

LEA Application

Education for Homeless Children and Youth Program

McKinney-Vento
Homeless Education
Assistance
Improvement Act as
amended by the Every
Student Succeeds Act
(ESSA)



Request for Proposal

Year 1 of 3

School Year 2017-2018

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Deadline for Submission
October 24, 2017
3:00 p.m.

PROGRAM DESCRIPTION and GUIDANCE

Name of Grant Program:

McKinney-Vento Education for Homeless Children and Youth Program

AUTHORIZATION:

Section 724(g) of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act), as amended by the Every Student Succeeds Act (ESSA), December 2015, (Pub. L.114-95).

DISSEMINATION: September 15, 2017

DEADLINE: October 24, 2017

Last delivery will be accepted at the security desk at the Baltimore Street entrance of the Nancy S. Grasmick State Education Building, 200 West Baltimore Street, Baltimore, Maryland 21201 **no later than 3:00 p.m.** Call extension 410-767-0279 for pick-up and receipt.

TECHNICAL ASSISTANCE/WEBINAR: September 26, 2017

TOTAL FUNDS AVAILABLE: \$857,847

LENGTH OF GRANTS: July 1, 2017- September 30, 2018

ESTIMATED NUMBER OF GRANTS: 11-13

ESTIMATED GRANT RANGE: \$15,000 - \$89,000

ELIGIBLE APPLICANTS:

All Maryland Local Educational Agencies (LEAs) may compete for available funding. Priority will be given to local jurisdictions having high numbers of homeless children and youth.

AWARD NOTIFICATION: LEAs will be notified by mail of approved grant applications.

STATEMENT OF POLICY: (Section 721)

The Maryland State Department of Education (MSDE) McKinney-Vento Education for Homeless Children and Youth Program shall ensure:

- (1) Each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
- (2) Support Local Educational Agencies (LEAs) as they address barriers that homeless children and youth may face in enrolling, attending, and succeeding in school.
- (3) Under this program, state and local educational agencies (SEAs and LEAs) must ensure that all homeless children and youth have equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.
- (4) Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States and LEAs are required to review and undertake steps to revise laws, regulations, practices, or

policies that may act as barriers to the enrollment, attendance, or success of homeless children and youth in school.

ALLOWABLE COSTS/FUND USE: [Elementary Secondary Education Act (ESEA) Section 723 (d)]

Activities must focus on services documented by the Local Educational Agency that will facilitate the enrollment, retention, and educational achievement of homeless children and youth.

ALLOWABLE ACTIVITIES:

- 1) Tutoring, supplemental instruction, and other enriched educational services that help homeless children and youths reach the same challenging State academic standards the State establishes for other children and youth. Section 723(d)(1).
- 2) Expedited evaluations of eligible students to measure their strengths and needs in order to avoid a gap in the provision of necessary services. Evaluations may determine the needs and eligibility for programs and services such as educational programs for gifted and talented students, children with disabilities, and students with limited English proficiency, state or local programs in vocational and technical education, school nutrition programs, and services provided under Title I and other appropriate programs or services under the ESEA. Section 723(d)(2).
- 3) Professional development and other activities for educators, specialized instructional support personnel, and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youth, the rights of such children and youth under the McKinney-Vento Act, and the specific educational needs of runaway and homeless youth. Section 723(d)(3).
- 4) Referral services of eligible students for medical, dental, mental, and other health services. Section 723(d)(4).
- 5) Assistance to defray the excess cost of transportation not otherwise provided through Federal, State, or local funds, to enable students to remain in their schools of origin. Section 723(d)(5).
- 6) Developmentally appropriate early childhood education programs for preschool-aged homeless children that are not provided through Federal, State, or local funds. Section 723(d)(6).
- 7) Services and assistance to attract, engage, and retain homeless children, youth, and unaccompanied youth, particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to non-homeless children and youth. Section 723(d)(7).
- 8) Before-and-after school mentoring and summer programs for homeless children and youth, in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities. Section 723(d)(8).
- 9) Payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youth in school, including birth certificates, immunization or medical records, academic records, guardianship records, and evaluations for special programs or services. Section 723(d)(9).

- 10) Education and training for parents and guardians of homeless children and youth about their educational rights and resources available to them, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children or youth in the education of such children or youth.
- 11) Coordination between schools and agencies providing services to homeless children and youth, in order to expand and enhance such services. Coordination with programs funded under the Runaway and Homeless Youth Act must be included in this effort. Section 722(g)(5)(A)(i).
- 12) Specialized instructional support services including, violence prevention counseling, and referrals for such services. Section 723(d)(12).
- 13) Programs addressing the particular needs of homeless children and youth that may arise from domestic violence and parental mental health or substance abuse problems. Section 723(d)(13).
- 14) Providing supplies to non-school facilities serving eligible students and adapting these facilities to enable them to provide services. Section 723(d)(14).
- 15) Providing school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations. Section 723(d)(15).
- 16) Providing extraordinary or emergency services needed to enable homeless children and youth to attend school and participate fully in school activities. Section 723(d)(16).

REQUIRED COMPONENTS:

Proposals must contain the following to be considered for funding and assembled in the order indicated.

1. Proposal Cover Sheet (including **LEA DUNS number**)
2. General Assurances (signed)
3. Project Abstract (1-page limit)
4. Table of Contents
5. Project Narrative (25-page limit)
 - a. Extent of Need
 - b. Goals, Objectives, and Milestones
 - c. Plan of Operation: Strategies and Activities
 - d. Evaluation and Dissemination Plan
 - e. Management Plan/Key Personnel
 - f. Coordination and Collaboration
6. Budget (C-1-25) and Budget Narrative
7. GEPA Statement
8. Appendices
 - a. The LEA's Assurance of Fiscal Maintenance of Effort
 - b. LEA Policies/Procedures/Guidelines for homeless children and youth
 - c. Stakeholders/Steering Committee
 - d. Memoranda of Agreement/Understanding (MOA/MOU) with Partners
 - e. Professional Development Plan
 - f. Shelter Housing for Children and Youth Tracking Certification

REPORTING REQUIREMENTS:

Sub-Grantees must submit:

- Interim Progress Report (C-1-25 C) – **March 30, 2018**
- Final Progress Report (C-1-25-D) – **November 30, 2018**
- Annual Evaluation Report – **December 31, 2018**
- A three year, end-of-cycle evaluation report – **December 31, 2020**
- Annual Financial Report (AFR) – **November 30, 2018**
- In addition, grantees will participate in at least one on-site and/or desk monitoring per funding cycle.

THE GENERAL EDUCATION PROVISIONS ACT (GEPA), SECTION 427:

Each applicant must include a succinct description of the steps the applicant will take to ensure equitable access to, and participation in, this federally-assisted program for homeless children and youth, teachers, and other program beneficiaries regardless of gender, race, national origin, color, disability or age. Based on the circumstances of the local school system, the applicant should determine whether these or other barriers may prevent homeless children and youth, teachers or other program beneficiaries from access to, or participation in this federally funded project or activity.

SUBMISSION REQUIREMENTS:

- a. An application package includes the cover sheet, signed assurances, program abstract, table of contents, program narrative, budget (C-1-25) and budget narrative GEPA statement and appendices.
- b. The program narrative must not exceed twenty-five (25) pages.
- c. The abstract must not exceed one (1) page – double spaced.
- d. The original application must be signed in **blue ink** (*Copies of the Application Form may not be color photocopied*).
- e. All pages of the Project Narrative must use one-inch margins, numbered, with a font size of 12-point. Proposals that fail to meet this requirement will be rejected.
- f. Charts, worksheets, and tables, if applicable, may use single spacing and a type size of 10-point font.
- g. All copies of the proposal should be on standard size (8½” x 11”) paper of regular weight.

An unbound original proposal, together with (2) copies, in Microsoft Word 2003 or later version format, must be submitted on or before October 24, 2017 at 3:00 p.m. (Eastern Time) to:

Maryland State Department of Education
Nancy S. Grasmick State Education Building
4th Floor
200 West Baltimore Street
Baltimore, Maryland 21201-2595
Attention: Valerie Ashton-Thomas

Program Contact: Valerie Ashton-Thomas, Coordinator
Homeless Education and Neglected, Delinquent and At-risk Programs
Program Improvement and Family Support Branch
Phone: (410) 767-0314 Fax: (410) 333-8010
Email: valerie.ashton-thomas@maryland.gov.

RFP Technical Assistance : A Teleconference will be held on **September 26, 2017**

PROPOSAL REVIEW and SUB-GRANTEE SELECTION AWARD DETERMINATION:

- The 2017-2018 Request for Proposal (RFP) grant application is year one of a three-year cycle. Competitive funding for new grant awards will be determined in relation to:
 - Extent of need based on the number of homeless children and youths enrolled in early childhood education and other preschool programs, elementary schools, and secondary schools within the area served by the Local Educational Agency (LEA), and shall consider the needs of such children and youths and the ability of the LEA to meet such needs;
 - The extent to which the LEA exhibits in the application and in current practice a commitment to education for all homeless children and youth and will be integrated into the regular education program;
 - The types, intensity, and coordination of the services to be provided under the program;
 - The extent to which the LEA's program collaborates with counselors to advise youth, prepare and improve the readiness of youth for careers and college;
 - The extent to which the application reflects coordination with other local and State agencies that serve homeless children, youth, and families;
 - The extent to which the LEA's program provides case management or related services to unaccompanied youth;
 - The extent to which the proposed use of funds will facilitate the identification, enrollment, retention, and education success of homeless children and youths;
 - The extent to which the LEA will use the subgrant to leverage other resources;
 - How the LEA will use funds to serve homeless children and youths under sections 1113(c)(3) of the ESEA;
 - The quality of the applicant's evaluation plan for the program;
 - Quality of application and other factors deemed important by the MSDE.
- Each subgrantee will undergo a risk assessment established by MSDE prior to the awarding of federal funds. Additional criteria used will consist of: 1) the LEA's ability to provide a greater distribution of funded activities to address the range of homeless students enrolled or residing in the district and their educational needs; 2) the LEA's ability to conduct data analysis and evaluation activities to track graduation and attendance rates; and 3) monitoring students' performance and progress toward the past year's goals and objectives and continuous improvement in the second year.
- The RFP grant application will be pre-screened for submission requirements and required sections. Proposals not meeting all submission requirements will not be reviewed for consideration of funding.
- A review team established by the MSDE will evaluate the written proposals. Reviewers will individually comment on each proposal assigned and rate the proposal using the McKinney-Vento scoring rubric; Reviewers will meet in teams to determine a consensus score; following consensus, proposals will be placed in rank order by consensus score.
- The MSDE will provide written feedback to applicants on the status of the application.
- Immediate response will be required for any application pending clarification and/or additional information.
- The MSDE reserves the right to take into consideration geographic distribution when making sub-awards.
- Final approval for awards will be determined by the Assistant State Superintendent, Division of Student, Family, and School Support.

NON-DISCRIMINATION STATEMENT:

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Finance and Administration
Maryland State Department of Education
200 W. Baltimore Street - 6th Floor
Baltimore, Maryland 21201-2595
410-767-0426 - voice
410-767-0431 - fax
410-333-6442 - TTY/TDD

For inquiries regarding this publication, please contact Valerie Ashton-Thomas at (410) 767-0314 or email at Valerie.Ashton-Thomas@maryland.gov.

**PROPOSAL COVER SHEET
MCKINNEY-VENTO EDUCATION FOR HOMELESS CHILDREN AND YOUTH
PROGRAM**

Name of LEA:

LEA DUNS Number:

Address (including 9 digit zip code):

Program Manager & Title:

Address:

Telephone Number:

Fax Number:

E-mail Address:

Additional Program Contact & Title:

Address:

Telephone Number:

Fax Number:

E-mail Address:

Funding Request:

Name of Superintendent/CEO

Signature

Date

RECIPIENT ASSURANCES
MCKINNEY-VENTO EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failures to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
5. Entities receiving federal funds of \$750,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

LEA Superintendent/CEO	Name of LEA	Date

PROJECT ABSTRACT

1-page limit-double spaced

In the Project Abstract you introduce your project to the reader. It should be factual, brief, and focused on your efforts. Do not assume the reader is familiar with your proposed project. The project abstract should cover the core aspects of the proposed project, while addressing the following questions:

- What is the problem or the need that the Education for Homeless Children and Youth Project will address?
- What populations, schools, or geographic areas will be served by the project?
- What major strategies are to be employed to address the problem?
- How will the project(s) be evaluated annually?
- How will the achievement of homeless students be compared to stably housed peers and used to improve services and outcomes?
- Who are the major partners and what are their roles?

TABLE OF CONTENTS

The Table of Contents is an important aid for the reader. When writing your proposal and constructing your table of contents, please use the following conventions:

- The Proposal Cover Sheet is not numbered but is considered to be page “i” (lower case, Roman numeral one).
- The Project Abstract is page “ii” (lower case, Roman numeral two).
- Do not list the Table of Contents as one of the pages in the table of contents.
- Table of Contents page(s) is (are) numbered iii, iv, etc.
- The Extent of Need is the first page of the project narrative and is numbered, “1”. Subsequent pages are numbered consecutively.
- The Budget is numbered as follows: “B-1, B-2, B-3”.
- Appendices are labeled “Appendix A, Appendix B, Appendix C”.
- Attachments are labeled, “Attachment 1, Attachment 2”.

PROJECT NARRATIVE

(25- Page limit double spaced)

The Project Narrative must include the following components:

- Extent of Need
- Goals, Objectives, and Milestones
- Plan of Operation
- Evaluation
- Management Plan/Key Personnel

The Extent of Need must:

1. Cite research supporting your continued need for this project.
2. State what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them.
3. Present quantitative data in support of specific population and schools/programs served and related educational services:
 - a. Estimated total number of children and youth, birth to 21 years, residing in the county: _____
 - b. Estimated total number of homeless children and youth that will be enrolled in the LEA for the 2017-2018 school year: _____
 - c. Number of families in transition living in the LEA: _____
 - d. Number of families in transition living in other LEAs: _____
 - e. Number of families in transition living in another state: _____
 - f. Number of families doubled-up: _____
 - g. Number of families unsheltered: _____
 - h. Number of families in motel/hotels: _____
 - i. Number of unaccompanied youth: _____
 - j. Number of homeless children Birth through 2 yrs: _____
 - k. Number of homeless students grades Pre K – 5: _____
 - l. Number of homeless students grades 6-8: _____
 - m. Number of homeless students grades 9-12: _____
 - n. Number of homeless students with disabilities: _____
 - o. Number of homeless ELL students: _____
 - p. Number of homeless gifted and talented students: _____
 - q. Number of free and reduced families in transition: _____
 - r. Number of families in transition impacted by domestic violence: _____
4. Document current or past efforts to address the problem.
5. Explain why the current or past efforts failed or are inadequate to address the total need. Include any additional relevant demographics and other statistics about the population you intend to serve.
6. Describe the wider impact on the local community if the problem is not addressed.

Goals, Objectives, and Milestones must contain the following information:

- a. **Target Population:** Specify the population the project will address. Program services must aim to increase student achievement, graduation rates, chronic absenteeism and behavior.
- b. **Goals:** Establish realistic goals based on a review of the research literature relevant to interventions and performance measures. Goals must specify a measurement instrument or source and reference indicators (e.g., test scores, absentee rates, report card grades, promotion rates, parental educational levels).
- c. **Objective Statements:** Must set a specific date for attainment (e.g., month and year).
- d. **Milestone statements:** Must be set in measurable terms with specific dates for attainment and aligned with project objectives and strategies.

For this section, describe the goals, objectives, and milestones using the following Alignment Chart. Describe the strategies and activities you will use to accomplish your outcomes in the Alignment Chart. The proposed strategies and activities must meet the academic needs of the target population as described in the Extent of Need.

GOALS, OBJECTIVES, AND MILESTONES ALIGNMENT CHART

Goal(s)	Objective(s)	SY 2017-18 Milestone(s)	Identified Need(s)	SY 2017-18 Key Strategies	SY 2017-18 Key Activities
Goal 1:	1.1	1.1.1			
		1.1.2			
		1.1.3			
	1.2	1.2.1			
		1.2.2			
		1.2.3			
Goal 2:	2.1	2.1.1			
		2.1.2			
		2.1.3			
	2.2	2.2.1			
		2.2.2			
		2.2.3			

Rows may be added or deleted as needed.

Describe how the program opportunities will be implemented. The proposed strategies and activities must meet the academic needs of the target population as described in the Extent of Need. Briefly indicate how each of the following McKinney-Vento Act policies and requirements will be addressed in planning, policy or practice of the local school system. ***(Please include in the Appendices an updated copy of the LEA's Policies/Procedures/Guidelines).**

a. Immediate Enrollment

- Consideration of the best interest of the child and requests made by a parent or guardian for school placement.
- Admission at “school of origin” or other school in which non-homeless children in the attendance area are eligible to attend.
- Assists in the placement or enrollment decisions and considers the views of unaccompanied youth.
- Expedited transfer of student records.
- Parent or guardian of a homeless child or youth, and any unaccompanied youth, is informed of all transportation services, including transportation to the school of origin, and assistance in accessing transportation to the school selected.
- Enrollment disputes are mediated. [Section 722(g)(3)].

b. Comparable Services

- Homeless children and youth must have equal access to education programs for which they are eligible, with opportunities to meet or exceed the same challenging state student performance standards to which all children are held, including participation in state assessment test.
- Parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children.
- Parents or guardians of homeless children and youth are provided with meaningful opportunities to participate in the education of their children. [Section 722(g)(4)].

c. Interagency Coordination

- Describe the coordination of program services with local shelters, Head Start, and other community service agencies working with homeless families, children and youth.
- Describe the process for referrals to health care services, dental services, mental health services, and other appropriate services.
- Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act. [Section 722(g)(5)].

d. Intra-agency Collaboration

- Describe how Title I, Part A, will collaborate to provide services to children and youth experiencing homelessness.
- Describe how IDEA, Early Childhood Education, Title III, Child Nutrition Services, Carl D. Perkins Career and Technical Education Improvement Act of 2006, etc. personnel will collaborate to provide services to children and youth experiencing homelessness.

e. Prohibition of Segregation:

- Describe the local school system's policies or procedures that ensure homeless children and youth are not isolated or stigmatized by school system personnel, or segregated into a separate school or school program. [Section 722 (e)(3)].

Subgrantees must conduct an annual evaluation and complete mid and final progress reports to demonstrate its progress toward achieving its goal(s) and objective(s) described in the program narrative. The final End-of-Three Year Cycle evaluation will consider the entire project, beginning to end. The results of the evaluation must be: (1) used to refine, improve, and strengthen the program and to refine the performance measures; and (2) made available to the public upon request, with public notice of such availability provided.

The topics listed below provide the basis for review of your evaluation plan, and you should address them with some specificity.

- **Evaluation Questions:** What questions will the evaluation seek to answer? The project's goal and objectives, implementation plan, and anticipated consequences provide the basis for formulating evaluation questions. Examine the relationship between your expected outcomes, your efforts, and what is important to evaluate.
- **Evaluation Strategy:** What approach will be taken to find answers to the evaluation questions and to evaluate the program according to the following program standards?

Describe how the LEA's McKinney-Vento Education for Homeless Children and Youth project will provide for rigorous and objective evaluation of progress toward the project's goals and objectives and the approach that will be used to evaluate the program according to the following **five** federal program standards.

Standard 1. Within one full day of an attempt to enroll in a school, homeless children and youth will be in attendance.

Standard 2. Homeless pre-k to 12 children and youth will have stability in school.

Standard 3. Homeless children and youth will receive specialized services when eligible.

Standard 4. Parents, or persons acting as parents of homeless children and youth, will participate meaningfully in their children's education.

Standard 5. Homeless children and youth in grades 3-12 will meet the State's academic standards.

- **Data:** The type of data and method of data collection will depend upon the nature of the program, the questions, the evaluation strategy, and standards. What measurement instruments will be used? There should be a mix of quantitative and qualitative data identified. It would also be helpful to explain how project staff will collect data from the various sites and organizations involved in the project. When considering data collection techniques, you should ensure that the allocation of resources is sufficient to implement the proposed data collection techniques. You should also indicate how you will establish your baseline.
- **Evaluator(s):** Specify the individuals or groups who will conduct the evaluation. What are their qualifications? What are the responsibilities of the key personnel?
- **Budgeting of Resources and Staffing for Evaluation:** Your application's budget should reflect sufficient funds to carry out a thorough and useful evaluation.
- **Dissemination:** Provide details on how you will disseminate the findings from your project. You should describe the major stakeholder groups in your project. A stakeholder is anyone with an interest in your project. Different stakeholder groups will require different information and different methods of dissemination. Will you have a presence on the Internet and/or attend

important national conferences to present lessons from your project? How and when will you provide demonstrations of your project? You can also include descriptions of the types of reports and other products you will produce during the course of the project.

Evaluator Responsibilities

1. Evaluator must:
 - a. Communicates regularly with Homeless Liaison (or designee) about the evaluation;
 - b. Provide an overview of the evaluation and data collection activities to program staff regularly;
 - c. Observe the program in action;
 - d. Oversee the data collection;
 - e. Present findings and recommendations to the Homeless Liaison (or designee) and key stakeholders.

Required Evaluation Report Components

2. Evaluator reports must include the following components:
 - a. Executive summary;
 - b. Purpose of the evaluation;
 - c. Brief description of the program, including an explanation of the program's theory of action/logic model;
 - d. Evaluation questions and program standards
 - e. Demographic and attendance data on participants;
 - f. Evaluation design and methodology
 - g. Data analysis results;
 - h. Conclusion and Recommendations

***Please note: The LEA's budget should reflect sufficient funds to carry out a thorough and useful evaluation.**

MANAGEMENT PLAN/KEY PERSONNEL

15 of 100 points

Provide information on how the project will be supervised and staffed. Submit a detailed and time-specific management plan with pre-assigned responsibilities to include. The duties of the local school liaison are in Section 722(6) (A).

- Participation in technical assistance opportunities offered by the SEA
- Submission of required reports
- Regularly monitoring the performance of the program during implementation
- Startup activities
- Assuring continuity and quality of the program during implementation
- Regularly monitoring fiscal requirements on the uses and spend-down of funds
- Submission of program evaluation data
- Purchasing and distribution of program supplies, equipment, and materials
- Professional development activities
- Stakeholder and staff meetings

List on your Management Plan Worksheet, in chronological order, all major management actions necessary to implement the program during the first year of funding.

Management Plan/Key Personnel

Action Description	Beginning & End Dates	Person Responsible
Brief Description # 1	Date	Name or Position
Brief Description # 2	Date	Name or Position
Brief Description # 3	Date	Name or Position
MSDE Requirements		
Interim Progress Report (C-1-25C)	March 30, 2018	Name or Position
Final Progress Report (C-1-25D)	November 30, 2018	Name or Position
Annual Count Report	December 2017/January 2018	Name or Position
Consolidated State Report Data	January 2018	Name or Position
Annual Evaluation Report	December 31, 2018	Name or Position
Three-Year End-of-Cycle Report	December 31, 2020	Name or Position
Annual Financial Report (AFR)	November 30, 2018	Name or Position
Annual on-site and/or desk monitoring	Spring 2018	Name or Position

INTEGRATION WITH EDUCATION REFORM

10 of 100 points

Describe how the LEA's project will be aligned with the goals, efforts and plans of federal, state, and local governments and school improvement teams.

Describe how the program will provide professional development for educators, pupil services personnel, parents, administrators, school staff, teachers, transportation and fiscal staff and partners/stakeholders on homeless student rights, best practices, statewide efforts and advocacy for students experiencing homelessness, etc. ***(Include the LEA's professional development plan in the Appendices).**

Describe the LEA's project partners/stakeholders, their respective roles in the project, the benefits each expects to receive, and the specific contributions each partner will make to the project in the form of financial support, equipment, personnel or other resources. ***(Include Memoranda of Agreement/Understanding (MOA/MOU) in Appendices).**

BUDGET NARRATIVE

10 of 100 points

The LEA's program's budget should detail year one of the project. It should demonstrate the extent to which the budget is **reasonable, necessary, supplemental, allowable, allocable and cost-effective**. All costs described in the program financial description will appear in the budget narrative and must have a corresponding entry in the itemized budget for year one. Include a budget narrative to justify any line item expenses that are not obvious from the program narrative. Explain how the LEA estimated the cost of the project's line items. Show how the budget is cost effective. Immediately following the justification, include a line-item description using the format in the example below. Group line items according to the following categories: *Salaries and Wages; Contracted Services; Supplies and Materials; Other Charges; Equipment; Transfers*. Total each category.

Each line must be detailed and specific. Light refreshments provided to parents that attend a family involvement meeting or training is acceptable. USDE agrees that providing food for parents as an incentive for them to attend trainings and meetings is appropriate. However, food costs must be reasonable and necessary. **The per person "rule of thumb" for purchasing food for parent meetings is: Light snacks - \$2- \$3 or less; Breakfast - \$3 - \$5 or less; Lunch - \$5 - \$8 or less; Dinner - \$8 - \$11 or less.** Homeless children and youth are eligible for child nutrition programs and therefore costs associated with meals/snacks for programs would be covered under such programs. Food costs for staff, rental of a facility is not allowable. Cost estimates for using requested funds must be reasonable with current market prices. Use the format indicated by the following excerpt from a sample Budget Narrative.

Title I funds, in concert with the McKinney-Vento funds, can provide extended learning programs that integrate academic services. McKinney-Vento funds can also meet the needs of parents seeking instructional services (such as tutoring) for their children. McKinney-Vento funds may also work in collaboration with programs to supplement services to target populations such as unaccompanied youth students.

Other Federal programs can also complement local McKinney-Vento funds. Many current 21st CCLC programs are eligible to receive funds through the U.S. Department of Agriculture (USDA) Food and Nutrition Service for "After-school Snacks," and in some cases to provide dinner to younger children. Local communities can also participate in USDA's Summer Food Service program.

These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services - HHS) can be combined with McKinney-Vento to serve children outside of the regular school day. McKinney-Vento can also utilize Federal funding available through local prevention grants under Title V of the Juvenile Justice and Delinquency Prevention Act (administered by the Office of Juvenile Justice and Delinquency Prevention in the U.S. Department of Justice).

Use the format indicated by the following excerpt from a sample Budget Narrative.

(Sample Budget)

Line Item	Calculation	McKinney -Vento Requested Amount	Title I, Part A Set-Aside Description & Amount	Other Funds Source & Amount	Total for Category
Project Director based on SACPS salary for Admin. Specialist, level 3	Full-time@ \$40,000/year X .5 = \$20,000	\$20,000			\$20,000
Total Salaries and Wages		\$20,000			\$20,000
Computer Trainer from ABC Computer Services	\$200/day x 4 days	\$800			\$800
Total Contracted Services		\$800			\$800
Total Direct Costs		\$20,800			\$20,800
Indirect Costs (LEA negotiated rate)		\$624			\$624
TOTAL Requested		\$21,424			\$21,421

Note: As the State Education Agency and pass through for federal funds, MSDE is under obligation to proactively monitor subawards to ensure compliance with federal and state laws and regulations governing the programs to be administered in accordance with the Federal Uniform Administrative Requirements 2 CFR §200.331 (d) and (e). MSDE will conduct a risk analysis prior to awarding federal funds and may place certain conditions on the grant, based on the determined level of risk.

BUDGET FORM – C-1-25

The C-1-25 budget form to use may be downloaded from the MSDE website at: Programs; Title I; Current Title I applications and reports; MSDE budget/grant forms – Insert MSDE’s web link to budget forms.

The C-1-25 budget form must be signed by the State Agency Financial/Budget Officer and the State Agency Chief Executive Officer.

MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org

**APPENDIX A
STAKEHOLDERS/STEERING COMMITTEE**

Partner	Role in the Project	Goal or Objective	Benefit to Project	Specific Contribution to Project	Benefit to Partner

APPENDIX B
LEA POLICY/PROCEDURES/GUIDELINES

APPENDIX C
MEMORANDA OF AGREEMENTS/UNDERSTANDING (MOA/MOU)

APPENDIX E
LEA PROFESSIONAL DEVELOPMENT PLAN