

Funding Opportunity

Applications Due: **Wednesday, April 23, 2025, by 4:00 pm**

Application Information Webinar:  **Tuesday, April 8, 2025, 2:00 – 3:00pm**

[Intent to Apply Due:](https://app.smartsheet.com/b/form/e39faa6f02174f55bcf40a3bb643f915) **Wednesday, April 9, 2025**

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| --- |
| **EDUCATION OF HOMELESS CHILDREN****AND YOUTH PROGRAM** PURSUANT TO: McKinney-Vento Homeless Assistance Act of 2001  Title IX, Part A of Every Student Succeeds Act (ESSA)  FUNDED BY: U.S. DEPARTMENT OF EDUCATION, OFFICE OF ELEMENTARY AND SECONDARY EDUCATION |

**Program Questions:**

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**Note:** The following version of the application is intended as a reference document for instructions and grant application planning purposes.

**Applications for the Education of Homeless Children and Youth Grant Program must be submitted in** [**GAINS**](https://colorado.egrantsmanagement.com/)**.**

[More information about GAINS is available on CDE’s website.](https://www.cde.state.co.us/gains)

**Accessing GAINS**

**School District and BOCES Applicants**

* Contact your district Local Access Manager (LAM) to receive access to GAINS. Documentation and training on this process for LAMs is available on [CDE’s GAINS Training webpage](https://www.cde.state.co.us/gains/gainstrainings).

**Charter School Applicants**

* Complete the [Charter School GAINS Access Request Form](https://app.smartsheet.com/b/form/6cb9159d35894e76b6875bebc7232d56)

**Education of Homeless Children and Youth Grant Program**

**Applications Due: Wednesday, April 23, 2025, by 4:00 pm**

# Introduction

In July of 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act (Public Law 100-77). This act included several provisions to help individuals experiencing homelessness. One component of the Act (Subtitle VII-B) requires states to assure that children and youth experiencing homelessness have access to a free and appropriate public education.

The McKinney-Vento Act requires Local Education Agencies (LEAs, also referred to as school districts throughout this document) and Boards of Cooperative Educational Services (BOCES) to develop, review, and revise policies to “remove barriers to the identification of homeless children and youths, and the enrollment and retention of homeless children and youths in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.” [42 U.S.C. §11432(g)(1)(I)].

The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate primary nighttime residence and includes children and youth who are:

* Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
* Living in motels, hotels, trailer parks (that are deemed inadequate housing), or camping grounds due to the lack of alternative adequate accommodations;
* Living in emergency or transitional shelters;
* Abandoned in hospitals;
* Residing in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
* Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
* Migratory children living in the above circumstances; and/or
* Unaccompanied youth living in the above circumstances.

The educational provisions of the McKinney-Vento Act (MKV) establish specific rights for students identified as experiencing homelessness as defined by the law. These rights include:

* Access to a McKinney-Vento District Liaison in their school district
* Identification through outreach and coordination activities
* Immediate enrollment with full and equal opportunity to succeed in school
* Choice between the neighborhood school or the school of origin (school last enrolled in or attended)
* Transportation to the school of origin (including preschool)
* Immediate access to free school meals and educational services for which they are eligible
* Automatic eligibility for Title I, Part A of Every Student Succeeds Act of 2015
* Referrals to health care, dental, mental health and substance abuse, housing, and other appropriate services
* Unaccompanied youth are informed of their status as independent students on the Free Application for Federal Student Aid (FAFSA)

MKV was reauthorized under the Elementary and Secondary Education Act (ESEA) in the fall of 1994 and again in 2002 as Title X, Part C of the No Child Left Behind Act (NCLB). The most recent reauthorization occurred in December 2015 as Title IX, Part A of Every Student Succeeds Act (ESSA). More information on MKV and other helpful resources can be found on [CDE’s Homeless Education website](http://www.cde.state.co.us/studentsupport/homeless_index) , the [National Center for Homeless Education](https://nche.ed.gov/legislation/mckinney-vento/) website, and the [Schoolhouse Connection](https://schoolhouseconnection.org/tools-resources/qa-from-the-field/unaccompanied-youth) website.

# Purpose

The Education of Homeless Children and Youth Grant Program (EHCY) is designed to:

* Provide services and activities to improve the identification of homeless children and youth and enable such children and youth to enroll in, attend, and succeed in school, including preschool programs.
* Provide immediate enrollment of homeless children and youth who are not already enrolled. This includes reviewing and revising any laws, regulations, practices, or policies that may act as barriers to the enrollment, attendance, or success of homeless children and youth.
* Provide school stability opportunities for homeless students, including transportation to the student’s school of origin, if the parent/guardian or unaccompanied youth requests to remain in the school of origin and it is determined that such placement is in the student’s best interest.
* Provide opportunities for parent involvement in enrollment decisions.
* Ensure that students experiencing homelessness have equal access to the same free, appropriate public education, including a public preschool education, provided to other children and youth.
* Ensure that students experiencing homelessness are provided services in such a way that they are not isolated or stigmatized.
* Identify and remove barriers that prevent students experiencing homelessness from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local and school policies.
* Children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, on-line learning, and charter school programs, if such programs are available at the State and local levels.
* Promote school or GED success and completion for students experiencing homelessness.
* Support collaboration between LEAs/BOCES and social service agencies serving students experiencing homelessness.

EHCY may offer services and programming on school grounds or at other facilities (e.g., shelters and nonprofit community social service centers). To the maximum extent practical, services shall be provided through:

* Programs and mechanisms that integrate homeless individuals and non-homeless individuals
* Activities that do not isolate or stigmatize homeless children and youth
* Collaboration and coordination with other local and state agencies that serve homeless children and youth
* Services that supplement and do not replace regular academic programming

Funds from this grant can be used to supplement existing services, but they cannot be used to supplant services which the LEA/BOCES has been providing through other means.

# Engagement in the Creation of the 2025 - 2028 EHCY Request for Applications

CDE engaged EHCY subgrantees in facilitated discussion during the spring and fall 2024 subgrantee meetings regarding the development of the next Request for Applications (RFA). At these events CDE collected feedback on grant application practices and areas of improvement. Input from these events were taken into consideration and guided the creation of the 2025-2028 EHCY RFA.

Overall, LEAs and BOCES would like the RFA to be available earlier, to be easier to complete with simpler requirements and more time to complete. Those who provided input appreciated and hope for more CDE support in the form of technical assistance, both in the RFA process and throughout the grant. Strides were made to incorporate this input in the development of the 2025-2028 RFA and the requirements of the grant.

# Homeless Children and Youth in Colorado & Promising Practices

In the 2023-24 school year, 22,896 students were identified as experiencing homelessness, a 38.4% increase from the 2021-22 school year and exceeding pre-COVID 19 pandemic numbers.

Of the 22,896 identified

* 2,192 were identified as experiencing homelessness and not in the physical custody of a parent or legal guardian
* 606 were also identified through the Migrant Education Program
* 4,303 were also identified through the Individuals with Disabilities in Education Act
* 8,488 were also identified as Limited English Proficient

Evaluation of EHCY subgrantees including submission of program End-of-Year Reports, optional interviews and subgrantee meeting discussions revealed specific strategies funded with these grant dollars that impacted student outcomes. Applicants shall consider these strategies when determining grant activities and budget. Though applicants may consider strategies outside of the ones listed below, applicants are strongly encouraged to select from this list. Links are provided to learn more about the strategies for your reference in Appendix C: Resources.

* Transportation strategies to ensure students can access school including but not limited to access to public transportation, rerouting existing school bus routes, mileage reimbursement and ride share services
* Specialized supports for students experiencing homelessness through the hiring of an interventionist or navigator
* Centralized collaboration centers for families to access needed services and reduce the burden of navigating several systems.
* Community partnerships (e.g., shelters, food banks, medical and mental health providers, other governmental agencies, such as local housing authorities, child welfare agencies, and city and county government, to identify eligible students and provide services for students and families.)
* Addressing basic needs for the student to fully participate in school and school activities.
* Professional development of district and school level staff to ensure quality interventions and supports
* Policy and practice Review to remove barriers that impact a student’s ability to access, stay stable in or succeed in school
* Awareness building materials and events to support greater understanding and partnership in identification, enrollment and connection to services
* District and school level partnerships to align the needs of students experiencing homelessness with school and districtwide initiatives and priorities

# Intent of EHCY

The intent of EHCY awarded through the CDE is to increase access to school and school activities, offer the opportunity for greater stability and engagement in school, and provide wraparound services to offset the barriers created by housing instability and homelessness.

Applicants will be asked to frame their strategies, activities and performance measures around the following focus areas:

1. Attendance
2. School Stability
3. School Day Engagement
4. Academic Progress

# Required Professional Development through the District Improvement and Strategy Office

To support successful implementation and marked progress toward performance measures, awarded subgrantees will be required to participate in one CDE Learning Cohort each year of the grant. These CDE Learning Cohorts will be designed specifically for subgrantees of EHCY and the Educational Stability Grant (ESG). Awarded subgrantees will be engaged by the District Improvement Strategy Office (DISO) at CDE to determine cohort design and topics. Selected topics of the CDE Learning Cohorts will focus on increasing student engagement and accelerated student outcomes. Topics may include but are not limited to chronic absenteeism, Title IA set-asides, evidenced based social emotional learning strategies, credit accrual strategies and supporting transitions of highly mobile youth, policy and practices review, and additional strategies for dropout prevention and student re-engagement.

A required component of the application includes a signed assurance form articulating commitment to participation in these cohorts as a condition of funding. Through the CDE Learning Cohort Assurances, LEAS/BOCES and Consortia are required to identify and confirm who will be attending the learning cohorts and representing their grant. All members of the applicant’s Learning Cohort Team must initial the CDE Learning Cohort Assurances to indicate their understanding of their required participation.

# Eligible Applicants and Priority Considerations

LEAs are eligible to apply for this opportunity. An eligible LEA is:

* A School District;
* Consortia of school districts including but not limited to a Board of Cooperative Services (BOCES);
* The Charter School Institute or consortia of Charter Schools
* A Charter school authorized by the Charter School Institute or a public school district, pursuant to part 5 of article 30.5 of title 22, C.R.S;

Priority Points

New applicants that have not been funded in the last three years qualify for four (4) additional points. Also, applicants with quality past performance in 2022-2025 EHCY will qualify for four (4) additional points. Additional points will be assessed at the state level with the highly mobile student programs manager, director of the office of student support and partners from the grants fiscal management team. The state-level team will consider the following and award up to four (4) additional points. One point for each past performance consideration.

* + Completion of EHCY program monitoring and findings have been resolved (1 point)
  + Ongoing formally communicated program or fiscal concerns were resolved (1 point)
  + Appropriate expenditure of grant funding on a timely basis (1 point)
  + Attended and participated in all mandatory in person professional development and training (1 point)

Up to ten (10) additional points may be awarded to applicants who describe deliberate partnership with Title I, including:

* Documentation of the determination of set-asides
* A clear plan for the use of Title IA set-asides in alignment with demonstrated needs and gaps
* A documented history of expenditure of Title IA set-asides on services and support for homeless students.

These points will be awarded in the rubric and confirmation of set-asides and expenditure of set-asides will be confirmed at the state level.

Available grant funding will be distributed based on:

* Demonstrated need
  + Number and percentages of students experiencing homelessness and those receiving services
  + Articulated gaps in services and opportunities for growth
* Assessment of current EHCY programming at the LEA level through Attachment A: Needs Assessment Worksheet and alignment of strengths and challenges with performance measures and activities of the grant
* Internal and external collaboration, partnerships and leveraging of resources as determined through:
  + Title IA set-aside amounts and drawdowns of available set-asides. Confirmed at the state level in partnership with the federal programs team.
  + At least a 50% match for funds used on basic need items as articulated through the budget workbook and Attachment D: Funding Chart.
  + Internal and external collaboration in alignment with strategies and performance measures
* Clarity of strategy alignment with performance measures and budget expenditures

# Available Funds

Approximately $950,000 is available for the 2025-2026 school year, with funding contingent on approval of appropriations from the U.S. Department of Education. CDE anticipates awarding 12 - 15 grants each year for a three-year period. The expected range of funding per year per subgrantee is $60,000 - $80,000. Funding in subsequent years is contingent upon continued appropriations and upon the subgrantee meeting all program, fiscal, reporting and participation requirements.

**For the 2025-2028 cohort, applicants will be required to demonstrate at least a 50% match for basic need items purchased with these funds.**

# Duration of Grant

Grants will be awarded for a three-year term beginning in the 2025-2026 fiscal year. Funded applicants for the 2025-2026 school year are not guaranteed additional funding beyond the 2025-2026 school year. Additional grant funding for subsequent years will be contingent upon annual appropriations by the U.S. Department of Education. Funds for the first year must be expended by **June 30, 2026**. Carry-over of 20% is allowed following years one and two depending on annual appropriations from the U.S. Department of Education. **No carry-over is allowed at the end of the third year.**

# Allowable Use of Funds

EHCY subgrantees shall use the awarded monies to:

* Expand or improve services provided through a school’s general academic program. Funds cannot replace existing programs but rather extend or augment to integrate activities and services for homeless and non-homeless students.
* Provide services through programs on school grounds, at other facilities, or may use funds to enter contracts with other agencies to provide services for homeless children and youth.
* Include both direct academic educational services and interventions such as tutoring, as well as services to support social emotional well-being, mental and physical health, family and community partnerships and other services related to a student’s ability to engage and be successful in school.
* Establish service delivery processes, procedures and implementation models that support referral and connection to services for students and families experiencing homelessness. Including but not limited to, family resource centers and hiring navigators or points of contact for McKinney-Vento students.
* Defray the costs of transportation to attend school and school activities
* Provide referrals to evidenced based services
* Cover expenses related to the connection to additional needed services or basic need items including but not limited to salaries and stipends to support professional staff or equipment and materials to run a family resource center
* Cover stipends and salaries to support internal and external collaborations
* Provide tutoring
* Provide evidenced-based wraparound support programming, including out-of-school time (OST) programs
* Provide professional development in trauma-informed strategies
* Cover stipends and salaries to support policy and practices review, revision and update.

The following are Authorized Activities, under Section 723(d) of MKV:

1. The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic standards as the State establishes for other children and youth.
2. The provision of expedited evaluations of the strengths and needs of homeless children and youth, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and English learners, services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, programs in career and technical education, and school nutrition programs).
3. Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youth, the rights of such children and youth under this subtitle, and the specific educational needs of runaway and homeless youth.
4. The provision of referral services to homeless children and youth for medical, dental, mental, and other health services.
5. The provision of assistance to defray the excess cost of transportation for students under section 722(g)(4)(A), not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under section 722(g)(3).
6. The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.
7. The provision of services and assistance to attract, engage, and retain homeless children and youth, particularly homeless children and youth 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 youth 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 and guardians of homeless children and youth about the rights of, and resources available to, such children and youths, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children and youth in the education of such children and youths.
11. The development of coordination between schools and agencies providing services to homeless children and youth, as described in section 722(g)(5).
12. The provision of specialized instructional support services (including violence prevention counseling) and referrals for such services.
13. Activities to address the particular needs of homeless children and youths 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 (a)(2) to provide services under this subsection.
15. The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.
16. The provision of other extraordinary or emergency assistance needed to enable homeless children and youth to attend school and participate fully in school activities.

# Evaluation and Reporting

There are three elements required as part of evaluation and reporting:

**1) Monitoring Requirement**

Subgrantees will participate in a minimum of one on-site monitoring visit by CDE staff within the three-year grant cycle. Subgrantees may also be subject to a visit by the U.S. Department of Education.

See **Appendix B: Monitoring** for a copy of the monitoring tool used by the CDE. The monitoring tool can also be found on the [Monitoring and Compliance CDE webpage](https://www.cde.state.co.us/studentsupport/mkvmonitoringcompliance). Please note additional interview questions may be included as part of the monitoring visit.

**2) End-of-Year Reporting**

Subgrantees are required to submit an annual end-of-year report to CDE. The first report will be due in July 2026. The purpose is to evaluate annual progress on performance measures and to share program successes and challenges. Continued funding for the second and third year is assessed based upon marked progress on performance measures via the annual end-of-year report, and future budget appropriation. Participation in the required CDE Learning Cohorts will offer support in marking progress on your end-of-year reporting requirements.

The information reported to CDE in relation to grant activities is not confidential and is subject to public requests. subgrantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

A template for the *EHCY Subgrantee End-of-Year Report* will be sent to awarded subgrantees with their Grant Award Letters.

**3) Financial Reporting**

Subgrantees will complete an annual financial report (AFR) for each year of the grant cycle. The first AFR will be due September 30, 2026. A detailed general ledger must be submitted with the AFR to check budget to actuals. In addition, CDE reserves the right to request a fiscal meeting with the subgrantee based on regularly monitored spenddown reports. If the subgrantee does not meet the requirement of at least quarterly draw downs, CDE may ask for a detailed spend down plan with authorized signatures and could terminate the grant based on failure to spend funds.

# Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through the Educational Stability Grant. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with CDE’s privacy and security policies and procedures.

**Note:** Documents submitted must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under n=16 for students or n=5 for educators.

# Application Assistance and Intent to Apply

* EHCY RFA Information webinar will be held on Tuesday, April 8, 2025, from 2:00 – 3:00pm. Register Here: <https://us02web.zoom.us/meeting/register/iJRoEu7zSXKlj_tWwQf29Q>

If interested in applying for this funding opportunity, complete the [online Intent to Apply form](https://app.smartsheet.com/b/form/e39faa6f02174f55bcf40a3bb643f915) by **Wednesday, April 9, 2025, by 11:59 pm**. This allows CDE to plan for the review process and communicate to prospective applicants any additional technical assistance or notices should a need arise. Completing the Intent to Apply form is not required to apply nor is attendance at the EHCY RFA Information webinar.

# Review Process and Timeline

Applications will be reviewed by CDE staff and independent peer reviewers to ensure they contain all the required components. Applicants will be notified of final award status in June 2025.

**Note:** This is a competitive process – applicants must score at least 122 points out of the possible 184 points to be approved for funding. Applications that score below 184 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that applying will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

# Submission Process and Deadline

Completed applications (including all required attachments outlined below) must be submitted through [GAINS](https://colorado.egrantsmanagement.com/) by **Wednesday, April 23, 2025, by 4:00 pm**.

Application materials are available on [CDE’s Homeless Education website](http://www.cde.state.co.us/studentsupport/homeless_index).

# Required Elements

The format outlined below must be followed to ensure consistent application of the evaluation criteria. See Evaluation Rubric for specific selection criteria:

**Part I: Applicant Information**

* Application Contacts
* Executive Summary

**Part II: Demonstration of Support, Program Assurances and CDE Learning Cohort Assurances *(Required Document Upload)***

* IIA: Demonstration of Support
* IIB Program Assurances Form
* IIC: Learning Cohort Assurances

**Part III: Application Narrative**

* Section A: Demographics and Need
* Section B: Stakeholders, Collaborations & Capacity
* Section C: Performance Measures and Evaluation
* Section D: Program Design and Implementation
* Section E: Budget and Budget Narrative
* Attachment D: Funding Chart

**Other Uploads:**

* Attachment A: Needs Assessment Worksheet and Summary
* Attachment B: Liaison Capacity Assessment *(Recommended, not required)*
* Attachment C: Performance Measure Worksheet

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

**Applications Due: Wednesday, April 23, 2025, by 4:00 pm**

# Part I: Applicant Information

Applicants will complete their application in [GAINS.](https://colorado.egrantsmanagement.com/)

|  |  |  |  |
| --- | --- | --- | --- |
| Application Contact The person that CDE should contact if there any questions or additional information needed for this application. | | | |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Program Contact**  The person who will be responsible for receiving communications from CDE staff about this program. | | | |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Executive Summary** | | | |
| Provide a brief description of the program to be supported by this funding. The Executive Summary is not a scored component of the application.  The summary must be no more than 500 words and convey the following criteria in a clear and concise manner:   * The focus areas and strategies the applicant will implement * Partnerships leveraged for successful implementation * Student outcomes the applicant will accomplish | | | |

|  |  |
| --- | --- |
| Previous Grant Recipient Information [The following information will be verified by CDE and considered in the funding decision.] | |
| **Did the applicant receive funding in the 2022-2025 Education of Homeless Children and Youth Grant cycle?** | Yes  No |

# Part II A: Demonstration of Support

**Does the eligible applicant have the support of required collaborative partners under the McKinney-Vento Homeless Assistance Act (required collaborative partners are listed in Appendix C: Resources),** Example of Partners: Title I Director, Head Start and Child Find Contacts, Career and Technical Education Director, Out-of-School Time (OST)director. If so, please provide the name of the liaison and signature below.

|  |  |  |
| --- | --- | --- |
| **Role** | **Name** | **Signature** |
| Title I Director |  |  |
| Early Childhood Contacts for Child Find, Universal Preschool or Head Start |  |  |
| McKinney-Vento District Homeless Liaison |  |  |
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# Part II B: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the **Education of Homeless Children and Youth (EHCY) grant**, and the receipt of program funds.

|  |  |  |  |
| --- | --- | --- | --- |
| On | (date) | , 2025, the Board of | (district/BOCES/CSI) |

hereby agrees to the following assurances:

1. The subgrantee will annually provide CDE the evaluation information required in the EHCY Subgrantee End-of-Year Report of the Request for Applications.
2. The LEA/BOCE/Consortia S will follow reimbursement procedures and respond to all grant requirements in a timely fashion, including the Annual Financial Report (AFR) and Interim Financial Report (IFR)
3. CDE is required to conduct a state-level evaluation of the effectiveness of programs and activities provided with McKinney-Vento funds. By accepting grant funds, Subgrantees agree to participate in both the federal and state evaluation and monitoring of the Colorado EHCY program.
4. The subgrantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
5. Funds will be used to supplement and not supplant any funds currently being used to provide Education of Homeless Children and Youth Program services and grant dollars will be administered by the appropriate fiscal agent.
6. Funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the subgrantees as a part of their regular audits.
7. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
8. The subgrantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

The CDE may terminate a grant award upon thirty days’ notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before modifications are made to the expenditures. Contact Tricia Miller ([miller\_t@cde.state.co.us](mailto:miller_t@cde.state.co.us)) and Paula Gumina ([Gumina\_P@cde.state.co.us](mailto:Gumina_P@cde.state.co.us)) for any modifications.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Name of Organization Board President  (School Board, BOCES, Charter School) |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Organization Authorized Representative  (Superintendent, Charter School Institute, BOCES Executive Director) |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Education of Homeless Children and Youth Program Contact |  | Signature |  | Date |

**Note:** If grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

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# Part II C: CDE Learning Cohort Assurances Form

Participation in one CDE learning cohort for each year of the grant is required. LEAS/BOCES and Consortia are required to identify and confirm who will be attending the learning cohorts and representing their grant. All members of the applicant’s Learning Cohort Team must initial below to indicate their understanding of required participation.

|  |  |  |  |
| --- | --- | --- | --- |
| On | (date) | , 2025, the following teachers, staff and leaders from | (district/BOCES/CSI) |

Hereby agrees to the following assurances related to participation in CDE Learning Cohort(s) as a condition of the Education of Homeless Children and Youth Grant:

1. The subgrantee will respond to requested input on the design and topics of the CDE learning cohorts from the District Improvement and Strategy Office at CDE.
2. The subgrantee will follow reimbursement procedures for incurred expenses related to full participation in the CDE learning cohorts
3. CDE is required to conduct state-level evaluation on the effectiveness of programs and activities. By accepting grant funds, subgrantees agree to participate in requested continuous improvement requests.
4. If the subgrantee does not participate in at least one CDE learning cohort as supported by attendance and participation tracking, grant funds will be returned to CDE.
5. The subgrantee is responsible for notifying the District Improvement and Strategy Office as well as the Manager of Highly Mobile Student Programs, Paula Gumina ([Gumina\_p@cde.state.co.us](mailto:Gumina_p@cde.state.co.us)) if members of the CDE Learning Cohort Team changes.

The CDE may terminate a grant award upon thirty days’ notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title of team member | First and last name of team member | List the membership the individual is representing:   * School district including the office where the member is housed * A specific school * A community or other government agency partner.   Please be specific | Email address | Initial with date |
|  |  |  |  |  |
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# Program Assurances

**Applicants will agree to the below Assurances within the Education of Homeless Children and Youth application in GAINS.**

**An upload of this document is not required.**

**Duplication of Benefits**

Federal or State funds generally cannot be used to pay for the exact same cost or activity already paid for from another source of funding. This is sometimes referred to as a prohibition on duplication of benefits (DOB), or “double-dipping.” Entities using multiple funding sources should be aware of the different authorities and program requirements for each funding source, being careful to avoid DOB in instances where they are paying for similar costs or activities from multiple sources. (2CFR200.302) Subrecipients should avoid a duplication of benefits for any federal or state award. A duplication of benefits occurs when the amount of the assistance (i.e., funding) to a beneficiary exceeds the total allowable assistance (i.e., based on the total allocable expenses) to that beneficiary for that purpose.

1. Applicant certifies no duplication of benefits resulting in this funding will occur. If awarded, the Awardee (applicant) will notify in writing CDE should this occur.

**Fraud, Waste and Abuse**

Recipients of grant funds are responsible for taking steps to reduce fraud, waste, and abuse. Fraud Waste and Abuse can come in many forms, such as:

* Embezzlement, bribery, or other public corruption involving federal or state funds;
* Serious mismanagement involving federal or state programs or funds;
* Theft or misuse of Federal student aid to include knowledge of fraud, waste, or abuse involving a financial aid administrator or other entity official(s), or knowledge of fraud, waste, or abuse involving a student loan servicer or collection agency;
* Knowledge that your entity is not complying with regulations or laws involving Federal student aid or other federal or state program or operation requirements;
* Conflicts of interest-violation of arm’s length agreements;
* Contract and procurement irregularities;
* Theft or abuse of government property;
* Employee misconduct; or
* Ethics violations by officials.

Entities are required to have a procedure or methodology for timely reporting, in writing, of any noted violations that may potentially affect the federal or state award. (2CFR200.113)

1. Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of fraud, waste and abuse with these, or any funds within their agency, and if an instance occurs. If awarded, the Awardee (applicant) will notify CDE in writing.

**Conflict of Interest**

The applicant hereby certifies that, to the best of its knowledge and belief, there are no present or currently planned interests (financial, contractual, organizational, or otherwise) relating to the work to be performed under the contract or grant resulting from this award that would create any actual or potential conflict of interest (or apparent conflicts of interest) (including conflicts of interest for immediate family members: spouses, parents, children) that would impinge on its ability to render impartial, technically sound, and objective assistance or advice or result in it being given an unfair competitive advantage. In this clause, the term “potential conflict” means reasonably foreseeable conflict of interest. The applicant further certifies that it has and will continue to exercise due diligence in identifying and removing or mitigating, to the Government's or Colorado Department of Education’s satisfaction, such conflict of interest (or apparent conflict of interest).

1. Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of any conflicts of interest with these, or any funds within their agency. If awarded, the Awardee (applicant) will notify CDE in writing. (2CFR200.112)

The Colorado Department of Education may terminate a grant award upon thirty days’ notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in GAINS and approved by CDE before modifications are made to the expenditures.

Approvals for this grant must be captured in GAINS from the following personnel:

* Applicant Authorized Representative
* Applicant Fiscal Manager

**Note:** For Charter School applicants, the above personnel must be from your authorizing district or CSI.

**Part II: Narrative**

Responses should be completed in GAINS. While GAINS can save responses, applicants may find it useful to compose answers in a separate document and copy them into the system. Applicants are encouraged to maintain **responses to a maximum of 500 words or approximately 3,500 characters per question**.

**Narrative Questions:**

**Section A: Demographics and Need**

1. Provide the current number of children and youth (including unaccompanied youth) experiencing homelessness who have been enrolled in your LEA/BOCES/Consortia during the 2023-2024 school year. Explain how this compares with the past three years (see the [CDE’s Homeless Education Data webpage](https://www.cde.state.co.us/studentsupport/homeless_data) for reported data).
2. Provide data on the chronic absenteeism rate of students experiencing homelessness within the LEA/BOCES/Consortia. This should be from the lead LEA in the case of Consortia, and one sample LEA for BOCES applicants. Explain how this data has changed over the past three years. Use the [Attendance Data Website](https://www.cde.state.co.us/cdereval/truancystatistics) to gather the needed data.
3. Describe the community indicators (unemployment, cost of housing, lack of resources, etc.) that are linked to the living situations of children, youth, and their families who are being served as a part of the homeless education program within the LEA/BOCES/Consortia.
4. Describe the educational barriers facing the students to be served. At a minimum, applicant must consider the following:
   1. Student mobility/lack of educational stability
   2. Immediate enrollment
   3. Transportation
5. Provide a clear description of the current LEA/BOCES/Consortia homeless education program that includes:
   1. Types of services and activities offered. Please differentiate between services that address basic needs vs educational interventions;
   2. Current service gaps and strengths at the LEA/BOCES/Consortia.

**Section B: Stakeholders, Collaboration and Capacity**

1. List key stakeholders and describe their involvement in developing this grant application. Stakeholders may include the students to be served and could include school and district leadership/staff, parents and caregivers, and community partners.
2. Describe the proposed collaboration and intended alignment with internal partners. Explain how the partnership will assist in addressing identified gaps and strengths in **Attachment A: Needs Assessment Worksheet.** Examples may include alignment with Title IA, Title ID, Out-of-School Time (OST) Programming, Dropout Prevention and Student Re-engagement, Landscape of Wellbeing, Social Emotional Learning Programs, Attendance initiatives just to list a few. Please reference **Attachment C: Resources** for more information.
3. Describe coordination efforts with Title IA of ESSA. Include how the level of Homeless Set-Asides were determined for the 2025-2026 school year, the amount set-aside, and how the set-asides are used to support homeless students within the LEA/BOCES/Consortia.
4. Describe the proposed collaboration with external partners and how the partnership will further assist in addressing identified gaps and strengths in **Attachment A: Needs Assessment Worksheet**.
5. Describe the capacity of the McKinney-Vento District Liaison to fulfill the responsibilities outlined under the McKinney-Vento Homeless Assistance Act. Complete the following assessment and speak to areas of strengths, where improvements are needed and strategies for addressing needed improvements: [Assessing Capacity of LEA McKinney-Vento Liaisons for Children and Youth Experiencing Homelessness.](https://schoolhouseconnection.org/wp-content/uploads/imported-files/liaisoncapacityassessmentFINAL.pdf)

**Section C: Performance Measures and Evaluation**

Applicants shall craft performance measures using **Attachment C: Performance Measure Worksheet** where performance measures are defined for the applicant to choose from.

Please follow the checklist below to support successful completion of this section:

* Step 1: Reflecting on the **Attachment A: Needs Assessment Worksheet,** and **Section A, Demographics and Need**, which performance measures will support the applicant in addressing gaps in services or build on existing strengths to better serve the needs of students and families.
* Step 2: Reference the **Attachment C: Performance Measure Worksheet** to identify which measures and strategies will support the applicant in marking progress in addressing identified gaps and needs or build off existing strengths.
* Step 3: In the narrative of your application provide:
  + Four performance measures written in SMART goal format. Each performance measure must be from a different focus area.

Performance measures shall be realistic and attainable based on the results of **Attachment A: Needs Assessment and Section A, Demographics and Needs.**

1. Provide the **Attendance Performance Measure** written in SMART goal format and describe the analysis of Attachment A: Needs Assessment, Section A: Demographics and Needs and any additional data examined to choose the selected performance measure. Please reference specific gaps and needs supported by data.
2. Describe how data will be utilized to measure success for the **Attendance Performance Measure** (Include specific data, how often it will be collected, how it will be utilized to inform program adjustments and improvements, and who will be designated to coordinate data tracking and analysis).
3. Describe the applicant’s capacity to mark progress on the selected **Attendance Performance Measure** and the cadence and processes that will be employed to ensure timely and complete information for reporting purposes, specifically for the required EHCY Subgrantee End-of-Year Report due July of each grant year.
4. Provide the **School Day Engagement Performance Measure** written in SMART goal format and describe the analysis of Attachment A: Needs Assessment, Section A: Demographics and Needs and any additional data examined to choose the selected performance measure. Please reference specific gaps and needs supported by data.
5. Describe how data will be utilized to measure success for the **School Day Engagement Performance Measure** (Include specific data, how often it will be collected, how it will be utilized to inform program adjustments and improvements, and who will be designated to coordinate data tracking and analysis).
6. Describe the applicant’s capacity to mark progress on the selected **School Day Engagement Performance Measure** and the cadence and processes that will be employed to ensure timely and complete information for reporting purposes, specifically for the required EHCY Subgrantee End-of-Year Report due July of each grant year.
7. Provide the **School Stability Performance Measure** written in SMART goal format and describe the analysis of Attachment A: Needs Assessment, Section A: Demographics and Needs and any additional data examined to choose the selected performance measure. Please reference specific gaps and needs supported by data.
8. Describe how data will be utilized to measure success for the **School Stability Performance Measure** (Include specific data, how often it will be collected, how it will be utilized to inform program adjustments and improvements, and who will be designated to coordinate data tracking and analysis).
9. Describe the applicant’s capacity to mark progress on the selected **School Stability Performance Measure** and the cadence and processes that will be employed to ensure timely and complete information for reporting purposes, specifically for the required EHCY Subgrantee End-of-Year Report due July of each grant year.
10. Provide the **Academic Progress Performance Measure** written in SMART goal format and describe the analysis of Attachment A: Needs Assessment, Section A: Demographics and Needs and any additional data examined to choose the selected performance measure. Please reference specific gaps and needs supported by data.
11. Describe how data will be utilized to measure success for the **Academic Progress Performance Measure** (Include specific data, how often it will be collected, how it will be utilized to inform program adjustments and improvements, and who will be designated to coordinate data tracking and analysis).
12. Describe the applicant’s capacity to mark progress on the selected **Academic Progress Performance Measure** performance measures and the cadence and processes that will be employed to ensure timely and complete information for reporting purposes, specifically for the required EHCY Subgrantee End-of-Year Report due July of each grant year.

**Section D: Program Design and Implementation**

The intent of EHCY awarded through CDE is to increase access to school and school activities, offer the opportunity for greater stability and engagement in school, and provide wraparound services to offset the barriers for students experiencing homelessness.

Applicants are asked to frame their strategies and activities around the performance measures chosen in Section C: Performance Measures and Evaluation and to the following focus areas:

1. Attendance
2. School Stability
3. School Day Engagement
4. Academic Progress
5. For each focus area describe in detail the proposed strategies and activities. Strategies and activities shall include a timeline for implementation and partners or FTE responsible for implementation. Strategies should be evidence based or directly related to documented needs and interests of students and families. Please include where strategies and activities will take place including but not limited to, family resource centers, out of school time locations, shelters, community-based organizations among others.
6. Outline an overview of how the requested funds, and the activities and strategies listed above will be used to supplement and not supplant the current program and will expand and augment existing programing or create new programing.
7. Describe the roles and responsibilities of internal and external partners in implementing chosen strategies and activities. Include any partnership assessments performed to determine shared goals, and leveraging of resources. **Attachment D: Funding Chart** is provided to assist in capturing this sharing of responsibilities and resources. It is a required part of the application.
8. Up to ten (10) additional points may be awarded to applicants who describe deliberate partnership with Title I including documentation of how Title IA set-asides are determined, clear plans for use of Title IA set-asides in alignment with demonstrated needs and gaps, and expenditure of Title IA set-asides on services and supports for homeless students.

**Section E: Budget and Budget Narrative**

1).Describe the connection between strategies, activities, and performance measures of the proposed grant program. If the budget includes the purchase of basic need items, 50% match must be documented in Attachment D: Funding Chart and include budget detail that captures which items are determined as match, number of students served and approximate cost per item.

2). Describe the vision for an on-going plan and how the program will sustain if this federal grant is reduced or eliminated.

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

**Applications Due: Wednesday, April 23, 2025, by 4:00 pm**

# Application Scoring

CDE Use Only

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Part I-II:** | **Applicant Information and Assurances** | | | | Not Scored | |
| **Part III:** | **Narrative** | | | |  | |
|  | Section A: | | Demographics and Need | | /25 | |
|  | Section B: | | Stakeholders, Collaboration and Capacity | | /25 | |
|  | Section C: | | Performance Measures and Evaluation | | /84 | |
|  | Section D: | | Program Design and Implementation | | /25 | |
|  | Section E: | | Budget and Budget Narrative | | /15 | |
|  |  | | |  |  | |
|  |  | | |  |  | |
|  |  | | | **Subtotal:** | **/174** | |
|  |  | **Section Bonus Points** (if applicable) | | | /10 |
|  |  | **Total:** | | | **/184** |
|  |  |  | | |  |
|  |  | **Priority Area Points** (if applicable) | | | /4 |
| **Total:** | | | | | **/188** |

**GENERAL COMMENTS:** Indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

**Strengths:**

**Weaknesses:**

**Required Changes:**

|  |  |  |
| --- | --- | --- |
| **Priority area points:** CDE will indicate whether this application meets the priority area criteria section of the RFA.  **This application includes:** | | |
| **4 Points** | **10 Points** | |
| A new applicant that has not been funded in the last three years OR an applicant with quality past performance in 2022-2025 EHCY. New applicants will receive four points and quality past performance applicants will receive one point for each past performance consideration.   * + Completion of EHCY program monitoring and findings have been resolved (1 point)   + Ongoing formally communicated program or fiscal concerns were resolved (1 point)   + Appropriate expenditure of grant funding on a timely basis (1 point)   + Attended and participated in all mandatory in person professional development and training (1 point) | Up to ten (10) additional points may be awarded to applicants who describe deliberate partnership with Title I, including:   * Documentation of the determination of set-asides * A clear plan for the use of Title IA set-asides in alignment with demonstrated needs and gaps * A documented history of expenditure of Title IA set-asides on services and support for homeless students. | |
|  |  | |
| **Total Priority Area Points:** | | **/** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RECOMMENDATION:** | Funded |  |  | Funded with Changes |  |  | Not Funded |  |

# Selection Criteria and Evaluation Rubric

Part I-II: Applicant Information and Program Assurances [Not Scored]

**Part III: Application Narrative**

Narrative[184 Points]

This is a competitive process – applicants must score at least 122 points out of the possible 184 points to be approved for funding. Applications that score below 122 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that applying will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

**For those applicants who received funding from the 2022-2025 Education of Homeless Children and Youth Grant the expectation is that the narrative will include references to that award, where applicable. For example, discuss how the funds contributed to the program and what still needs to be accomplished. Applicants should demonstrate ongoing and improved capacity in the program and a well-developed plan for sustainability.**

**Scoring Definitions**

Minimally Addressed or Does Not Meet Criteria - information not provided

Met Some but Not All Identified Criteria - requires additional clarification

Addressed Criteria but Did Not Provide Thorough Detail - adequate response, but not thoroughly developed or high-quality response

Met All Criteria with High Quality - clear, concise, and well thought out response

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section A: Demographics and Need** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | | **TOTAL** |
| 1. Provide the current number of children and youth (including unaccompanied youth) experiencing homelessness who have been enrolled in your LEA/BOCES/Consortia during the 2023-2024 school year. Explain how this compares with the past three years (see the[CDE’s Homeless Education Data webpage](https://www.cde.state.co.us/studentsupport/homeless_data) for reported data). | 0 | 1 | 3 | 5 | |  |
| 1. Provide data on the chronic absenteeism rate of students experiencing homelessness within the LEA/BOCES/Consortia. This should be from the lead LEA in the case of Consortia, and one sample LEA for BOCES applicants. Explain how this data has changed over the past three years. Use the [Attendance Data Website](https://www.cde.state.co.us/cdereval/truancystatistics) to gather the needed data. | 0 | 1 | 3 | 5 | |  |
| 1. Describe the community indicators (unemployment, cost of housing, lack of resources, etc.) that are linked to the living situations of children, youth, and their families who are being served as a part of the homeless education program within the LEA/BOCES/Consortia. | 0 | 1 | 3 | 5 | |  |
| 1. Describe the educational barriers facing the students to be served. At a minimum, applicant must consider the following:  * Student mobility/lack of educational stability * Immediate enrollment * Transportation | 0 | 1 | 3 | 5 | |  |
| 1. Provide a clear description of the current LEA/BOCES/Consortia homeless education program that includes:    * Types of services and activities offered. Please differentiate between services that address basic needs vs educational interventions;    * Current service gaps and strengths at the LEA/BOCES/Consortia.   **Applicant must complete and submit the Attachment A: Needs Assessment Worksheet** | 0 | 1 | 3 | 5 | |  |
|  | | | | | |  |
| **Total** | | | | | **/25** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section B: Stakeholders, Collaboration and Capacity** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | | **TOTAL** |
| 1. List key stakeholders and describe their involvement in developing this grant application. Stakeholders may include the students to be served and could include school and district leadership/staff, parents and caregivers, and community partners. | 0 | 1 | 3 | 5 | |  |
| 1. Describe the proposed collaboration and intended alignment with internal partners. Explain how the partnership will assist in addressing identified gaps and strengths in **Attachment A: Needs Assessment Worksheet**. Examples may include alignment with Title IA, Title ID, Out-of-School Time (OST) Programming, Dropout Prevention and Student Re-engagement, Landscape of Wellbeing, Social Emotional Learning Programs, Attendance initiatives just to list a few. Please reference Attachment C: Resources for more information. | 0 | 1 | 3 | 5 | |  |
| 1. Describe coordination efforts with Title IA of ESSA. Include how the level of Homeless Set-Asides were determined for the 2025-2026 school year, the amount set-aside, and how the set-asides are used to support homeless students within the LEA/BOCES/Consortia. | 0 | 1 | 3 | 5 | |  |
| 1. Describe the proposed collaboration with external partners and how the partnership will further assist in addressing identified gaps and strengths in **Attachment A: Needs Assessment Worksheet.** | 0 | 1 | 3 | 5 | |  |
| 1. Describe the capacity of the McKinney-Vento District Liaison to fulfill the responsibilities outlined under the Mckinney-Vento Homeless Assistance Act. Complete the following assessment and speak to areas of strengths, where improvements are needed and strategies for addressing needed improvements. <https://schoolhouseconnection.org/wp-content/uploads/imported-files/liaisoncapacityassessmentFINAL.pdf> | 0 | 1 | 3 | 5 | |  |
|  | | | | | |  |
| **Total** | | | | | **/25** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section C Performance Measures and Evaluation** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | | **TOTAL** |
| Applicants shall craft performance measures using Attachment C: Performance Measure Worksheet where performance measures are defined for the applicant to choose from.  Please follow the checklist below to support successful completion of this section:  Step 1: Reflecting on the Attachment A: Needs Assessment Worksheet, and Section A, Demographics and Need, which performance measures will support the applicant in addressing gaps in services or build on existing strengths to better serve the needs of students and families.  Step 2: Reference the Attachment C: Performance Measure Worksheet to identify which measures and strategies will support the applicant in marking progress in addressing identified gaps and needs or build off existing strengths.  Step 3: In the narrative of your application provide:  Four performance measures written in SMART goal format. Each performance measure must be from a different focus area.  Performance measures shall be realistic and attainable based on the results of **Attachment A: Needs Assessment and Section A, Demographics and Needs.** | | | | | | |
| 1. Provide the **Attendance Performance Measure** written in SMART goal format and describe the analysis of Attachment A: Needs Assessment, Section A: Demographics and Needs and any additional data examined to choose the selected performance measure. Please reference specific gaps and needs supported by data. | 0 | 3 | 5 | 7 | |  |
| 1. Describe how data will be utilized to measure success for the **Attendance Performance Measure** (Include specific data, how often it will be collected, how it will be utilized to inform program adjustments and improvements, and who will be designated to coordinate data tracking and analysis). | 0 | 3 | 5 | 7 | |  |
| 1. Describe the applicant’s capacity to mark progress on the selected **Attendance Performance Measure** and the cadence and processes that will be employed to ensure timely and complete information for reporting purposes, specifically for the required EHCY Subgrantee End-of-Year Report due July of each grant year. | 0 | 3 | 5 | 7 | |  |
| 1. Provide the **School Day Engagement Performance Measure** written in SMART goal format and describe the analysis of Attachment A: Needs Assessment, Section A: Demographics and Needs and any additional data examined to choose the selected performance measure. Please reference specific gaps and needs supported by data. | 0 | 3 | 5 | 7 | |  |
| 1. Describe how data will be utilized to measure success for the **School Day Engagement Performance Measure** (Include specific data, how often it will be collected, how it will be utilized to inform program adjustments and improvements, and who will be designated to coordinate data tracking and analysis). | 0 | 3 | 5 | 7 | |  |
| 1. Describe the applicant’s capacity to mark progress on the selected **School Day Engagement Performance Measure** and the cadence and processes that will be employed to ensure timely and complete information for reporting purposes, specifically for the required EHCY Subgrantee End-of-Year Report due July of each grant year. | 0 | 3 | 5 | 7 | |  |
| 1. Provide the **School Stability Performance Measure** written in SMART goal format and describe the analysis of Attachment A: Needs Assessment, Section A: Demographics and Needs and any additional data examined to choose the selected performance measure. Please reference specific gaps and needs supported by data. | 0 | 3 | 5 | 7 | |  |
| 1. Describe how data will be utilized to measure success for the **School Stability Performance Measure** (Include specific data, how often it will be collected, how it will be utilized to inform program adjustments and improvements, and who will be designated to coordinate data tracking and analysis). | 0 | 3 | 5 | 7 | |  |
| 1. Describe the applicant’s capacity to mark progress on the selected **School Stability Performance Measure** and the cadence and processes that will be employed to ensure timely and complete information for reporting purposes, specifically for the required EHCY Subgrantee End-of-Year Report due July of each grant year. | 0 | 3 | 5 | 7 | |  |
| 1. Provide the Academic Progress Performance Measure written in SMART goal format and describe the analysis of Attachment A: Needs Assessment, Section A: Demographics and Needs and any additional data examined to choose the selected performance measure. Please reference specific gaps and needs supported by data. | 0 | 3 | 5 | 7 | |  |
| 1. Describe how data will be utilized to measure success for the Academic Progress Performance Measure (Include specific data, how often it will be collected, how it will be utilized to inform program adjustments and improvements, and who will be designated to coordinate data tracking and analysis). | 0 | 3 | 5 | 7 | |  |
| 1. Describe the applicant’s capacity to mark progress on the selected Academic Progress Performance Measure performance measures and the cadence and processes that will be employed to ensure timely and complete information for reporting purposes, specifically for the required EHCY Subgrantee End-of-Year Report due July of each grant year. | 0 | 3 | 5 | 7 | |  |
| **Total** | | | | | **/84** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section D: Program Design and Implementation** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | | **TOTAL** |
| The intent of EHCY awarded through CDE is to increase access to school and school activities, offer the opportunity for greater stability and engagement in school, and provide wraparound services to offset the barriers for students experiencing homelessness.  Applicants are asked to frame their strategies and activities around the performance measures chosen in Section C: Performance Measures and Evaluation and related to the following focus areas:   1. Attendance 2. School Stability 3. School Day Engagement 4. Academic Progress | | | | | | |
| 1. For each focus area describe in detail the proposed strategies and activities. Strategies and activities shall include a timeline for implementation and partners or FTE responsible for implementation. Strategies should be evidence based or directly related to documented needs and interests of students and families. Please include where strategies and activities will take place including but not limited to, family resource centers, out of school time locations, shelters, community-based organizations among others. | 0 | 3 | 7 | 10 | |  |
| 2. Outline an overview of how the requested funds, and the activities and strategies listed above will be used to supplement and not supplant the current program and will expand and augment existing programing or create new programing. | 0 | 3 | 7 | 10 | |  |
| 3. Describe the roles and responsibilities of internal and external partners in implementing chosen strategies and activities. Include any partnership assessments performed to determine shared goals, and leveraging of resources. Attachment D: Funding Chart is provided to assist in capturing this sharing of responsibilities and resources though it is not required as part of the submission | 0 | 1 | 3 | 5 | |  |
| 4. Up to ten (10) additional points may be awarded to applicants who describe deliberate partnership with Title I including documentation of how Title IA set-asides are determined, clear plans for use of Title IA set-asides in alignment with demonstrated needs and gaps, and expenditure of Title IA set-asides on services and supports for homeless students. | | | | | |  |
| **/10** |
|  | | | | | **35** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section E: Budget Workbook and Budget Narrative** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | | **TOTAL** |
| 1. The budget narrative describes the connection between strategies, activities, and performance measures of the proposed grant program. If the budget includes the purchase of basic need items, 50% match must be articulated including specific items determined as match, number of students served and approximate cost per item. | 0 | 3 | 7 | 10 | |  |
| 1. Describe the vision for an on-going plan and how the program will sustain if this federal grant is reduced or eliminated. | 0 | 1 | 3 | 5 | |  |
| **Total** | | | | | **/15** | |

# Attachment D: Homeless Education Funding Chart

Note: Attachment D will be completed as a table within the application system and not as a document upload. The table below is provided only as an example of the fields and dropdown selections and to serve as a planning document to capture data prior to completing within GAINS.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Categories** | Title I Homeless Set-Asides | **Budget Detail** | Private, Foundation, or Community Grants | **Budget Detail** | Service Organizations or Community Groups | **Budget Detail** | In-Kind Donations | **Budget Detail** |
|  | Instructional Program | | | | | | | |
| Salaries (0100) |  |  |  |  |  |  |  |  |
| Employee Benefits (0200) |  |  |  |  |  |  |  |  |
| Purchased Professional and Technical Services (0300) |  |  |  |  |  |  |  |  |
| Travel, Registration and Entrance (0580) |  |  |  |  |  |  |  |  |
| Other Purchased Services (0500) |  |  |  |  |  |  |  |  |
| Supplies (0600) |  |  |  |  |  |  |  |  |
| Equipment (non-capitalized) (0735) |  |  |  |  |  |  |  |  |
| Other (0800) |  |  |  |  |  |  |  |  |
|  | **Support Program** | | | | | | | |
| Salaries (0100) |  |  |  |  |  |  |  |  |
| Employee Benefits (0200) |  |  |  |  |  |  |  |  |
| Purchased Professional and Technical Services (0300) |  |  |  |  |  |  |  |  |
| Travel, Registration and Entrance (0580) |  |  |  |  |  |  |  |  |
| Other Purchased Services (0500) |  |  |  |  |  |  |  |  |
| Supplies (0600) |  |  |  |  |  |  |  |  |
| Equipment (non-capitalized) (0735) |  |  |  |  |  |  |  |  |
| Other (0800) |  |  |  |  |  |  |  |  |
| **Totals:** |  |  |  |  |  |  |  |  |

**Appendix B: McKinney-Vento Homeless Education (Title IX, Part A) Onsite Program Review**

District: Date:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Interview with District McKinney-Vento Homeless Education Liaison | | | | |
| Compliance Indicator | **Regulatory Reference** | **Evidence Examples:**  **Interviews and Documents** | | **Notes:** |
| 1. Does the LEA collect data and report to CDE data on children and youth experiencing homelessness? | Title IX, Part A  Section 722(f)(3) 722(g)(6)(C) | *Interview will include an overview of the process by which McKinney student data is collected and how the liaison coordinates with district data staff (LAM) to ensure data accuracy, reliability, and consistency with October Count and End of Year CDE reporting.*  *Documentation should include:*   * *Evidence that the LEA collects information on the number of homeless children and youth enrolled in the LEA, including primary nighttime residence* * *Documentation on local data coordination* * *Year-end reports to CDE* | |  |
| 1. Has the LEA designated a Liaison to carry out the duties designated in 722(g)(6)? | Title IX, Part A  Section 722  (g)(6)(A)(i-x) | *Interview will include a discussion on the primary duties performed by the district liaison and discussion on student numbers and current FTE capacity assigned for liaison responsibilities.*  *Documentation may include:*   * *A job description* * *Other information about the liaison role and duties at the district* | |  |
| 1. Has the LEA informed school personnel, local service providers and advocates, parents and guardians of homeless children and youths, and homeless children and youths of the office and duties of the local McKinney-Vento Liaison? | Title IX, Part A  Section 722  (g)(6)(B) | *Documentation should include:*   * *A list of staff trainings and attendance* * *Notices provided to parents/guardians/unaccompanied homeless youth* * *Documentation from trainings/meetings with outside agencies* | |  |
| 1. Does the LEA have procedures in place to identify homeless children and youth and determine whether or not they are attending and succeeding in school? | Title IX, Part A  Section  722(g)(1) | *Interview will include the process by which McKinney students are identified in the district.*  *Documentation should include:*   * *McKinney-Vento identification/verification forms* * *Dispute resolution process* * *Staff trainings* * *Copies of local board policy, etc.* | |  |
| 1. Does the LEA post the educational rights of homeless children and youth in places within the district and local community where families and youth are likely to be present (e.g., schools, shelters, soup kitchens)? | Title IX, Part A  Section  722(g)(6)(vi) | *Interview will include the process by which the liaison confirms posting of McKinney student rights.*  *Documentation should include:*   * *Sample posters and brochures* * *A list of locations where student rights materials are posted* | |  |
| 1. Does the district enroll students experiencing homelessness immediately, even if the student is unable to provide documents that are typically required for enrollment? Enroll means permitting the student to attend classes and participate fully in school activities. | Title IX, Part A  Sections  722 (g)(3)(C);  722 (g)(3)(A) | *Interview will include a discussion on district enrollment procedures.*  *Documentation should include:*   * *Enrollment forms* * *Instructions, policies and/or training materials provided to district and school enrollment staff* | |  |
| 1. Has the LEA reviewed and revised policies/procedures that could act as barriers to the enrollment, attendance, identification and success of homeless children and youth? | Title IX, Part A  Section 722 (g)(7) | *Interview will include the process and timeline for reviewing McKinney-Vento district policy and procedures.*  *Documentation should include:*   * *Copies of McKinney-Vento district policies and procedures with revision dates* * *Documentation may include dated meeting notes, agendas, and sign-ins for revision meetings* | |  |
| 1. Does the district keep eligible children in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian or is not in the child’s or youth’s best interest? If the best interest determination finds that it is not in the best interest to remain at the school of origin or school requested by the parent/guardian/unaccompanied youth, does the LEA provide a written explanation of the reasons for its determination, in a manner and form understandable, and include information on the right to appeal? | Title IX, Part A  Section  722(g)(3)(B) | *Interview will include the process for determining best interest and school of origin feasibility decisions and the student-centered factors utilized in the decision process.*  *Documentation should include:*   * *The number of students staying in the school of origins that are outside of their attendance area, if data is available*   *\*Approximate numbers can be discussed if data is not available.*   * *The written explanation and information on the right to appeal in a manner and form understandable* | |  |
| 1. If a parent, guardian, or unaccompanied youth disputes a McKinney-Vento eligibility, school placement or enrollment decision, does the LEA provide the parent, guardian, or unaccompanied youth with a written explanation of its decision and notice of the right to appeal the decision? | Title IX, Part A  Section  722(g)(3)(E) | *NOTE: Even if placement disputes have not occurred before, the LEA should have a written plan on how to proceed in the event resolution/appeal is sought.*  *Interview will include disputes to date at the district.*  *Documentation should include:*   * *A written LEA dispute resolution procedure that corresponds to the state’s dispute procedure* * *Information on past disputes and resolution outcomes* | |  |
| 1. How do homeless youths receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college? | Title IX, Part A (g)(1)(K) | *Interview will include a description of the services provided to McKinney-Vento students through counselors.*  *Documentation should include:*   * *Event materials for students such as FAFSA nights* * *Documentation of coordination with school counselors* * *Documentation may include: data on the number of UHY completing the FAFSA or applying for college, coordination with SPOCs (Single Points of Contact) in higher education, etc.* | |  |
| 1. How does the LEA help remove barriers that prevent youths from receiving full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies? | Title IX, Part A (g)(1)(F)(ii) | *Interview will include the process the district utilizes in removing barriers related to credit accrual in accordance with State, local, and school policies.*  *Documentation should include:*   * *Trainings for school counselors related to credit accrual* * *District or school-level policies or procedures on awarding full or partial coursework, transcript evaluation procedures, etc.* | |  |
| 1. How does the LEA provide access to public preschool programs as provided to other children and remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, on-line learning, and charter school programs, if such programs are available at the local level? | Title IX, Part A (g)(F)(i) and (iii) | *Interviews will include a description of how the LEA provides access and removes barriers.*  *Documentation may include:*   * *Enrollment forms identifying preschool-age children and number enrolled* * *Use of subgrantee or Title I, Part A set aside funds utilized for access to programs* * *Transportation provided for participation or other efforts by the district to remove barriers* | |  |
| 1. What is the process for ensuring access to free school meals to McKinney students “as soon as possible” once students are verified by the liaison or other district/school McKinney representatives? | P.L. 108-265  USDA Memoranda:  SP 11-2014 (12/3/13)  SP4 (7/19/04) | *Interview to include the process and timeline from McKinney identification to approval and access to free school meals. Do students have access to free meals during district processing time without having to complete the application? Are students or families charged meals during processing time? Are unpaid dues waived so as not to delay student access to school meals?*  *Documentation should include:*   * *Examples of correspondence between liaison and food and nutrition* * *Examples may include meeting notes and agendas reviewing procedures* | |  |
| *Interview with Title IA Director and McKinney-Vento Liaison* | | | | |
| 1. Does the LEA have a plan for providing services to homeless children and youth and provides comparable services for homeless students attending non-Title I schools? | Title I-A Sections 1112(b)(1)(O); 1113(c)(3)(a) | *Interview will include the description of the provision of comparable services for homeless students attending Title I and non-Title I schools.*   * *Documentation should include the LEA homeless plan information* * *Title I, Part A Set Aside budget as submitted in the Consolidated Application* | |  |
| 1. Has the LEA reserved Title I-A funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children? | Title I-A  Section 1113 | *Interview will include the formula for how homeless set-aside is determined and shows evidence that the LEA Title I office collaborates with the homeless liaison on uses of the Title I, Part A reservation of funds.*  *Documentation should include:*   * *The amount of district Homeless Title IA set-aside budgeted vs. spent each for the 2014-2015, 2015-2016 school years, with figures to date on the 2016-17 school year* * *The activities for the Homeless Title IA set-aside* | |  |
| *Interview with Director of Transportation and McKinney-Vento Liaison* | | | | |
| 1. Does the district provide transportation for students experiencing homelessness in the following situations? 2. To the school of origin upon the request of a parent or guardian, or in the case of an unaccompanied youth, upon the request of the McKinney-Vento liaison 3. For other transportation (other than to the school of origin), transportation comparable to that provided to housed students. For example, If the district transports housed students to a summer program, it must also transport students experiencing homelessness. | Title IX, Part A Sections:  722(g)(1)(J)(iii)  and  722 (g)(4)(A) | | *Interview will include the process on how McKinney student transportation situations are communicated and resolved between the liaison (or other district McKinney representatives) and the district’s transportation department. Discussion to include the modes of transportation used and processes for how transportation modes are determined; the average time between McKinney student identification and provision of transportation; and the interim strategies in place to ensure immediate access to school.*  *Documentation should include:*   * *The number of students transported out of and into the district to attend the school of origin and excess transportation costs to keep students in schools of origin* * *The formula for calculating costs (approximate numbers and costs should be provided if actual date are not available).* |  |
| 1. What is the process for the provision of McKinney student transportation if the student is crossing district boundaries to attend their school of origin? | Title IX, Part A  Section  722(g)(1)(J)(iii) | | *Interview will include the process for communicating and resolving McKinney student transportation situations and how cost sharing is approached with other districts. Generally, how is agreement reached? Documentation should include:*   * *Past examples of how transportation and costs have been split* * *District-to-district correspondence* |  |
| Subgrantee Interview | | | | |
| 1. Describe progress on your McKinney-Vento Subgrant performance measures detailed in the Section II, Part C of your proposal narrative submitted in your most recent subgrant application. | Subgrant Application | *Liaison interview. Review of strategic performance measures and needed modifications (if any) to the submitted performance measures.* | |  |
| 1. Report on the “Academic Progress” Performance Measure submitted with your most recent subgrant. application | Subgrant Application | *Liaison interview: Evidence of Performance Measure being met. Progress of Performance Measure implementation.* | |  |
| 1. Report on the “LEA/School Support” Performance Measure submitted with your most recent subgrant application | Subgrant Application | *Liaison interview: Evidence of Performance Measure being met. Progress of Performance Measure implementation.* | |  |
| 1. Report on the “Collaboration” Performance Measure submitted with your most recent subgrant application | Subgrant Application | *Liaison interview: Evidence of Performance Measure being met. Progress of Performance Measure implementation.* | |  |
| 1. Describe local partnerships and collaborations in which the project is engaged. | Subgrant Application | *Liaison interview. Review meeting schedules, agency and coalition contacts, coordination with other district programs, and interaction with other district liaisons.* | |  |
| 1. Describe current economic and housing conditions in the community that are relevant to area homelessness. What trends are you seeing in your LEA and its impact? Describe district and community response and/or support for your subgrant project. | Subgrant Application | *Liaison interview. Documentation can include local news articles, school and community data, meeting minutes, vacancy rate trend data, average rental price trends, etc.* | |  |
| 1. Budget and expenditure discussion. | Grants Fiscal | *Liaison interview. Documentation can include Title IX, Part A interim financial report, update on expenditures since submission of interim financial report, information on use of funds, carryover expectations.* | |  |

|  |  |
| --- | --- |
| Exit Interview | |
| 1. Additional Questions, Comments and Suggestions for CDE, Title IX, Part A office: |  |

### CDE Reviewer Name and Title:

### LEA Homeless Liaison:

**Other LEA Staff Name and Title:**

**Other LEA Staff Name and Title:**

**Other LEA Staff Name and Title:**

# Appendix C: Resources

* Aligned Policies and Practices

<https://www.cde.state.co.us/dropoutprevention/alignedpolicyandpracticedropoutpreventionframework>

* Attendance Goal Calculator <https://www.cde.state.co.us/code/attendance-goal-calculator>
* Awareness and Training Resources

<https://schoolhouseconnection.org/article/awareness-and-training-resources>

* Collaboration and Coordination. Education of Homeless Children and Youth Non-Regulatory Guidance

<https://www.ed.gov/sites/ed/files/2020/07/160240ehcyguidanceupdated082718.pdf>

* Colorado Multi-Tiered System of Support

<https://schoolhouseconnection.org/article/awareness-and-training-resources>

* Community Collaborations

<https://www.cde.state.co.us/familyengagement/standard6collaboratingwithcommunity>

* Greeley/Evans School District 6 Family Center

<https://www.cde.state.co.us/sacpie/2019_standard_1_the_family_center>

* A Guide to Effective Collaborations with Community-Based Organizations to Support Students Experiencing Homelessness

<https://nche.ed.gov/a-guide-to-effective-collaborations-with-community-based-organizations-to-support-students-experiencing-homelessness/>

* Policies and Practices to Address School Discipline and Student Homelessness

<https://docs.google.com/document/d/1l5IXuXo4U2ViOqpsqb6jDiBUno9E3bYrJ3AVwUudLU8/edit?tab=t.0#heading=h.vpkh3hvd7jjm>

* Program Guide for Evidence-Based Social Emotional Learning Programs <https://pg.casel.org/review-programs/>
* Transportation Strategies <https://docs.google.com/document/d/1GZMLp3_5eUWIm1NVlDoAJnh4CZSu8VHUGSATofXTP0E/edit?tab=t.0>
* Voices From the Field Program Feature on the Intersection of Title I, Part D; McKinney-Vento Act; and Title I Part A Foster Care. July 2024 Washington, D.C. Prepared by the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who are Neglected, Delinquent, or At-Risk (NDTAC) [www.Neglected-Delinquent.ed.gov](http://www.Neglected-Delinquent.ed.gov) <https://neglected-delinquent.ed.gov/sites/default/files/2024-07/Voices%20From%20the%20Field%20Program%20Feature%20on%20the%20Intersection%20of%20Title%20I%2C%20Part%20D%3B%20McKinney-Vento%20Act%3B%20and%20Title%20I%2C%20Part%20A%20Foster%20Care.pdf>
* [Voices from the Field: Special Population Brief](https://childcareta.acf.hhs.gov/sites/default/files/new-occ/resource/files/NCASE%20Special%20Populations%20Brief%20-v4_ADA.pdf)

National Center on Afterschool and Summer Enrichment (NCASE ) Intentional engagement of special populations in out-of-school time programs, including highly mobile youth