



COLORADO
Department of Education

Funding Opportunity

Applications Due: Tuesday, April 30, 2019, by 11:59 pm
Application Information Webinar: Tuesday, March 5, 2019, from 9 am-10 am
Letter of Intent Due: Friday, March 8, 2019

EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM

PURSUANT TO: McKinney-Vento Homeless Assistance Act, reauthorized December 2015 by
Title IX, Part A, of the Every Student Succeeds Act (ESSA)

FUNDED BY: U.S. DEPARTMENT OF EDUCATION, OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

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McKinney-Vento Education for Homeless Children and Youth Program

Due: Tuesday, April 30, 2019, by 11:59 pm

Introduction

In July of 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act (Public Law 100-77). The educational provisions of the McKinney-Vento Act (herein after referred to as “the Act”) were reauthorized under the Elementary and Secondary Education Act (ESEA) 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 the Every Student Succeeds Act (ESSA). This act included several provisions to help individuals experiencing homelessness. Key components of the Act (Subtitle VII-B) require states to assure that children and youth experiencing homelessness have access to a free and appropriate public education.

During the 2017-2018 school year, Colorado identified 24,127 students experiencing homelessness. Additional information can be found on the [CDE McKinney-Vento Fact Sheet](#). The number of students experiencing homelessness in Colorado continues to increase. In an effort to address the growing number of children and youth experiencing homelessness, Local Education Agencies (LEAs) and Boards of Cooperative Services (BOCES) are eligible to apply for grant funds that support the intent of the Act. See **Attachment A Glossary of Terms** for this funding opportunity.

Goals of the Act

- 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, if appropriate, in preschool programs.
- Provide immediate enrollment of homeless children and youth who are not already enrolled.
- 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/guardian engagement 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.
- Ensure that children and youth who meet eligibility criteria have access to 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/high school equivalency success and completion for students experiencing homelessness.
- Ensure that all youth experiencing homelessness receive individualized counseling to prepare and improve their readiness for college and that unaccompanied youth are informed of their status as independent students.
- Support collaboration between LEAs/BOCES and social service agencies serving students experiencing homelessness.

More information on the Act and other helpful resources can be found on CDE’s homeless education website at www.cde.state.co.us/dropoutprevention/homeless_index, or on the website for the National Center for Homeless Education at www.serve.org/nche.

Purpose

The intent of the McKinney-Vento Education for Homeless Children and Youth competitive grant is to provide funding for programs that address the goals of the Act. The purpose of this funding opportunity is to support the removal of all educational barriers facing children and youth experiencing homelessness, with an emphasis on enrollment, attendance, and opportunity to succeed.

Services may be provided through programs on school grounds or at other facilities (e.g., shelters and nonprofit community social service centers). Where services are provided through programs on school grounds, such services also may be made available to children or youth who are determined by the LEA/BOCES to be at risk of failing or dropping out of school, except that priority for such services shall be given to homeless children and homeless youth. To the maximum extent practical, services shall be provided through programs and mechanisms that integrate homeless individuals and non-homeless individuals. Activities undertaken must not isolate or stigmatize homeless children and youth. Services provided under this program are not intended to replace the regular academic program. 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. Collaboration and coordination with other local and state agencies that serve homeless children and youth is required.

Eligible Applicants

All Colorado LEAs and BOCES are eligible to apply. Applicants may contract with other agencies; however, the local school system assumes responsibility for setting program goals and monitoring program accomplishments. The LEA/BOCES must serve in the capacity of fiscal agent.

Priority Considerations

The priorities for this RFP include: (1) creating a collaborative model that address root causes associated with lack of educational stability, low academic performance, and rising dropout rates for students experiencing homelessness (2) the development of a regional homeless education consortium to address the needs of rural and under resourced communities. Applicants are asked to identify if their application addresses priority considerations in completing the cover sheet. Priority considerations are factored into the *Selection Criteria & Evaluation Rubric*.

Bonus Points

Within this RFP, a total of 23 bonus points will be awarded in three areas: (1) overall quality of proposal and (2) priority considerations, and (3) percent of student population experiencing homelessness.

- (1) A total of 8 bonus points may be awarded for overall quality in the *Section A: Demographics and Need* and *Section C: Program Design and Implementation*.
- (2) 5 bonus points will be awarded to applicants with 7% of student population experiencing homelessness, as listed in **Attachment B**. Bonus points will be awarded in *Section A: Demographics and Need*. This criteria uses end-of-year date for the past three school years.
- (3) 10 bonus points will be awarded to applicants who propose implementation of a Regional Homeless Education Network. Bonus points will be awarded in *Section C: Program Design and Implementation*.

Note: Applicants that receive bonus points must still score the minimum points necessary to be qualified for an award.

Available Funds

Grant awards are for a consecutive three-year period, see *Duration of Grant* on page 6. Approximately \$600,000 is available for the 2019-2020 school year.

Based on available funding and established need, it is estimated that 14 grant awards will be made, in the funding range of \$20,000 to \$60,000 for 2019-2020 school year.

Allowable Use of Funds

Programs can either expand or improve services provided through a school's general academic program but cannot replace that program (supplement not supplant). To extent practicable, activities and services are to integrate homeless and non-homeless students.

Applicants may request to provide services through programs on school grounds, at other facilities, or may use funds to enter into contracts with other agencies to provide services for homeless children and youth.

The grant may include both "primary activities" (direct educational services such as, tutoring and teaching) and "related activities." The following are Authorized Activities of Local Education Agency grants, under section 723(d) of The Act:

- (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.

Duration of Grant

July 1, 2019, to June 30, 2020, for year one (of the three-year grant cycle), with the opportunity for additional funding each succeeding year for two years, contingent upon funding availability, yearly evaluation of program objectives, and compliance with fiscal requirements.

Evaluation and Reporting

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

Monitoring Requirement

Subgrantees will participate in a minimum of one 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.

Subgrantee Monitoring Documentation: **See Attachment C** for a copy of the tool used to collect information required by the U.S. Department of Education as part of monitoring visits. Please note additional interview questions may be included as part of the monitoring visit.

End-of-Year Reporting

Subgrantees are required to submit an annual end-of-year report to CDE. The first report will be due July 10, 2020. The purpose is to evaluate annual progress on performance measures and outline the program design and implementation plan for the following year of grant cycle. Continued funding for the second and third year is dependent upon completion of the annual report and future appropriation.

Subgrantee End of Year Survey: **See Attachment D** for a copy of questions and data collection items required for reporting.

Financial Reporting

Subgrantees will complete an interim financial report (IFR) and annual financial report (AFR). The first IFR will be due January 2020 and will ask for information on funding spent to date. The first AFR will be due September 2020. **See Attachment E** Electronic Budget and AFR tab for details regarding the completion of this submission.

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

Review Process and Timeline

Applications will be reviewed by CDE staff and experts from the field to ensure they contain all required components. Note: This is a competitive process – applicants must score at least 70 of the total possible 105 points to be approved for funding. Applications that score below 70 points *may* be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that submitting a proposal will result in funding, or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications will be notified and may reapply for future funding opportunities.

Applicants will be notified of final award status no later than Friday, June 14, 2019

Award Process and Start Date

For awarded applicants, grant funds cannot be obligated or spent prior to July 1, 2019 nor before a final budget is approved by CDE. Approved subgrantees will receive a Grant Award Letter and Request for Funds form that will allow the drawdown of funds.

Technical Assistance

RFP Webinar: An application training webinar will be held on **Tuesday, March 5, 2019, from 9:00 – 10:00am** [Click here to register for this technical assistance.](#)

This webinar will be recorded and posted on the [McKinney-Vento RFP page](#).

Letter of Intent: If interested in applying for this funding opportunity, please submit the [Letter of Intent](#) by **Friday, March 8, 2019**. This allows CDE to plan for the review process and communicate with prospective applicants with additional technical assistance should a need arise.

If you have questions or issues regarding webinar registration or Letter of Intent submission, please email CompetitiveGrants@cde.state.co.us.

Submission Process and Deadline

Applicants need to submit electronic copies of their application. An electronic copy of the application (in PDF format) and electronic budget (in Excel format) must be submitted to CompetitiveGrants@cde.state.co.us by **Tuesday, April 30, 2019, by 11:59 pm**.

The electronic version should include all required components of the application as one document. Please attach the electronic budget workbook, as an Excel format and as a separate document. Faxes will not be accepted.

Incomplete or late proposals will not be considered. If you do not receive an e-mail confirmation of receipt for your electronic application within 24 hours of the deadline, please email CompetitiveGrants@cde.state.co.us

Application materials, including the budget Excel file, are available on the [McKinney-Vento Education of Homeless Children and Youth Website](#).

Submit the electronic copy of the application and electronic budget by
Tuesday, April 30, 2019, by 11:59 pm to:
CompetitiveGrants@cde.state.co.us

Application Format

- All pages must be standard letter size, 8-1/2" x 11".
- The narrative must address, in sequence, each of Part II Sections A-D identified in the *Selection Criteria & Evaluation Rubric* (see pages 15-20) and cannot exceed **12 pages**.
 - State each section number as a bolded subheading.
 - Subparts within subheaded sections are recommended to be numbered or labelled in a way to correspond with the scoring rubric's topical outline.
 - Applications that deviate from the outlined sequence and format or that do not contain Part II Narrative Sections A-D within the 12-page limit will not be scored.
 - Other than the Letter of Commitment, and letter of support from key collaborators (if applicable), attachments or addendums cannot be utilized to address the required elements or be factored into the scoring and are therefore discouraged. Support letters that do not meet the criteria should not be submitted.
- Use 11-point font, single line spacing, and 1-inch margins.
- Number all pages.
- The signature page must include original signatures of the lead organization/fiscal agent.

Required Elements

The format outlined below **must be followed** in order to assure consistent application of the evaluation criteria. **See Selection Criteria & Evaluation Rubric for specific selection criteria needed in Parts II Sections A-D (pages 15 – 20).**

Part I: Application Introduction (not scored)

Cover Page

Assurances Form (*signed by Board president and applicant executives*)

Executive Summary

Table of Contents

Part II: Narrative:

Section A: Demographics and Need

Section B: Performance Measures and Evaluation

Section C: Program Design and Implementation

Section D: Electronic Budget and Budget Narrative and Funding Chart

Required Attachments (*does not count toward the 12-page limit*):

Attachment 1: Performance Measures Worksheet

Attachment 2: Budget

Attachment 3: Funding Chart

Attachment 4: Letters of Support from Key Collaborators (*optional per Section C: Program Design and Implementation*)

McKinney-Vento Education for Homeless Children and Youth Program 2019-2020

Applications Due: Tuesday, April 30, 2019 by 11:59 pm

Part IA: Cover Page – Applicant Information

Local Education Agency (LEA)/BOCES/Facility School Information			
LEA/BOCES:			
County:	LEA/BOCES 4-digit Code:	DUNS #:	
Mailing Address (City, ST, Zip Code):			
Website:			
Type of Applicant (check box below that best describes the organization or authorizer)			
<input type="checkbox"/> LEA <input type="checkbox"/> BOCES <input type="checkbox"/> Charter School Institute <input type="checkbox"/> Other (describe)			
Title of proposed program:			
<i>This refers to a descriptive name or acronym for the proposed program</i>			
Please identify the services and/or supports the applicant proposes to address associated with lack of educational stability, low academic performance, and rising dropout rates for students experiencing homelessness in accordance with the grant purpose: (Check all that apply)			
<input type="checkbox"/> Regional Homeless Education Network <input type="checkbox"/> Tutoring <input type="checkbox"/> Early Childhood Programming <input type="checkbox"/> School-Housing Partnership <input type="checkbox"/> Cross-agency Collaboration <input type="checkbox"/> Two Gen (2Gen) Approach <input type="checkbox"/> Re-engagement of homeless out-of-school youth <input type="checkbox"/> Parent Engagement			
Region (indicate region of Colorado this program will directly impact)			
<input type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
Authorized Representative Information			
Name:	Title:		
Telephone:	E-mail:		
Homeless Education Liaison Information			
Name:	Title:		
Telephone:	E-mail:		
Grant Fiscal Manager Information			
Name:			
Telephone:	E-mail:		
Students to be Served			
How many children and youth experiencing homelessness are anticipated to be served during the first year of this grant?			
Does the applicant's percentage of students experiencing homelessness meet or exceed 7% of the applicant's entire student population, as identified in Attachment B.			<input type="checkbox"/> Yes <input type="checkbox"/> No
Will the proposed program provide services to more than one LEA? (This means the applicant will serve students in the McKinney-Vento funded program who are enrolled, or will enroll, in an LEA other than its own. BOCES will most likely check Yes.)			<input type="checkbox"/> Yes <input type="checkbox"/> No
If checking Yes, please name the LEA(s) to be served:			

CDE McKinney-Vento Grant Three-Year Amount Requested: *Indicate the amount of funds being requested.*

2019-20	\$	2020-21	\$	2021-22	\$
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PART IB: EXECUTIVE SUMMARY

Provide a brief summary of the proposed program, not to exceed 100 words, including anticipated number of students served, name of applicant, program title, a description of intended services, and an overview of project collaborators. If awarded, this summary will appear on the CDE McKinney-Vento website. Avoid acronyms unless defined.

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

Part IC: Assurances Form (Complete and attach after Cover Page)

The School Board President and Board-Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On _____ (date) _____, 2019, the Board of _____ (LEA/BOCES) hereby applies for and, if awarded, accepts the federal funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all federal funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the LEA/BOCES is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools. In addition, LEAs/BOCES that accept the Education for Homeless Children and Youth Grant funding agree to the following assurances:

1. The proposal will be in compliance with the criteria in the McKinney-Vento Homeless Assistance Act, reauthorized December 2015 under Title IX, Part A of ESSA.
2. The budget for the first year of the grant will reflect activities for 7/1/19 through 6/30/20.
3. The LEA/BOCES will participate in at least one site visit within the three-year grant cycle by CDE and possibly a visit by the U.S. Department of Education.
4. The LEA/BOCES will submit an annual subgrantee year-end report to CDE by 7/10/2020, which evaluates how program objectives were met during the 2019-2020 fiscal year, and outlines the LEA/BOCES implementation plan for the next fiscal year. Continued funding for the second and third year is dependent upon completion of the annual report.
5. The LEA/BOCES will complete an interim financial report in January 2020. This brief financial report will ask for information on funding spent to date and anticipated carry-over for the next fiscal year.
6. The LEA/BOCES will follow reimbursement procedures, requesting funds at a minimum of quarterly, and respond to all grant requirements in a timely fashion, including the Annual Financial Report (AFR).
7. The LEA/BOCES shall provide the Grants Fiscal Management Unit at CDE a written account of expenditures no later than 10/1/2020, utilizing the AFR.
8. All LEA/BOCES must maintain fiscal and program records for a minimum of three years after the conclusion of the grant period.
9. This grant does not allow further subgranting of funds received by the LEA/BOCES.
10. It is expected that projects will run September through June. However, summer programs are allowable.
11. The academic component of a McKinney-Vento project will expand or improve, not replace the regular academic program.
12. The school will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
13. Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the subgrantees as a part of their regular audits.
14. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
15. Grant history, including but not limited to, past expenditure of funds, timely request of funds, and fulfillment of reporting requirements may be considered for previously-funded applicants in establishing new grant award letters, as applicable.
16. The state educational agency and local educational agencies in the State will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.

17. The local educational agencies will designate an appropriate staff person, able to carry out the duties described in paragraph (6)(A), who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths.
18. The state and the local educational agencies in the state will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin (as determined under paragraph (3)), in accordance with the following, as applicable:
 - If the child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.
 - If the child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing the child's or youth's education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.
19. The state and the local educational agencies in the state will adopt policies and practices to ensure participation by liaisons described in clause (ii) in professional development and other technical assistance activities provided pursuant to paragraphs (5) and (6) of subsection (f), as determined appropriate by the Office of the Coordinator.
20. The local educational agency's combined fiscal effort per student, or the aggregate expenditures of that agency and the State with respect to the provision of free public education by such agency for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made.
21. The local educational agency will comply with, or will use requested funds to comply with paragraphs (3) through (7) of section 722 (g).
22. The local educational agency will collect and promptly provide data requested by the State Coordinator pursuant to paragraph (1) and (3) of section 722(f).

Name of LEA Superintendent/BOCES Executive Director/CSI Authorized Representative	Signature
Name of McKinney-Vento Homeless Education Liaison	Signature
Name of Federal Programs Authorized Representative	Signature
Name of Board of Directors Authorized Representative (If Applicable)	Signature

McKinney-Vento Education for Homeless Children and Youth Program 2019-2020 Evaluation Rubric

Application Scoring (CDE Use Only)

Part I:	Proposal Introduction	No Points
Part II:	Narrative	
	Section A: Demographics and Need	/30
	Section B: Performance Measures and Evaluation	/18
	Section C: Program Design and Implementation	/40
	Section D: Electronic Budget, Budget Narrative and Funding Chart	/17
Subtotal:		<u> /105</u>
Bonus Points:		<u> /23</u>
Total:		<u> </u>

GENERAL COMMENTS: Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-

RECOMMENDATION: Funded _____ Funded with Changes _____ Not Funded _____

Selection Criteria & Evaluation Rubric

Part I: Application Introduction (No Points)

- Cover Page and Assurances Form
Complete the Cover Page (Part IA) and Assurances (Part IC) and attach as the first three pages of the application.
- Executive Summary
Provide a brief summary (Part 1B) of the program in one paragraph. Include the number of students to be served, a description of the intended services and an overview of project collaborators. This summary will be posted on the CDE webpage. This summary does not count toward the 12-page narrative page limit and will not be scored.
- Table of Contents
Place a table of contents after the Executive Summary.

Part II: Narrative (105 Points)

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, applicants must score at least 70 points of the 105 points possible and all required parts must be addressed. Applications that score below 70 points may be asked to submit revisions that would bring the application up to a fundable level.

Complete a narrative to address Sections A-D described below. Please note that the total narrative may be no longer than 12 pages (not including the Cover Page, Executive Summary, Assurance Form, Table of Contents and Attachments 1, 2, 3 and 4 (if applicable)). Charts may be used when appropriate to provide information in some of the sections as long as the 12 page maximum is followed. Proposals that do not follow the narrative instructions will be disqualified.

Section A: Demographics and Need	Minimally Addressed or does not meet criteria <i>(information not provided)</i>	Met some but not all identified criteria <i>(requires additional clarification)</i>	Addressed criteria but did not provide thorough detail <i>(adequate response, but not thoroughly developed or high quality response)</i>	Met All Criteria with High Quality <i>(clear, concise and well thought out response)</i>	Total Points
1) Provide the current number of children and youth (including unaccompanied youth) experiencing homelessness who have been enrolled in your LEA/BOCES during the 2018-2019 school year. Explain how this compares with the past three years (see Attachment B)	0	2	4	6	
2) Provide data on dropout rate and completion rate of students experiencing homelessness within the LEA/BOCES as compared to overall LEA/BOCES rates. Explain how this compares with the past three years. Visit the Colorado Graduation Dashboard for more information.	0	2	4	6	
3) Describe the community indicators (unemployment, cost of housing, lack of resources, etc.) that are linked to the living	0	2	4	6	

situations of children, youth, and their families who are being served as a part of the homeless education program within the LEA/BOCES.						
4) Describe the educational barriers facing the students to be served. To meet all criteria, applicant must consider the following: <ul style="list-style-type: none"> • Student mobility/lack of educational stability • Grade promotion • Credit recovery/Credit attainment • Immediate enrollment • Transportation 	0	2	4	6		
5) Provide a clear description of the current LEA/BOCES homeless education program that includes: <ul style="list-style-type: none"> • Ages and grades of students served; • Types of services and activities offered; • Current service gaps at the LEA/BOCES and community level; and • Description of the process of how service gaps are identified. 	0	2	4	6		
Up to 4 additional points may be awarded for meeting the following criteria when assessing this section as a whole: <ul style="list-style-type: none"> • Trend analysis of current and past numbers of students experiencing homelessness shows a clear understanding of the data and current need. • Trend analysis in the areas of dropout, and completion rates show a clear understanding of data and current need. • A detailed description of services and activities appropriate for different ages and grade levels is provided. • LEA/BOCES and community service gaps were clearly identified through a comprehensive process using multiple data points. 				Award between 0 and 4 points for this section:		
Does applicant meet the criteria of 7% of student population? See Attachment B and Cover Sheet				<input type="checkbox"/> Yes (5 bonus points) <input type="checkbox"/> No		
Reviewer Comments:						
					Total	

Section B: Performance Measures and Evaluation	Minimally Addressed or does not meet criteria <i>(information not provided)</i>	Met some but not all identified criteria <i>(requires additional clarification)</i>	Addressed criteria but did not provide thorough detail <i>(adequate response, but not thoroughly)</i>	Met All Criteria with High Quality	Total Points
-------------------------------------------------------	-----------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	-------------------------------------------	---------------------

			developed or high quality response)	(clear, concise and well thought out response)	
<p>As part of the conditions of the grant, each applicant must develop one performance measure in each of three categories that are directly connected to the National Standards and Indicators of Quality for McKinney-Vento Programs. The three categories are: 1) Academic Progress Outcomes 2) School Support Outcomes and 3) Collaboration Outcomes.</p> <p>Refer to Attachment F for more information on these performance measures including, Performance Measure Worksheets, the Performance Measure Development Guide and The Quality and Indicators of Quality McKinney-Vento Programs. <i>Applicants must attach their performance measures worksheets to the application (see Application Format on page 9).</i></p>					
6) A. Complete one performance measure worksheet in the area of "Academic Progress Outcomes." (See Attachment F) Description should include measurement of the outcome that is relevant, realistic and demonstrates impact in the area of academic progress. B. Address applicant's capacity to annually report progress on this performance measure and targets.	0	2	4	6	
7) A. Complete one performance measure worksheet in the area of "School Supports." (See Attachment F) Description should include measurement of the outcome that is relevant, realistic and demonstrates impact in the area of School Supports. B. Address applicant's capacity to annually report progress on this performance measure and targets.	0	2	4	6	
8) A. Complete one performance measure worksheet in the area of "Collaboration." (See Attachment F) Description should include measurement of the outcome that is relevant, realistic and demonstrates impact in the area of collaboration. B. Address applicant's capacity to annually report progress on this performance measure.	0	2	4	6	
Reviewer Comments:					
					Total

Section C: 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 Points
	<i>(information not provided)</i>	<i>(requires additional clarification)</i>	<i>(adequate response, but not thoroughly developed or</i>	<i>(clear, concise and well thought out response)</i>	

			high quality response)		
--	--	--	------------------------	--	--

The priorities for this RFP are tied to creating a collaborative model that address root causes associated with mobility, low academic performance, and graduation rates for students experiencing homelessness. (See page 4)

1) Outline how requested funds will supplement and support the current program to address the needs and service gaps in section A.	0	2	4	6	
2) Describe the proposed program, including an estimate of the number of students and families to be served and implementation of activities/strategies. Explain how the program addresses the priority considerations on page 4.	0	2	5	8	
3) For each performance measure and target, provide implementation details. Details should include, major activities/services, implementation benchmarks, a timeline for activities (including grant year) and the person responsible.	0	2	5	8	

Implementation Chart Format and Descriptors:

<i>Performance Measure</i>	<i>Targets</i>	<i>Activities/ Services</i>	<i>Implementation Benchmarks</i>	<i>Timeline (should cover 3 years)</i>	<i>Person(s) Responsible</i>
<i>State the performance measure. Note: categories include: (1) Academic, (2) School supports, and (3) Collaboration.</i>	<i>The targets to be met during the grant cycle for the specific performance measure.</i>	<i>The activities and services tied to meeting targets and performance measures.</i>	<i>Benchmarks are reasonable and realistic</i>	<i>Timeline is reasonable and realistic</i>	<i>Clear accountability for ongoing implementation of activities/services</i>

4) Describe the relationship of services among the LEA or BOCES federal/state funded programs and educational reform efforts [i.e., Early Childhood Education, Migrant Education, Special Education, English Language Acquisition, afterschool programs (21 st Century Community Learning Centers), School and LEA Unified Improvement Plans (UIP) and Individual Career and Academic Plans (ICAP)].	0	2	4	6	
5) Describe coordination efforts with Title IA of ESSA. Include how the level of homeless set-asides were determined for the 2018-2019 school year and how the set-asides are used to support homeless students within the LEA/BOCES.	0	2	4	6	
6) Describe how external partnerships address barriers to roots causes of homelessness, such as lack of affordable housing, economic gaps, etc.	0	2	4	6	

Up to 4 additional points may be awarded for meeting the following criteria when assessing this section as a whole:

- The program is well developed and clearly aligned with RFP purpose and goals of the Act. See pages 3 and 4.

Award between 0 and 4 points for

<ul style="list-style-type: none"> Title IA set-aside description and funding chart (Attachment G) are aligned and clearly address applicant’s dedication of funds to meet the needs of students experiencing homelessness. 	this section:	
Does applicant propose implementation of a Regional Homeless Education Network? See Narrative and Cover Sheet (identified services and supports, regions, and LEAs to be served).	<input type="checkbox"/> Yes (10 bonus points) <input type="checkbox"/> No	
Reviewer Comments:		
		Total

Section D: Electronic Budget, Budget Narrative, and Funding Chart	Minimally Addressed or does not meet criteria <i>(information not provided)</i>	Met some but not all identified criteria <i>(requires additional clarification)</i>	Addressed criteria but did not provide thorough detail <i>(adequate response, but not thoroughly developed or high quality response)</i>	Met All Criteria with High Quality <i>(clear, concise and well thought out response)</i>	Total Points
1) The budget narrative describes the connection of activities to the grant request and the proposed McKinney-Vento program. Be sure to relate how the request for McKinney-Vento funds fits into the various sources of funding for the program outlined in the funding chart (Attachment G) and how this funding will enable achievement of program objectives.	0	2	4	6	
2) Complete Attachment G: Homeless Education Funding Chart to provide an overview of the full amount and type of resources that support homeless. Include funding from other federal programs, community donations, corporate support, and in-kind contributions. <i>To receive score of “met all criteria”, applicants must attach their funding chart to the application (see Application Format on page 9). The attachment does not count toward the 12-page limit.</i>	0	1	3	5	
3) Describe the vision for an on-going plan and how the program will sustain if this federal grant is reduced or eliminated.	0	1	2	3	
4) Explain how the funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.	0	1	2	3	

Reviewer Comments:		
	Total	

Attachment A: Glossary of Terms

Boards of Cooperative Services (BOCES)- means a regional educational service unit designed to provide supporting, instructional, administrative, facility, community, or any other services contracted by participating members. {CSR 22-5-103(2)}

Collaboration- Cross-agency coordination to that address barriers to housing and support services

- Key collaborations refer to partnerships with organizations or agencies that provide in-kind goods or services, funds or other resources for the proposed grant program or otherwise play a role in achieving the grant proposal's objectives without being paid by the grant.
- Collaborations may or may not include written interagency agreements or Memorandums of Understanding (MOU). If an MOU exists, include it with the letter of support.
- Formal collaborations do not refer to contractors or vendors that would be providing services for this proposed grant program and that would be funded in the budget's purchased services category. These anticipated vendors or contractors should not submit letters of support. They can, however, be identified in the program description and budget if known at the time of submitting the proposal.

Dropout - In Colorado law, a dropout is defined as a person who leaves school for any reason, except death, before completion of a high school diploma or its equivalent, and who does not transfer to another public or private school or enroll in an approved home study program. Students who reach the age of 21 before receiving a diploma or designation of completion ("age-outs") are also counted as dropouts. It does not include an expelled student.

Early Childhood Programming refers to educational programs and strategies geared toward children from birth to the age of eight.

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 as 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.

Local Education Agency (LEA)- As defined in ESEA, a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools

Parental/Guardian Engagement: In the context of the McKinney-Vento Grant Program, family engagement generally refers to partnering and engaging parents, guardians and/or caregivers of the student experiencing homelessness to support two-way communication, develop attendance/behavior plans, provide services, and support school-family decision-making.

Re-engagement of homeless out-of-school youth refers to a system of support that targets identification, outreach, re-enrollment and re-engagement of youth experiencing homelessness.

Regional Homeless Education Network- Coordinated training and technical assistance to Local Homeless Education Liaisons across a Regional Consortium of public school districts (including LEAs and BOCES)

School-Housing Partnership describes the coordination between an LEA/BOCES and housing provider to prioritize and permanently house youth and families experiencing homelessness. The LEA/BOCES serves as the direct referral source for families and Unaccompanied Youth. This partnership aims to streamline the process and minimize the length of time a family is without permanent housing.

Subgrantee: The name of the organization that acts as the fiscal agent for the grant.

Support Services- External partnerships to provide homeless students and families with medical, dental, mental health, housing, basic needs, and other community and state services

Tutoring: These activities involve the direct provision of assistance to students in order to facilitate the acquisition of skills and knowledge related to concepts addressed during the school day. Tutors or teachers directly work with students individually and/or in small groups to complete their homework, prepare for tests, and work specifically on developing an understanding and mastery of concepts covered during the school day.

Two-Generation (2GEN) Approach: This approach is designed to address the needs of children and their parents together (whole family) in a way that supports a family's full potential and puts each individual of the family on a path to permanent economic security and economic mobility. Programs focused on early childhood, adult education, economic assets and health and well-being are fundamental to a 2Gen approach. 2GEN programs provide services to both child and adults (whole family) simultaneously and track outcomes for both. Examples include: financial education and coaching; career pathway programs linked to workforce development/employment training; adult education, early care and education and supportive services.

There are five core principles that underlie the 2Gen approach:

1. Measure and account for outcomes for both children and their parents. (Data is used for compliance and continuous improvement)
2. Engage and listen to the voices of families.
3. Foster innovation and evidence together.
4. Align and link systems and funding streams.
5. Ensure equity.

For more information:

- *Pioneering 2GEN Approaches in Colorado* (2 pages) - <https://ascend.aspeninstitute.org/resources/pioneering-2gen-approaches-in-colorado/>
- *The Colorado Guide to 2GEN* -<http://ascend.aspeninstitute.org/wp-content/uploads/2017/06/Colorado-2Gen-Action-Guide.pdf>.
- [See *Whole Family Approach*, described in the *Glossary of Terms*.](#)

Attachment B: Number of Students Experiencing Homelessness by LEA/BOCES

LEA/BOCES	District Code	3-year average for Total Number of Students Experiencing Homelessness (SY15/16, 16/17, 17/18)	3-year average for Percentage of Student Population Experiencing Homelessness (SY15/16, 16/17, 17/18)
0010	MAPLETON 1	189	1.8%
0020	ADAMS 12 FIVE STAR SCHOOLS	1,700	4.0%
0030	ADAMS COUNTY 14	531	6.5%
0040	SCHOOL DISTRICT 27J	322	1.7%
0050	BENNETT 29J	33	2.8%
0060	STRASBURG 31J	16	1.5%
0070	WESTMINSTER 50	964	8.7%
0100	ALAMOSA RE-11J	113	4.4%
0110	SANGRE DE CRISTO RE-22J	30	8.9%
0120	ENGLEWOOD 1	250	7.9%
0123	SHERIDAN 2	343	21.6%
0130	CHERRY CREEK 5	92	0.2%
0140	LITTLETON 6	169	1.0%
0170	DEER TRAIL 26J	1	0.6%
0180	ADAMS-ARAPAHOE 28J	2,275	4.9%
0190	BYERS 32J	69	2.0%
0220	ARCHULETA COUNTY 50 JT	14	0.9%
0230	WALSH RE-1	0	0.0%
0240	PRITCHETT RE-3	0	0.0%
0250	SPRINGFIELD RE-4	0	0.0%
0260	VILAS RE-5	0	0.5%
0270	CAMPO RE-6	0	0.0%
0290	LAS ANIMAS RE-1	5	0.4%
0310	MC CLAVE RE-2	0	0.0%
0470	ST VRAIN VALLEY RE 1J	610	1.8%
0480	BOULDER VALLEY RE 2	426	1.3%
0490	BUENA VISTA R-31	8	0.8%
0500	SALIDA R-32	33	2.5%
0510	KIT CARSON R-1	0	0.0%
0520	CHEYENNE COUNTY RE-5	2	1.2%
0540	CLEAR CREEK RE-1	25	2.7%
0550	NORTH CONEJOS RE-1J	4	0.4%
0560	SANFORD 6J	6	1.5%
0580	SOUTH CONEJOS RE-10	2	0.7%
0640	CENTENNIAL R-1	16	7.0%
0740	SIERRA GRANDE R-30	25	8.2%

LEA/BOCES	District Code	3-year average for Total Number of Students Experiencing Homelessness (SY15/16, 16/17, 17/18)	3-year average for Percentage of Student Population Experiencing Homelessness (SY15/16, 16/17, 17/18)
0770	CROWLEY COUNTY RE-1-J	0	0.0%
0860	CUSTER COUNTY SCHOOL DISTRICT C-1	0	0.1%
0870	DELTA COUNTY 50(J)	128	2.4%
0880	DENVER COUNTY 1	2,009	2.1%
0890	DOLORES COUNTY RE NO.2	7	2.3%
0900	DOUGLAS COUNTY RE 1	628	0.9%
0910	EAGLE COUNTY RE 50	20	0.3%
0920	ELIZABETH C-1	5	0.2%
0930	KIOWA C-2	4	1.4%
0940	BIG SANDY 100J	8	2.3%
0950	ELBERT 200	0	0.1%
0960	AGATE 300	1	5.7%
0970	CALHAN RJ-1	0	0.0%
0980	HARRISON 2	174	1.2%
0990	WIDFIELD 3	56	0.5%
1000	FOUNTAIN 8	308	3.1%
1010	COLORADO SPRINGS 11	1,055	3.3%
1020	CHEYENNE MOUNTAIN 12	18	0.3%
1030	MANITOU SPRINGS 14	55	3.4%
1040	ACADEMY 20	55	0.2%
1050	ELLCOTT 22	1	0.1%
1060	PEYTON 23 JT	3	0.4%
1070	HANOVER 28	39	12.2%
1080	LEWIS-PALMER 38	10	0.1%
1110	FALCON 49	127	0.6%
1120	EDISON 54 JT	0	0.1%
1130	MIAMI/YODER 60 JT	0	0.0%
1140	CANON CITY RE-1	29	0.7%
1150	FREMONT RE-2	51	3.3%
1160	COTOPAXI RE-3	0	0.0%
1180	ROARING FORK RE-1	108	1.8%
1195	GARFIELD RE-2	91	1.7%
1220	GARFIELD 16	69	5.3%
1330	GILPIN COUNTY RE-1	5	1.0%
1340	WEST GRAND 1-JT.	19	3.9%
1350	EAST GRAND 2	31	2.2%
1360	GUNNISON WATERSHED RE1J	1	0.0%
1380	HINSDALE COUNTY RE 1	0	0.0%
1390	HUERFANO RE-1	0	0.0%
1400	LA VETA RE-2	12	5.1%
1410	NORTH PARK R-1	0	0.2%
1420	JEFFERSON COUNTY R-1	2,766	3.1%

LEA/BOCES	District Code	3-year average for Total Number of Students Experiencing Homelessness (SY15/16, 16/17, 17/18)	3-year average for Percentage of Student Population Experiencing Homelessness (SY15/16, 16/17, 17/18)
1430	EADS RE-1	0	0.2%
1440	PLAINVIEW RE-2	0	0.0%
1450	ARRIBA-FLAGLER C-20	4	2.1%
1460	HI-PLAINS R-23	0	0.0%
1480	STRATTON R-4	2	0.8%
1490	BETHUNE R-5	4	3.1%
1500	BURLINGTON RE-6J	18	2.2%
1510	LAKE COUNTY R-1	13	1.1%
1520	DURANGO 9-R	105	1.9%
1530	BAYFIELD 10 JT-R	13	0.9%
1540	IGNACIO 11 JT	30	3.2%
1550	POUDRE R-1	937	3.0%
1560	THOMPSON R2-J	626	3.6%
1570	ESTES PARK R-3	24	1.9%
1580	TRINIDAD 1	26	2.2%
1590	PRIMERO REORGANIZED 2	7	3.2%
1600	HOEHNE REORGANIZED 3	0	0.0%
1620	AGUILAR REORGANIZED 6	0	0.0%
1750	BRANSON REORGANIZED 82	0	0.0%
1760	KIM REORGANIZED 88	0	0.0%
1780	GENOA-HUGO C113	0	0.2%
1790	LIMON RE-4J	23	4.3%
1810	KARVAL RE-23	0	0.0%
1828	VALLEY RE-1	33	1.4%
1850	FRENCHMAN RE-3	0	0.0%
1860	BUFFALO RE-4J	0	0.0%
1870	PLATEAU RE-5	0	0.0%
1980	DE BEQUE 49JT	11	6.0%
1990	PLATEAU VALLEY 50	0	0.1%
2000	MESA COUNTY VALLEY 51	796	3.5%
2010	CREEDE SCHOOL DISTRICT	0	0.0%
2020	MOFFAT COUNTY RE:NO 1	8	0.4%
2035	MONTEZUMA-CORTEZ RE-1	8	0.3%
2055	DOLORES RE-4A	24	3.0%
2070	MANCOS RE-6	26	5.0%
2180	MONTROSE COUNTY RE-1J	353	5.4%
2190	WEST END RE-2	0	0.0%
2395	BRUSH RE-2(J)	52	3.2%
2405	FORT MORGAN RE-3	318	9.3%
2505	WELDON VALLEY RE-20(J)	8	3.5%
2515	WIGGINS RE-50(J)	7	1.1%
2520	EAST OTERO R-1	7	0.5%

LEA/BOCES	District Code	3-year average for Total Number of Students Experiencing Homelessness (SY15/16, 16/17, 17/18)	3-year average for Percentage of Student Population Experiencing Homelessness (SY15/16, 16/17, 17/18)
2530	ROCKY FORD R-2	8	0.9%
2535	MANZANOLA 3J	0	0.0%
2540	FOWLER R-4J	1	0.2%
2560	CHERAW 31	0	0.0%
2570	SWINK 33	0	0.1%
2580	OURAY R-1	0	0.0%
2590	RIDGWAY R-2	10	2.6%
2600	PLATTE CANYON 1	15	1.3%
2610	PARK COUNTY RE-2	3	0.4%
2620	HOLYOKE RE-1J	1	0.2%
2630	HAXTUN RE-2J	0	0.0%
2640	ASPEN 1	0	0.0%
2650	GRANADA RE-1	0	0.0%
2660	LAMAR RE-2	45	2.7%
2670	HOLLY RE-3	0	0.1%
2680	WILEY RE-13 JT	0	0.0%
2690	PUEBLO CITY 60	1,184	6.3%
2700	PUEBLO COUNTY 70	36	0.3%
2710	MEEKER RE1	4	0.5%
2720	RANGELY RE-4	10	1.8%
2730	DEL NORTE C-7	22	4.6%
2740	MONTE VISTA C-8	6	0.5%
2750	SARGENT RE-33J	2	0.5%
2760	HAYDEN RE-1	5	1.1%
2770	STEAMBOAT SPRINGS RE-2	3	0.1%
2780	SOUTH ROUTT RE 3	0	0.1%
2790	MOUNTAIN VALLEY RE 1	36	23.1%
2800	MOFFAT 2	62	25.6%
2810	CENTER 26 JT	122	17.5%
2820	SILVERTON 1	6	7.6%
2830	TELLURIDE R-1	0	0.0%
2840	NORWOOD R-2J	5	1.9%
2862	JULESBURG RE-1	0	0.0%
2865	PLATTE VALLEY RE-3	17	12.1%
3000	SUMMIT RE-1	32	0.9%
3010	CRIPPLE CREEK-VICTOR RE-1	30	6.8%
3020	WOODLAND PARK RE-2	26	0.9%
3030	AKRON R-1	15	3.8%
3040	ARICKAREE R-2	1	0.9%
3050	OTIS R-3	7	2.6%
3060	LONE STAR 101	0	0.0%
3070	WOODLIN R-104	0	0.0%

LEA/BOCES	District Code	3-year average for Total Number of Students Experiencing Homelessness (SY15/16, 16/17, 17/18)	3-year average for Percentage of Student Population Experiencing Homelessness (SY15/16, 16/17, 17/18)
3080	WELD COUNTY RE-1	46	2.2%
3085	EATON RE-2	25	1.2%
3090	KEENESBURG RE-3(J)	79	3.0%
3100	WINDSOR RE-4	41	0.6%
3110	JOHNSTOWN-MILLIKEN RE-5J	10	0.2%
3120	GREELEY 6	484	2.0%
3130	PLATTE VALLEY RE-7	20	1.7%
3140	WELD COUNTY S/D RE-8	66	2.6%
3145	AULT-HIGHLAND RE-9	30	3.1%
3146	BRIGGS DALE RE-10	0	0.2%
3147	PRAIRIE RE-11	0	0.0%
3148	PAWNEE RE-12	0	0.0%
3200	YUMA 1	36	4.1%
3210	WRAY RD-2	21	3.0%
3220	IDALIA RJ-3	1	0.6%
3230	LIBERTY J-4	0	0.0%
8001	CHARTER SCHOOL INSTITUTE	124	0.7%
9000	Colorado School for the Deaf and Blind	12	5.5%
9025	EAST CENTRAL BOCES	0	0.0%
9030	MOUNTAIN BOCES	11	9.4%
9035	CENTENNIAL BOCES	9	3.7%
9040	NORTHEAST BOCES	0	0.0%
9045	PIKES PEAK BOCES	0	0.0%
9050	SAN JUAN BOCES	0	0.0%
9055	SAN LUIS VALLEY BOCES	0	0.0%
9060	SOUTH CENTRAL BOCES	0	0.0%
9075	SOUTHEASTERN BOCES	0	0.0%
9095	NORTHWEST COLO BOCES	0	0.0%
9120	ADAMS COUNTY BOCES	0	0.0%
9125	RIO BLANCO BOCES	0	0.0%
9130	EXPEDITIONARY BOCES	0	0.0%
9135	GRAND VALLEY BOCES	0	0.0%
9140	MT EVANS BOCES	0	0.0%
9145	UNCOMPAHGRE BOCS	0	0.0%
9150	SANTA FE TRAIL BOCES	0	0.0%
9160	FRONT RANGE BOCES	0	0.0%
9165	UTE PASS BOCES	0	0.0%
9170	COLORADO DIGITAL BOCES	12	0.4%
9175	COLORADO RIVER BOCES	16	9.1%

Attachment C: Subgrantee Monitoring Documentation

Subgrantee Interview			
1. Describe progress on your McKinney-Vento Subgrant program design and implementation detailed in Part II of your grant application.	Subgrant Application	<i>Liaison interview. Review of grant narrative, results to date, needed modifications (if any) to the submitted program design and implementation.</i>	
2. Report on the “Academic Progress” Performance Measure submitted with your most recent subgrant. application	Subgrant Application	<i>Liaison interview: Evidence of Performance Measure being met. Progress of Performance Measure implementation.</i>	
3. Report on the “School Support” Performance Measure submitted with your most recent subgrant application	Subgrant Application	<i>Liaison interview: Evidence of Performance Measure being met. Progress of Performance Measure implementation.</i>	
4. Report on the “Collaboration” Performance Measure submitted with your most recent subgrant application	Subgrant Application	<i>Liaison interview: Evidence of Performance Measure being met. Progress of Performance Measure implementation.</i>	
5. Describe local partnerships and collaborations in which the project is engaged.	Subgrant Application	<i>Liaison interview. Review meeting schedules, agency and coalition contacts, coordination with other district programs, and interaction with other district liaisons.</i>	
6. Describe current economic and housing conditions in the community that are relevant to area homelessness. How are the demographics of your district changing? Describe district and community response and/or support for your subgrant project.	Subgrant Application	<i>Liaison interview. Documentation can include local news articles, school and community data, meeting minutes, etc.</i>	
7. Budget and expenditure discussion.	Grants Fiscal	<i>Liaison interview. Documentation can include Title X interim financial report, update on expenditures since submission of interim financial report, information on usage of funds, carryover expectations.</i>	

Attachment D: Subgrantee End-of-Year Survey

MCKINNEY-VENTO- TITLE IX, PART A OF ESSA 2019-20 END OF YEAR REPORTING SURVEY YEAR ONE SUBGRANTEE: *INSERT NAME*

Due date: Friday, July 10, 2020

Part I: Contact and Grant Information

- a) Grantee: [Click here to enter grantee name.](#)
- b) Name of Program: [Click here to enter program name.](#)
- c) District Code: [Click here to enter code.](#)
- d) Name of Contact: [Click here to enter name.](#)
- e) Contact Phone Number: [Click here to enter phone number.](#)
- f) Email: [Click here to enter email address.](#)
- g) Please note if there are any changes to the above information: [Click here to enter changes.](#)

PART II: Students Served

Q1. McKinney-Vento Success Stories: Please share **success stories** from your program. Do not use the student's or family's real name. No personally identifiable information (PII) should be included.

1A. Success Story – One paragraph about a student who experienced success: [Click here to enter text.](#)

1B. Success Story – One paragraph about a connection with a parent: [Click here to enter text.](#)

1C. Success Story – One paragraph about success with a high school student: [Click here to enter text.](#)

PART III: Program Strategies and Services

Self-assessment of serving students through the LEA/BOCES McKinney-Vento Program during the period of July 1, 2019 to June 30, 2020.

Q2. Describe program strengths in serving McKinney-Vento students: [Click here to enter text.](#)

Q3. Explain program implementation challenges and subsequent impact:

3A. School level challenge and impact: [Click here to enter text.](#)

3B. LEA/BOCES level challenge and impact: [Click here to enter text.](#)

3C. Other: [Click here to enter text.](#)

Q4. Student Access to Support Services

4A. School Level: [Click here to enter text.](#)

4B. LEA/BOCES Level: [Click here to enter text.](#)

4C. Other: [Click here to enter text.](#)

Q5. Describe transportation issues and/or progress in serving McKinney-Vento eligible students during the reporting period, July 1, 2019 to June 30, 2020. [Click here to enter text.](#)

Q6. If you could have one wish that would help your LEA/BOCES more effectively serve homeless children and youth, and their families, it would be... [Click here to enter text.](#)

PART V: Performance Measures and Evaluation

Q7. Academic Progress Outcomes

Below is the description of this outcome that was provided in the initial McKinney-Vento RFP:

7A. LEA/BOCES performance measure:

Report progress on LEA/BOCES performance measure

Exceeded performance measure

Met performance measure

Making progress

Not making progress

7B. Provide results from year one (2019-2020) for this performance measure. [Click here to enter text.](#)

7C. Describe special circumstances and/or factors that **positively** affected progress on achieving the performance measure. [Click here to enter text.](#)

7D. Describe special circumstances and/or issues that **negatively** affected progress on achieving the performance measure. [Click here to enter text.](#)

Q8. School Supports Outcomes

Below is the description of this outcome that was provided in the initial McKinney-Vento RFP:

8A. LEA/BOCES performance measure:

Report progress on LEA/BOCES performance measure

Exceeded performance measure

Met performance measure

Making progress

Not making progress

8B. Provide results from year one (2019-2020) for this performance measure. [Click here to enter text.](#)

8C. Describe special circumstances and/or factors that **positively** affected progress on achieving the performance measure. [Click here to enter text.](#)

8D. Describe special circumstances and/or issues that **negatively** affected progress on achieving the performance measure. [Click here to enter text.](#)

Q9. Collaboration Outcomes

9A. Collaboration performance measure:

Report progress on collaboration performance measure

Exceeded performance measure

Met performance measure

Making progress

Not making progress

9B. Provide results from year one (2019-2020) for this performance measure. [Click here to enter text.](#)

9C. Describe special circumstances and/or factors that **positively** affected progress on achieving the performance measure. [Click here to enter text.](#)

9D. Describe special circumstances and/or issues that **negatively** affected progress on achieving the performance measure. [Click here to enter text.](#)

PART V: Program Design and Implementation

Q10. Describe progress on your McKinney-Vento Implementation Chart submitted in Section C of your 2019-2022 McKinney-Vento grant application. Overall, for the objectives listed on your LEA/BOCES implementation chart, please provide the following:

10A. LEA/BOCES Objectives:

Report progress on LEA/BOCES objectives listed on the implementation chart submitted with your grant application

Exceeded performance measure

Met performance measure

Making progress

Not making progress

10B. Provide results from year one (2019-2020) for this performance measure. [Click here to enter text.](#)

10C. Describe special circumstances and/or factors that **positively** affected progress on achieving the performance measure. [Click here to enter text.](#)

10D. Describe special circumstances and/or issues that **negatively** affected progress on achieving the objective. [Click here to enter text.](#)

PART VI: Continuation Plan –Grant Year 2 (July 1, 2020- June 30, 2021)

CP1. Current Program Description:

If applicable please update the brief paragraph describing McKinney-Vento services and collaborations provided through your program. This information will be posted on the CDE McKinney-Vento webpage. [Click here to enter text.](#)

CP2. Estimated number of students to be served in 2020-2021 school year:

PreK:

K-5:

6-8:

9-12:

Total McKinney-Vento Student to be served in 2020-2021 school year:

CP3. Recorded number of students enrolled as homeless in the 2019-2020 school year:

PreK:

K-5:

6-8:

9-12:

Total McKinney-Vento Student enrolled in 2019-2020 school year:

CP4. Percent of homeless students to total LEA/BOCES population for the 2019-2020 school year

CP4a. Percent (%) of homeless students enrolled

CP4b. Total number (#) of student population for the LEA/BOCES

CP5. Do you anticipate significant changes to your LEA/BOCES implementation chart? If yes, please explain. (Implementation chart can be found in Section C of the proposal narrative submitted with the 2019-2020 McKinney-Vento grant application)

CP6. Please explain the top two or three overall challenges to be addressed in 2020-2021 in providing services to homeless students:

CP7. Please explain the top student academic needs to be addressed in 2020-21 to help for students identified as homeless:

CP8. Please explain the LEA/BOCES strategies planned for 2020-2021 to help with academic success for students who experience homelessness:

CP9. Please explain the LEA/BOCES strategies planned for 2020-2021 to help with support strategies for students who experience homelessness:

PART VII: Budget Section for Grant Year 2

CP10: Complete the Colorado Department of Education program budget document and provide a brief budget narrative to accompany your 2020-2021 budget.

CP11: Submit a *Homeless Education Funding Chart* for grant year two. Funding chart for grant year one was submitted as Attachment G in your 2019-2022 McKinney-Vento grant application.

Attachment E: Electronic Budget

The electronic budget is available to download at www.cde.state.co.us/dropoutprevention/homeless_index.

Attachment F: Performance Measure Worksheets

Attach at least one performance measure worksheet in each area to the application.

For the 2019-2022 grant cycle, each subgrantee is required to create one performance measure with outcomes in each of the areas listed below for a total of three performance measures which will be tracked and evaluated each year of the three-year funding cycle:

- I. Worksheet I: Academic Progress Outcomes
- II. Worksheet II: School Support Outcomes
- III. Worksheet III: Collaboration Outcomes

Applicants may wish to create additional performance measures for their own local program evaluation needs but these extra measures will not be required for submission with annual progress reports. These performance measures are directly connected to the National Ten Standards and Indicators of Quality for McKinney-Vento Programs.

For more information on developing these Performance Measures, refer to the Performance Measure Development Guide, which includes guidelines, tips, and examples in each of the three areas. The guide can be found at: www.cde.state.co.us/dropoutprevention/homeless_index.

For the full list of national standards and indicators, refer to the “Standards and Indicators of Quality McKinney-Vento Programs” document found at www.cde.state.co.us/dropoutprevention/homeless_index.

Worksheet I: Academic Progress Outcomes

Academic Progress Outcomes: McKinney-Vento subgrant funding may be used to improve academic outcomes for homeless children and youth either through direct academic interventions or to facilitate connections with LEA/BOCES academic supports.

a) Direct Academic Interventions: Describe the direct academic interventions supported through McKinney-Vento subgrant funding. Provide baseline data and set outcome targets for year one, two, and three. Measures to track progress include:

- Elementary: DIBELS, Galileo, NWEA’s MAP, Colorado Measures of Academic Success (CMAS), other growth or proficiency assessments.
- Middle School: AIMSweb, Galileo, Colorado Measures of Academic Success (CMAS), other growth or proficiency assessments.
- High School: Galileo, GPA, course completions, credit recovery successfully completed, progress toward credit attainment (can include completing competitive-based programs, internships and apprenticeships), report card comparison (baseline to year-end), Colorado Measures of Academic Success (CMAS), graduation rate, other growth or proficiency assessments.

OR

b) Connections with LEA/BOCES academic supports: Describe your process for connecting homeless students with the appropriate academic supports needed. Provide baseline data and set outcome targets for years one, two, and three.

For direct academic interventions, include a description of how homeless students’ initial academic standing will be assessed.

Creating Performance Measures	Title
1. Identify the anticipated results and how it compares to the baseline measure.	
2. Describe how the results will be achieved (i.e., how will funds be used).	
3. What data and instruments will be used to measure the results? Please see PM Development Guide for guidelines and provide a rationale if alternative measures are used.	
4. What targets are expected to be met during each of the next three years of the grant period?	
5. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is the performance measure .	
6. List the National Quality Standard and Indicators connected to this performance measure and state the relationship.	

Worksheet II: School Support Outcomes

School Support Outcomes: Demonstrate how homeless students have immediate educational access, increased school stability and/or access to LEA/BOCES non-academic support programs (academic specific support programs should be included under academic progress outcomes).

Outcomes could address increased success in identification, enrollment, school stability, and participation in specialized and comparable services. Preschool specific outcomes or outcomes specific to unaccompanied homeless youth can be a part of this section. Measurement of the outcomes should focus on impact of this work.

Creating Performance Measures	Title
1. Identify the anticipated results and how it compares to the baseline measure.	
2. Describe how the results will be achieved (i.e., how will funds be used).	
3. What data and instruments will be used to measure the results? Please see PM Development Guide for guidelines and provide a rationale if alternative measures are used.	
4. What targets are expected to be met during each of the next three years of the grant period?	
5. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is the performance measure .	
6. List the National Quality Standard and Indicators connected to this performance measure and state the relationship.	

Worksheet III: Collaboration Outcomes

Collaboration Outcomes: Develop meaningful collaboration opportunities to increase resources, referrals, and partnerships to meet the complex needs of students who are homeless. Demonstrate in years one, two, and three how planned, targeted collaborative efforts will increase or leverage resources leading to successful outcomes for homeless students and their families.

Collaborations could be internal or external to the LEA/BOCES and may include parent involvement and engagement activities. Measurement of the outcomes should focus on impact and/or value of the collaboration.

Creating Performance Measures	Title
1. Identify the anticipated results and how it compares to the baseline measure.	
2. Describe how the results will be achieved (i.e., how will funds be used).	
3. What data and instruments will be used to measure the results? Please see PM Development Guide for guidelines and provide a rationale if alternative measures are used	
4. What targets are expected to be met during each of the next three years of the grant period?	
5. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is the performance measure .	
6. List the National Quality Standard and Indicators connected to this performance measure and state the relationship.	

Attachment G: Homeless Education Funding Chart

Provide an overview of the full amount and type of resources that support homeless education by completing the funding chart below. Include funding from other federal programs, community donations, corporate support, and in-kind contributions.

Program Categories	McKinney -Vento	Title I Homeless Set-Asides	Other Education Funding Sources	Private, Foundation, or Community Grants	Service Organizations or Community Groups	Other Funding Sources	In-Kind Donations
Instructional Program							
Salaries (0100)							
Employee Benefits (0200)							
Purchased Professional and Technical Services (0300)							
Purchased Property Services (0400)							
Other Purchased Services (0500)							
Supplies (0600)							
Property (0700)							
Other (0800)							
Administration							
Support Program							
Salaries (0100)							
Employee Benefits (0200)							
Purchased Professional and Technical Services (0300)							
Purchased Property Services (0400)							
Other Purchased Services (0500)							
Supplies (0600)							
Property (0700)							
Other (0800)							
Administration							
Totals:							

Please use the space below, if needed, for additional information on the funding sources listed above. *Of note, this section is not considered part of the 12 page narrative limit.*