</p>	<p>Title I services</p> <p>The LEA provides all homeless children and youth services through Title I, Part A.</p> <p>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</p>

children and youth		assessment data related to homeless children and youth.
<p>Tutoring and academic support</p> <p>Percent of homeless students for whom the LEA provides an individual review of their academic needs individually and links them with appropriate support</p> <p>Percent of homeless students who recovered or accrued credits due to lost credits related to school transfer, absences, or other reasons</p>	<p>Local liaison or school counselor records on reviewing academic needs of each homeless student and supports arranged</p> <p>Local liaison, school counselor, or teacher survey or interviews; student records</p>	<p>Tutoring and academic support</p> <p>The LEA provides all homeless students with an individual review of their academic needs and links them with appropriate support.</p> <p>The LEA enables all homeless students who lost credits due to school transfer, absences, or other reasons to recover or accrue lost credits.</p>
<p>Preparation for post-secondary education</p> <p>Percent of homeless youth, including unaccompanied homeless youth, in high school who receive help on ways to prepare and improve their readiness for college</p>	<p>Local liaison or school counselor records on assisting homeless youth, including unaccompanied homeless youth, on ways to prepare and improve their readiness for college</p>	<p>Preparation for post-secondary education</p> <p>School 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.</p>
<p>Special education</p> <p>Percent 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 state</p>	<p>LEA data on special education evaluation requests for homeless students and dates the evaluations are begun and completed</p>	<p>Special education</p> <p>The 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.</p>

<p>Percent 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 parent</p> <p>Percent of homeless students with an IEP who continued special education services within one day of enrollment in a new school</p> <p>Number of complaints the LEA receives from parents, guardians, or unaccompanied youth regarding barriers to accessing special education services</p>	<p>LEA data on when special education services are implemented for homeless students with an IEP who moved from another LEA</p> <p>Local liaison contact logs and barrier tracking records</p>	<p>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.</p> <p>The LEA provides all homeless students with an IEP continued special education services within one day of enrollment in a new school.</p> <p>The LEA receives no complaints from parents, guardians, or unaccompanied youth regarding barriers to accessing special education services.</p>
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<p>Transportation</p> <p>Percent of homeless students, including preschool students, who receive transportation to and from the school of origin within one day of a best interest determination</p> <p>The percent of homeless students who have been identified as having unique transportation challenges for whom the LEA removes transportation barriers</p> <p>Number of complaints the LEA receives from homeless parents, guardians, or unaccompanied youth regarding transportation barriers</p>	<p>Local liaison and pupil transportation records</p> <p>Local liaison contact logs and barrier tracking records</p>	<p>Transportation</p> <p>The LEA provides homeless students, including preschool students, with transportation to and from the school of origin within one day of a best interest determination.</p> <p>The LEA removes transportation barriers for homeless students who have been identified as having unique transportation challenges.</p> <p>The LEA receives no complaints from homeless parents, guardians, or unaccompanied youth regarding transportation barriers.</p>
<p>Free meals</p> <p>Percent of homeless students who receive free meals within one day of when they are identified as eligible for McKinney-Vento services</p>	<p>Local liaison records</p> <p>Child nutrition department records</p>	<p>Free meals</p> <p>The LEA provides free meals to all homeless students within one day of when they are identified as eligible for McKinney-Vento services.</p>
<p>Preschool</p> <p>Percent of homeless preschool-aged children who were enrolled in LEA programs for which they were eligible</p>	<p>LEA data, CSPR/EDFacts data</p>	<p>Preschool</p> <p>The LEA enrolls all identified homeless preschool-aged children in programs for which they are eligible.</p>
<p>Counseling</p>		<p>Counseling</p>

Percent 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	The LEA provides all homeless students recommended for counseling by the local liaison, teachers, or administrators with counseling services and trauma support.
Supplies Percent of homeless students identified as needing school supplies, clothing, and hygiene items who receive these items	Local liaison records	Supplies The LEA provides all homeless students with school supplies, clothing, and hygiene items as needed.

LEA Outreach and Collaboration Standards

7. The LEA links homeless students and their families to community services.		
Suggested Indicators	Data Sources	Long-term Goals
<p>Community services</p> <p>Annually updated list of contacts for community services</p> <p>Percent of homeless parents, guardians, and unaccompanied youth identified by LEA staff as in need of assistance who were referred to community services,</p>	<p>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 update</p> <p>Local liaison records for community services referrals</p>	<p>Community services</p> <p>The LEA maintains an annually updated list of contacts for community services.</p> <p>The LEA refers all homeless parents, guardians, and unaccompanied youth identified by LEA staff as in need of assistance to community services.</p>

<p>Preschool</p> <p>Percent of homeless preschool-aged children who are eligible to attend preschool programs administered by the LEA and SEA and enroll in these programs</p> <p>Percent of homeless parents and guardians with preschool-aged children who are referred to community preschool programs, including Head Start and Early Head Start</p> <p>Percent of homeless parents and guardians with infants and toddlers who are referred to early intervention services under part C of IDEA</p>	<p>LEA data on homeless preschool-aged children</p> <p>LEA data on enrollment of homeless preschool-aged children in preschool programs administered by the LEA and SEA</p> <p>Local liaison records of preschool referrals</p> <p>Local liaison records of early intervention referrals</p>	<p>Preschool</p> <p>The LEA enrolls all homeless preschool-aged children in preschool programs administered by the LEA and SEA for which they are eligible.</p> <p>The LEA refers all homeless parents and guardians with preschool-aged children to community preschool programs, including Head Start and Early Head Start.</p> <p>The LEA refers all homeless parents and guardians with infants and toddlers to early intervention services under part C of IDEA.</p>
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<p>8. 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.</p>		
Suggested Indicators	Data Sources	Long-term Goals
<p>Percent of schools in the LEA that display education</p>	<p>School survey or observation</p>	<p>The LEA displays education rights posters in all</p>

rights posters		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

9. 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.

10. 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 staff	The local liaison or other homeless education program staff annually conduct awareness activities with all key educator role groups and LEA program administrators.

	<p>Local 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</p>	
<p>Percent of key community service providers for whom the local liaison and homeless education program staff conduct awareness activities</p>	<p>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 organizations</p> <p>Local 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</p>	<p>The LEA annually conducts awareness activities, with all key community service providers.</p>

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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11. 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.

12. 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

<p>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</p>	<p>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</p> <p>Local liaison and homeless education program staff records of meetings with community agencies and minutes detailing their purpose</p>	<p>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.</p>
<p>Percent of key community agencies and organizations serving homeless children and youth with which the LEA conducts coordination activities</p>	<p>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 organizations</p> <p>Local liaison and homeless education program staff records documenting coordination through joint activities with key community agencies serving homeless</p>	<p>The LEA demonstrates coordination with all key community agencies and organizations serving homeless children and youth.</p>

	<p>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 discussions</p> <p>Memoranda 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</p>	
<p>Percent of key local task forces or advisory councils on which the local liaison or other homeless education staff participate</p>	<p>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 Council</p> <p>Local liaison and homeless education program staff records of task force and advisory council meetings in which they participated</p>	<p>The local liaison or other homeless education staff participate on all key local task forces or advisory councils.</p>

LEA Program Management Standards

13. 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 education Number of homeless children and youth in the LEA Ratio 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.

14. The LEA has policies and procedures that remove educational barriers for homeless children and youth.		
Suggested Indicators	Data Sources	Long-term Goals

<p>Number of policies and procedures that conflict with provisions in the McKinney-Vento Act or create educational barriers for homeless students</p>	<p>LEA written policies and procedures related to enrollment, discipline, unaccompanied youth, pupil transportation, school selection, unpaid fees, school records transfer, and credit accrual</p> <p>Written forms, including but not limited to, enrollment and written notice</p> <p>Local liaison contact logs and barrier tracking forms</p> <p>Records of McKinney-Vento disputes</p>	<p>The LEA has no policies or procedures that conflict with provisions in the McKinney-Vento Act or create educational barriers for homeless students.</p>
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<p>Number of LEA policies and procedures for serving homeless children and youth that reinforce provisions in the McKinney-Vento Act</p>	<p>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 absences</p> <p>Written forms, including but not limited to, enrollment and written notice</p>	<p>The LEA has policies and procedures that align with and reinforce the provisions in the McKinney-Vento Act.</p>
<p>Number of absences experienced by homeless students during the McKinney-Vento dispute process</p>	<p>LEA student attendance records</p>	<p>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.</p>
<p>Number of absences experienced by homeless students while within district or interdistrict transportation is arranged</p>	<p>LEA student attendance records</p>	<p>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.</p>

15. The LEA provides professional development and other support to school personnel serving homeless children and youth.

Suggested Indicators	Data Sources	Long-term Goals
<p>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</p>	<p>LEA records of professional development provided; announcements of webinars and conference opportunities</p>	<p>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.</p>
<p>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</p>	<p>Records of personnel attendance at webinars, trainings, and conference sessions specific to meeting the needs of homeless children and youth</p>	<p>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.</p>
<p>Time interval between when the LEA appointed a new local liaison and when the new liaison participates in professional development related to the position.</p>	<p>LEA records</p>	<p>A new local liaison participates in professional development related to the position within one month of his or her appointment.</p>
<p>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</p>	<p>LEA records</p>	<p>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.</p>

16. The LEA utilizes data for needs assessment and program planning.		
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.
<u>Title I Set Aside for Homeless Students</u> Annual meeting between the local liaison and Title I coordinator to review needs assessment data for homeless students Method approved by the SEA for determining the set aside amount A set aside amount that aligns with strategies for meeting needs of homeless students identified in a needs assessment Budget 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 assessment The 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.

Mississippi Comprehensive Automated Performance-Based System (MCAPS)

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Ensuring a bright future for every child

Dr. Raymond C. Morgigno
Interim State Superintendent of Education

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Budget

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Budget By Object Codes

	Function Code
Modify	1105 - Pre-Kindergarten Programs
Modify	1110 - Kindergarten Programs
Modify	1120 - Elementary Programs
Modify	1130 - Middle-Junior High Programs
Modify	1140 - High School Programs
Modify	1190-1199 - Other Regular Programs
Modify	1230 - Alternative School Programs
Modify	1250 - Title I Programs
Modify	1260 - After School Programs
Modify	1270 - Remediation Extended School Year
Modify	1280 - Supplemental Educ. Services (SES)
Modify	1290 - Other Special Programs
Modify	1295 - Private School Participation
Modify	1310-1390 - Adult/Continuing Education
Modify	1410-1420 - Summer School Programs
Modify	1930-1990 - Other Instructional Programs
Modify	2110-2119 - Attendance & Social Work Svs.
Modify	2120-2129 - Guidance Services
Modify	2130-2139 - Health Services
Modify	2140-2149 - Psychological Services
Modify	2150-2159 - Speech Pathology
Modify	2160 - School Resource Officer

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

3900-3999 - Other Noninstructional

Add Item

	Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
Remove	3900-3999 - Other Noninstructional	600-699 - Supplies	1111-SG00001	1	\$475.00	\$475.00

Narrative Description

Supplies for parent financial literacy workshop

A narrative description will be required for each budgeted item.

END OF DOCUMENT