



# 2019 – 2022 MCKINNEY-VENTO COMPETITIVE GRANT INFORMATIONAL WEBINAR

## **Presented By:**

- The New York State Education Department (NYSED)
- The New York State Technical & Education Assistance Center for Homeless Students (NYS-TEACHS)

# INTRODUCTIONS

- **Arija Linauts, NYS-TEACHS**
- Jennifer Pringle, NYS-TEACHS

## **Presenting on behalf:**

- Office of ESSA-Funded Programs, New York State Education Department (NYSED)

# IF YOU HAVE QUESTIONS...

- Type your questions into the “questions” section of the control panel on the right of your screen.
- Email questions to [homelessrfp@nysed.gov](mailto:homelessrfp@nysed.gov) by **November 21, 2018.**

**ANSWERS WILL POSTED BY DEC. 5, 2018:**

<http://www.p12.nysed.gov/funding/currentapps.html>

# OVERVIEW

Grant Purpose and Timeline

Funding and Eligibility

Application Structure and Components

Needs Assessment and Planning Resources

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# PURPOSE

The purpose of McKinney-Vento funding is to **facilitate the improved attendance, engagement, and academic success** of homeless children and youth.

\*Services provided using McKinney-Vento grant funds must NOT replace regular academic programs.

\*\* Grant funds should NOT be used to fulfill the basic McKinney-Vento Act statutes of identification, enrollment, or transportation to/from the regular school day.



# TIMELINE

Item	Dates
<b>Grant application posted</b>	11.8.18
Informational Webinar	11.15.18
Questions deadline	11.21.18
Answers posted	12.5.18
<b>Applications due</b>	12.19.18
<b>Award/non-award letters sent</b>	Early March 2019 <i>(tentative)</i>
Project start date	7/1/19

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# FUNDING – grant cycle

Three (3) year grant cycle: July 1, 2019 – June 30, 2022

- Year 1 is **July 1, 2019 – June 30, 2020**
- ✓ Updated budget documents for Year 2 due: **May/June 2020**
- ✓ Year 1 End-of-Year Grant Program Report due: **June 2020**
  
- Funds for Year 2 and Year 3 authorized based upon submission of a satisfactory end-of-year grant report and budget report for previous year.

*NOTE: Failure to submit either the end-of-year program report or annual budget may delay receipt of the next year's funding.*

# FUNDING - SOURCE

## U.S. Department of Education

- McKinney-Vento Act

### Additional Information:

- Funding contingent upon annual state allocation
- Approximately **5.1 million per year** (*for the 3-year cycle*) is expected to be available to New York State grantees
- Funding allocated through competitive grant application process

# FUNDING – structure

## Baseline Grant

- The **Baseline Grant** is intended to support LEAs in their efforts to promote school success for students in temporary housing.
- Up to 40 grants will be awarded
- Minimum of 60 points (out of 100)

## Enhanced Grant for Trauma-Sensitive Schools

*(optional)*

- The **Enhanced Grant** is intended to support LEAs in their efforts to take very deliberate steps towards creating and implementing whole-school trauma-sensitive programs and activities.
- Up to 12 grants
- Minimum of 36 points (out of 80)

# FUNDING – awards

## Baseline Grant

- **100 - 200** students identified- **\$45,000** per year for 3 years
- **201- 300** students identified - **\$55,000** per year for 3 years
- **301- 600** students identified - **\$65,000** per year for 3 years
- **601 -1000** students identified - **\$80,000** per year for 3 years
- **1001- 2000** students identified - **\$100,000** per year for 3 years
- **2001- 4000** students identified - **\$125,000** per year for 3 years
- LEAs/consortia with **>4,000** students identified as homeless may request a maximum total award of **\$2.5 million** per year for 3 years

## Enhanced Grant for Trauma-Sensitive Schools

- Up to **\$20,000** per year for 3 years  
*(in addition to the Baseline Grant)*

# FUNDING – awards cont'd

## A few additional notes:

- **Baseline grants** will be awarded from highest to lowest (eligible) score until funds are exhausted, up to 40 grants.
- Applicants for the **Enhanced Grant** MUST ALSO APPLY for, and RECEIVE, the Baseline Grant.
- No more than 12 **Enhanced Grants** will be awarded.

# ELIGIBILITY

- All local educational agencies (LEAs)\* are eligible

*\* LEA includes School Districts, Charter Schools, BOCES*

- LEAs must have minimum average of 100 students in temporary housing in the 2015-16, 2016-17, and 2017-18 school years.
- Consortia of LEAs must have a sum average of 100 students in temporary housing in the 2015-16, 2016-17, and 2017-18 school years.

\* SIRS data from SY15-16, 16-17, and 17-18 is available on the NYS-TEACHS website: <https://nysteachs.org/resources/sirs-data-on-student-homelessness-3-year-summary/>

# ELIGIBILITY – Example

- District A identified the following homeless students in the data warehouse:
  - 2015-2016: 75 students
  - 2016-2017: 95 students
  - 2017-2018: 140 students

$$\frac{75 + 95 + 140}{3} = 103.3$$

- District A is eligible to apply because  $103.3 > 100$

# ELIGIBILITY: APPLYING AS A CONSORTIUM

- ◆ LEAs with an average of <100 students in temporary housing for the years 2015-16, 2016-17, and 2017-18 may submit an application as a consortium in order to reach the 100 student minimum.
- ◆ LEAs may only apply as part of one (1) application.
- ◆ One LEA must be identified as the lead LEA to serve as fiscal agent for the grant.
- ◆ A program contact at the lead LEA will oversee the implementation of the grant, arrange the disbursement of funds to participating LEAs, and submit required reports and documentation.
- ◆ Submit “*Attachment A: Consortium Member Agreement*”



# ELIGIBILITY: CONSORTIUM EXAMPLE

Homeless Students Identified in SIRS			
	2015-2016	2016-2017	2017-2018
District A	25	40	55
District B	60	45	55
District C	15	20	28
BOCES	0	0	0

$$\begin{array}{l} \mathbf{2015-2016} \\ 25 + 60 + 15 = \\ \mathbf{100} \end{array}$$

$$\begin{array}{l} \mathbf{2016-2017} \\ 40 + 45 + 20 = \\ \mathbf{105} \end{array}$$

$$\begin{array}{l} \mathbf{2017-20158} \\ 55 + 55 + 28 = \\ \mathbf{138} \end{array}$$

$$\frac{100 + 105 + 138}{3} = 114.3 > 100$$

# ELIGIBILITY - DATA

In determining the 3-year average of students identified as homeless, LEAs should use the finalized (duplicated) data submitted to SIRS (Student Information Repository System).

**LEAs can access their 3-year averages here:**  
<https://nysteachs.org/resources/sirs-data-on-student-homelessness-3-year-summary/>

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# APPLICATION STRUCTURE

Section	Page(s)
<b>Overview</b>	Page 1
<b>Guidelines</b> (i.e. detailed information about eligibility, funding, scoring, allowable activities, etc.)	Pages 2-9
<b>Additional Information</b> (i.e. submission documents such as M/WBE forms, consortium policy, needs assessment recommendations, etc.)	Pages 10-17
<b>Application and Related Materials</b> (i.e. submission instructions, check-list, Baseline and Enhanced application questions and examples, budget instructions, etc.)	Pages 18-40
<b>Rubric/Scoring (for NYSED use)</b>	Pages 41-50
<b>Attachment 1: Consortium Member Agreement</b> <b>Attachment 2: Budget Narrative form</b>	Page 51-54
<b>Submission Documents</b> (i.e. assurances, budget forms, M/WBE documents, etc.)	Pages 55 - end

# STRUCTURE – APPLICATION AND RELATED MATERIALS

*\*This is where you will provide the details about your proposed McKinney-Vento Grant Program.*

## **Baseline Grant (REQUIRED):**

- ❖ The **purpose of the Baseline Grant** is to facilitate the improved attendance, engagement, and academic success of students in temporary housing.
- ❖ Applicants should consider a student’s immediate/essential needs, social-emotional needs, academic needs, and physical and mental health needs in the planning and proposal of the McKinney-Vento Homeless Education Program.

## **Enhanced Grant for Trauma-Sensitive Schools (OPTIONAL):**

- ❖ The **purpose of the Enhanced Grant** is to ensure that students in temporary housing can “succeed in school” by addressing their unique learning needs resulting from stress and trauma.
- ❖ For maximum impact, experts recommend **a school-wide approach** to trauma-sensitivity that addresses the negative effects of chronic stress or trauma through a focus on school climate, fostering secure attachments, and strengthening non-cognitive coping skills.

# APPLICATION COMPONENTS

## Baseline Grant (REQUIRED):

- ❖ Cover page
- ❖ Section A: Local Landscape (*narratives & charts*)
- ❖ Section B: Program Design and Implementation (*narrative & Program Activity Plan*)
- ❖ Consortium Member Agreement, if applicable (Attachment A)
- ❖ FS-10 Budget Form and Budget Narrative (Attachment B)
- ❖ M/WBE Documents

## Enhanced Grant for Trauma-Sensitive Schools (OPTIONAL):

- ❖ *BASELINE GRANT*
- ❖ Program Narrative
- ❖ Program Design and Implementation (*Program Activity Plan*)
- ❖ FS-10 Budget Form and Budget Narrative (Attachment B)
- ❖ M/WBE Documents

# COMPONENTS – SPOTLIGHT ON THE **BASELINE GRANT**

## **Section A: Local Landscape** (*the who and why?*)

- ❖ **Q1:** Narrative (*4 bullet point questions; summary of needs assessment*)
- ❖ **Q2 - Q4:** Charts/Data (*district identification data*)

### **Baseline Grant: Section A – Local Landscape**

For Section A, Local Landscape, please complete questions 1-4 and the LEA Responsibilities Chart.

**1. Narrative (Summary of Needs Assessment):** In the space below, please include a brief (500 words or less) description of the LEA/consortium's current need in supporting students in temporary housing. Please be sure to address EACH of the following bullet points in this section:

- Local trends in identification and primary nighttime residence over the past three years;
- Local need through references to attendance/chronic absenteeism, academic performance, and social/emotional functioning (including barriers) of students in temporary housing, which are validated by results of a needs assessment (presented by the LEA) and/or data from the student management system;
- Effective programming currently in place (*including data/research about the programming, participation in pre-K, and funding streams if applicable*); and
- Community resources and/or partnerships available

*NOTE: For information about how to conduct an assessment of the current needs of students and reasonable expectations for improvement, see <https://nche.ed.gov/downloads/lea-needs-assess.docx>. A needs assessment may also give direction to where/how grants can best be utilized.*

# COMPONENTS – SPOTLIGHT ON **BASELINE GRANT**

## **Section B: Program Design and Implementation** (*what will you do, how will you do it, and how will you know if it worked?*)

- ❖ **Program Overview** (narrative)
- ❖ Several pages of **examples**
- ❖ **Program Activity Plan**

### **Baseline Grant Program Activity Plan – Add activities as needed**

#### Baseline Program Activity #1:

- **Activity:**
- **Activity Category:**
- **Operational Plan:**
- **Timeline:**
- **Number of Students in Temporary Housing served:**
- **Anticipated Outcome:**
- **Measurement Tool:**
- **Budget:**

- ✓ Look at the “**allowable activities**” (page 6) and the application **scoring rubric** (page 43) to get a sense of the types of activities you may want include.
- ✓ Be as detailed and specific as possible.
- ✓ Add as many program activities as you’d like, but keep in mind that quality may be more important than quantity.



# COMPONENTS – SPOTLIGHT ON **BASELINE GRANT**

## OTHER DOCUMENTS

- ❖ **Attachment A – Consortium Member Agreement** (*if applicable*)
  - Outlines the roles and responsibilities of the lead LEA and consortium members (*component LEAs*) and can be found on **page 52**.
  - Requires signatures from the lead LEA and all component LEAs
  
- ❖ **FS-10 Budget Form and Budget Narrative**
  - The **FS-10 Budget Form** can be found on NYSED’s website and is linked from **page 32** of the application
  - The **Budget Narrative (Attachment B)** is included on **page 55** of the application
  - Budgets must be appropriate/necessary to support the project activities and reasonable for the number of participating students
  
- ❖ **M/WBE Documents**
  - Applicants must make a good faith effort to solicit NYS certified M/WBE subcontractors and/or suppliers as outlined on **pages 12-14** of the application
  - If full participation cannot be reached, an LEA may request a partial and complete waivers as outlined on **page 14** of the application
  - The official M/WBE documents can be found toward the end of the application on **page 57**.

# COMPONENTS – SPOTLIGHT ON ENHANCED GRANT FOR TRAUMA-SENSITIVE SCHOOLS

The application for the **Enhanced Grant for Trauma-Sensitive Schools** begins on **page 34** of the application.

## A complete Enhanced Grant application includes:

- ❖ *BASELINE GRANT*
- ❖ Program Narrative
- ❖ Program Design and Implementation (Program Activity Plan)
- ❖ FS-10 Budget Form and Budget Narrative (Attachment B)
- ❖ M/WBE Documents

# COMPONENTS – SPOTLIGHT ON ENHANCED GRANT FOR TRAUMA-SENSITIVE SCHOOLS

## Program Type:

- ✓ Check the appropriate boxes

<p><b>Our trauma-sensitive program(s) will include:</b> <i>(choose one)</i></p> <p><input type="checkbox"/> One school</p> <p><input type="checkbox"/> Multiple schools</p> <p><b>Did you have a 2013-2016 Enhanced Grant?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> <b>All of our Enhanced Grant activities will aim to satisfy the following trauma-sensitive elements:</b></p> <ol style="list-style-type: none"><li>1. Creating a <b>safe and supportive environment</b></li><li>2. Fostering <b>secure attachments</b></li><li>3. Strengthening a student's <b>non-cognitive/coping skills</b></li></ol>
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## Program Narrative (3 Boxes):

- ✓ No more than 350 words, each.
- ✓ Address each bullet point w/in the narrative thoroughly and clearly.
- ✓ Consider reading the recommended trauma-sensitivity resources before planning your program.

**Narrative #1:** Please be sure to address EACH of the following bullet points below.

- *The types of activities/programs the LEA plans to implement and why the LEA has chosen that specific approach;*
- *The need the program will address; and,*
- *The anticipated outcomes of the program.*

# COMPONENTS – SPOTLIGHT ON ENHANCED GRANT FOR TRAUMA-SENSITIVE SCHOOLS

## Program Design and Implementation (Program Activity Plan)

For each activity, you'll be asked to provide details including...

- ❖ **Activity:** *The specific activities that the LEA will implement.*
- ❖ **Operational Plan/Timeline:** *Details about how and when the activity/program will be implemented.*
- ❖ **Staff/Planning Team:** *Name(s) and/or title(s) of the person/people responsible for overseeing this activity.*
- ❖ **Anticipated Outcome:** *What will you see as a result of this activity?*
- ❖ **Measurement Tool:** *How will you gather and/or keep track of data?*
- ❖ **Budget:** *Funds needed to implement the activity.*

- ✓ Look at the “**allowable activities**” (page 7), **examples** (page 37), and the application **scoring rubric** (page 48) to get a sense of the types of activities you may want include.
- ✓ Be as detailed and specific as possible.
- ✓ Add as many program activities as you'd like, but keep in mind that quality may be more important than quantity.

# COMPONENTS – SPOTLIGHT ON ENHANCED GRANT FOR TRAUMA-SENSITIVE SCHOOLS

## OTHER DOCUMENTS:

- ❖ FS-10 Budget Form and Budget Narrative
- ❖ M/WBE Documents

Please be aware that:

- ✓ The rules and location for the **budget forms** and **M/WBE documents** are the same as those listed for the Baseline Grant.
- ✓ You must submit a **SEPARATE SET** of **budget forms** and **M/WBE documents** for the Enhanced Grant application.. You cannot combine them with your Baseline Grant forms.

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# NEEDS ASSESSMENT AND PLANNING RESOURCES

Before beginning your application, consider these questions...

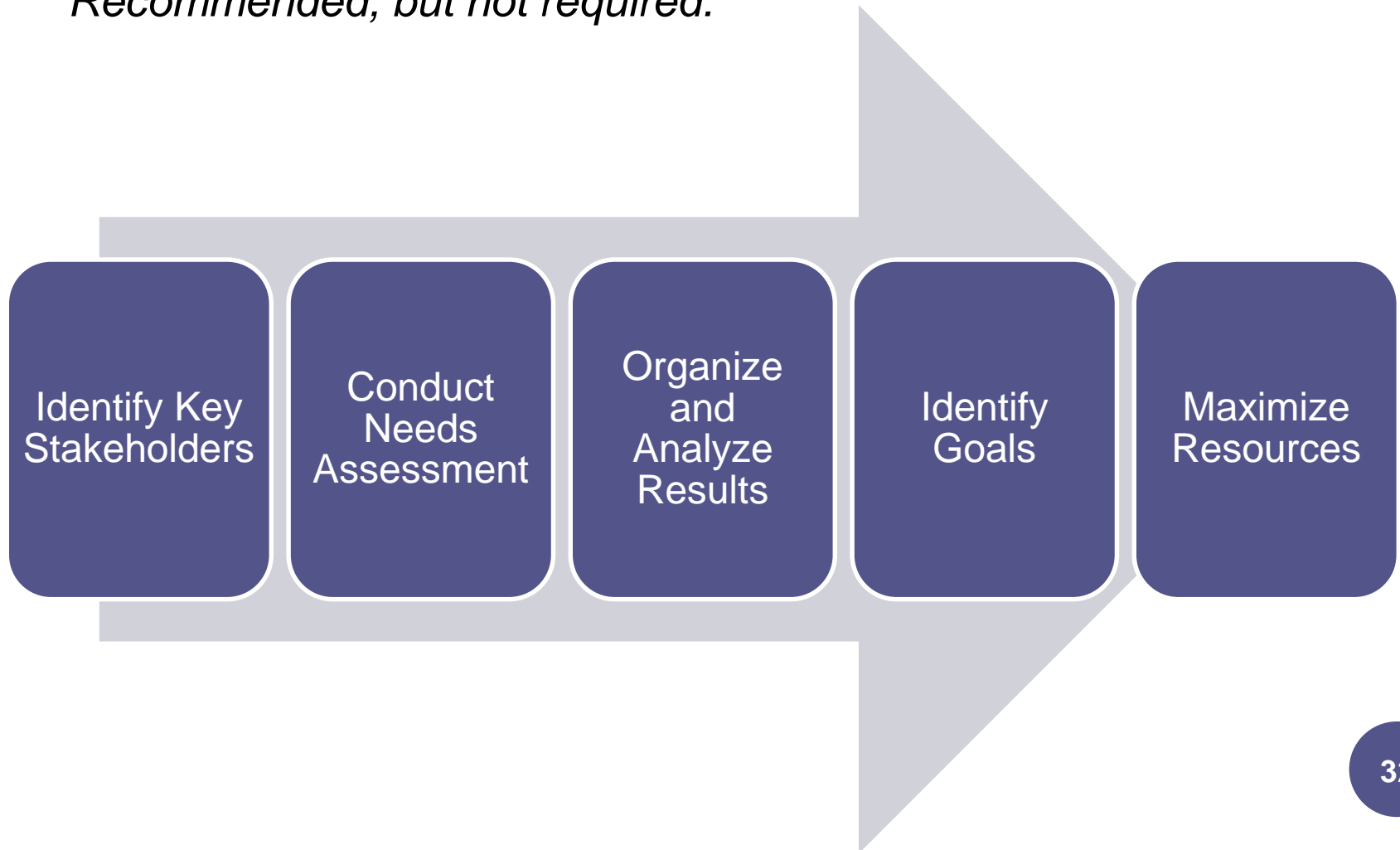
- What do the students and families in my district need?
- Do our proposed program activities meet those needs?
- What do we already offer that we may want to expand?
- What new programs/activities do we need?

## Helpful Hints:

- ✓ Carefully review the “**Allowable Activities**” before beginning your application.
- ✓ Review the **Program Activity Plan examples**, including the information about setting goals/outcomes.
- ✓ Review the **scoring rubric** for both the Baseline and Enhanced Grants.

# NEEDS ASSESSMENT

*\* Recommended, but not required.*





# Planning Resource for the **BASELINE GRANT**

\* *recommended, not required*

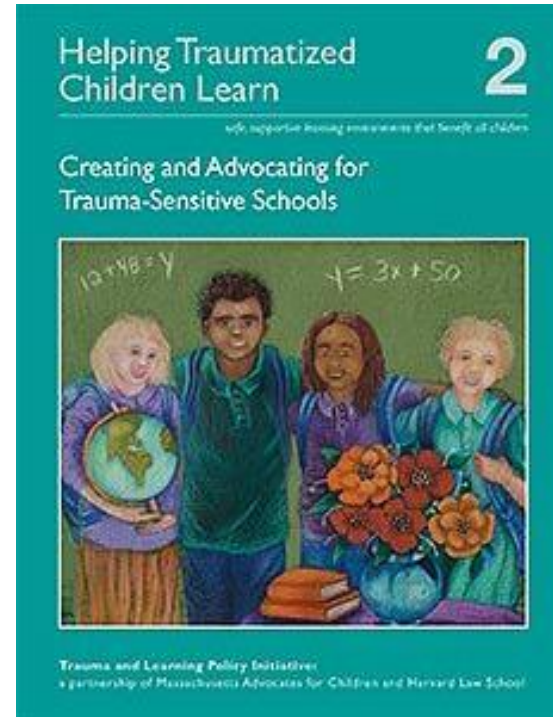
- National Center for Homeless Education’s new [Needs Assessment](#) resource. **Pages 10-15** in particular may be helpful (*i.e. considering access to services; school success; community and LEA collaboration*)

School Success			
<p>Statement of Policy – Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State academic standards to which all students are held. [42 U.S.C. § 11431(4)]</p> <p>State Plan – Must include</p> <ul style="list-style-type: none"> <li>• A description of how homeless children and youths are (or will be) given the opportunity to meet the same challenging State academic standards as all students are expected to meet [42 U.S.C. § 11432(g)(1)(A)];</li> <li>• A description of procedures that ensure that – youths described in section 725(2) [definition of homeless children and youths] and youths separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying barriers and removing barriers that prevent youths described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; [42 U.S.C. § 11432(g)(1)(F)(ii)]</li> </ul> <p>LEA Liaisons – Each local educational agency liaison for homeless children and youths, designated under paragraph (1)(j)(ii), shall ensure that homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, schools of that local educational agency. [42 U.S.C. § 11432(g)(6)(A)(ii)]</p>			
Questions to Consider	What’s in Place	What’s Needed	Priority
<ul style="list-style-type: none"> <li>• How do homeless children and youth in the LEA perform academically in comparison to the LEA or state average for all students?</li> <li>• What is the rate of grade-level promotion or retention for homeless students? How does that compare to the LEA or state average?</li> <li>• How does the LEA support improvement of homeless children and youth in the areas of academic proficiency?</li> <li>• How does the attendance rate of homeless children and youth compare to the LEA or state average?</li> <li>• How does the LEA support regular attendance of homeless children and youth?</li> </ul>			

# Planning Resources for the **ENHANCED GRANT.**

*\* recommended, not required*

- **“Creating and Advocating for Trauma-Sensitive Schools”** from the Trauma and Learning Policy Initiative (TLPI)
  - ✓ Review **Page 3** for a self-assessment tool.
  - ✓ **Chapter 2, Page 30** in particular may be helpful for a needs assessment.
  - ✓ **Trauma-Sensitive Schools Checklist** from TPLI and Lesley University (*linked from the NYS-TEACHS site*).



- More information and links to resources can be found on **page 7-9** of the application.

# THANK YOU!

Please email any additional **questions**  
to [homelessrfp@nysed.gov](mailto:homelessrfp@nysed.gov) by  
**November 21, 2018.**

**Answers** will be posted by  
**December 5, 2018**

<http://www.p12.nysed.gov/funding/currentapps.html>