

Request for Application  
**Education for Homeless Children and Youth Program**  
**McKinney-Vento Homeless Assistance Act Subgrant**  
(2021 - 2024)

Released - Spring 2021

**DEADLINE TO SUBMIT APPLICATION**  
**RFA MUST BE RECEIVED BY 5:00 p.m.,**  
**April 30, 2021**  
**NO EXTENSIONS WILL BE GRANTED**

**Under the Education for Homeless Children and Youth (ECHY) program also known as the McKinney-Vento Act, the New Mexico Public Education Department (PED) must ensure that children and youth experiencing homelessness have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children and youth.**

### **PURPOSE OF THIS REQUEST FOR APPLICATION**

The Request for Application (RFA) should be viewed as a blueprint for the ECHY program and a contractual agreement for how the Local Education Agency (LEA) will spend the funds. It should be detailed enough to lead the LEA through a process to link the needs for children and youth experiencing homelessness with goals, objectives, activities, and the expenditures to support them.

The ECHY program should be integrated and comprehensive in providing services for children and youth experiencing homelessness. The strength of the proposal should derive from the linkages between program elements and illustrate how the funding will be leveraged with other LEA, Federal, state, and community resources to address the specific needs and goals.

The ECHY RFA shall align with the New Mexico Public Education S.M.A.R.T Goals Criteria, which are:

**Specific-** Addresses the needs of a specific or identifiable student population

**Measureable-** Describes how the goal will be measured or quantified using concrete criteria.

**Ambitious & Attainable-** “Stretches” the school while still considered to be attainable.

**Relevant-** relates to student learning and achievement and is data-based

**Time-bound-** Specifies a specific time period for measurement, shows commitment to a target date or deadline and helps create a sense of urgency.

### **DEFINITION OF HOMELESS CHILDREN AND YOUTH**

Section 725(2) of the McKinney-Vento Act defines “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence. The definition includes—

- Children and youths who are:
  - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”);
  - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
  - living in emergency or transitional shelters; or
  - abandoned in hospitals.
- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children (as defined under Title I, Part C) who qualify as homeless because they are living in any circumstances described above.

## **ELIGIBILITY**

All New Mexico LEAs are eligible to apply. LEAs may subcontract with other agencies; however, the local school system assumes responsibility for setting program goals and monitoring program accomplishments. All subcontractor employees shall receive, pass, and be cleared of a background check prior to providing services for the LEA or entering the classroom and working with students. The LEA will serve in the capacity of fiscal agent. State Charter Schools are considered LEAs and can apply as an LEA. Regional Education Cooperatives (RECs) may apply on behalf of a consortium of LEAs within the REC that may, or may not, be inclusive of all LEAs within the REC.

## **RISK ASSESSMENT REQUIREMENTS IN THE UNIFORM GUIDANCE**

According to the Uniform Guidance, prior to awarding Federal funds, agencies serving as pass-through entities must conduct a risk assessment of subawardees. To comply with the requirements of the Uniform Guidance for subawards, the State Coordinator must gather data to determine the ability of an LEA applying for a subgrant to manage the award.

A history of expenditures for prior subgrantees will be taken into consideration (expenditure levels, carry over amounts) when making new awards for this RFA.

## **BACKGROUND**

The EHCY program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and most recently re-authorized in December 2015 by the ESSA. The Act is designed to address the challenges that students experiencing homelessness face with enrolling, attending, and succeeding in school by eliminating barriers and supporting their educational needs.

## **FUNDING FOR EDUCATION OF STUDENTS EXPERIENCING HOMELESSNESS:**

The PED provides subgrants to local educational agencies (LEAs) for the purpose of facilitating the identification, enrollment, attendance, and academic success in school of children and youths experiencing homelessness. (42 U.S.C. § 11433(a)(1)) These subgrants are competitive and awarded based on need and quality of the application.

## **MCKINNEY-VENTO ACT AWARD REQUIREMENTS**

The PED must distribute not less than 75 percent of its annual McKinney-Vento allocation in subgrants to LEAs (42 U.S.C. § 11432(e)(1)). The subgrant will be awarded for three-year cycle (2021-2024 school years) and will be distributed annually.

**Subgrants shall be designed to expand or improve upon services provided as part of a school's regular academic program; but not to replace any existing services. (42 U.S.C. § 11433(a)(2)(A)(iii)).** The services may be provided through programs on school grounds or other facilities and must, to the maximum extent practicable, be provided through existing programs that integrate children and youth experiencing homelessness with non-homeless children and youth.

If services are provided on school grounds, recipients of services may include other children and youth who are at risk of failing in or dropping out of school. However, the main purpose of the subgrant is to meet the needs of children and youths experiencing homelessness. In addition,

services provided through the subgrants in schools shall not segregate children and youths experiencing homelessness except for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of children and youths experiencing homelessness.

**LEAs must submit an application to the PED for a subgrant that includes the following:**

- (1) The data analysis needs assessment must be complete. *Applications submitted that do not include a completed assessment will automatically be disqualified from the competition.*
- (2) A description of services and programs for which assistance is sought and identified through the needs assessment including students experiencing homelessness academic performance.
- (3) An assurance that the LEA's combined fiscal effort per student, or aggregate expenditures of the LEA and State with respect to the provision of free public education by the LEA for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made;
- (4) An assurance that the applicant complies with, or will use requested funds to comply with, paragraphs (3) through (7) of Section 722(g) of the McKinney-Vento Act;
- (5) A description of policies and procedures, consistent with section 722(e)(3) of the McKinney-Vento Act to ensure that activities will not isolate or stigmatize homeless children and youth;
- (6) An assurance that the LEA will collect and promptly provide data requested by the State Coordinator pursuant to paragraphs (1) and (3) of Section 722(f);
- (7) An assurance that the LEA will meet the requirements of Section 722(g)(3).

The PED shall make competitive subgrants to LEAs and award subgrants on the basis of need and quality of the application submitted. (42 U.S.C. § 11433)(c)(1)). In determining need, the PED may consider the number of homeless children and youths enrolled in preschool programs, elementary schools, and secondary schools within the area served by the LEA and shall consider the needs of such children and youths and the ability of the LEA to meet such needs. (42 U.S.C. § 11433)(c)(2)).

**The PED must also consider:**

- (A) The extent to which the proposed use of funds will facilitate the identification, enrollment, retention, and educational success of homeless children and youths.
- (B) The extent to which the application:
  - reflects coordination with other local and State agencies that serve homeless children and youths; and
  - describes how the applicant will meet the requirements of section 722(g)(3) of the McKinney-Vento Act
- (C) The extent to which the applicant exhibits in the application and in current practice a commitment to education for all homeless children and youths.
- (D) Such other criteria as the PED determines appropriate

**In determining the quality of the application, the PED shall consider the following:**

- (A) The applicant's needs assessment and the likelihood that the proposed program will meet such needs;
- (B) The types, intensity, and coordination of the services to be provided;

- (C) The extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and youths in the education of their children;
- (D) The extent to which homeless children and youths will be integrated into the regular education program;
- (E) The quality of the applicant’s evaluation plan for the program;
- (F) The extent to which services provided by the subgrant will be coordinated with other services available to homeless children and youths and their families;
- (G) The extent to which the LEA will use the subgrant to leverage resources, including by maximizing nonsubgrant funding for the homeless liaison position and for the provision of transportation;
- (H) How the LEA will use funds to serve homeless children and youths under Section 1113(c)(3)(A) of the Elementary and Secondary Education Act (Title I, Part A) (20 U.S.C. § 6313(c)(3)); and

**STAKEHOLDER ENGAGEMENT**

Applicants are required to identify internal and external stakeholders who work with students experiencing homelessness and their families who have a specific particular interest in ensuring that the needs of students experiencing homelessness are met. Prior to completing the RFA, the stakeholders are to solicit input regarding the needs of students experiencing homelessness. The applicant will report the dates and types of these meetings and provide highlights as part of the application process under Section III: Collaboration.

Pursuant to Subsection C of Section 22-8-11, NMSA 1978, the department shall not approve and certify an operating budget of any school district or state charter school that fails to demonstrate that parental involvement in the process was solicited.

**FUNDING SOURCE FOR THE AWARDS**

The estimated available total McKinney-Vento (2021-2024) federal funding that the New Mexico Public Education Department (PED) will be awarding is **five hundred ninety-four thousand eight hundred and eighty-six dollars (\$594,886)**. Award amounts are subject to change depending on the number of qualified applicants, the number of homeless students reported and the availability of McKinney-Vento federal funding.

**AWARD PARAMETERS**

LEAs may apply for funding based on the number of children and youth experiencing homelessness being educated in each LEA. Based on the LEA reported count of homeless students in the School Year **2018-2019**, or School Year 20-21 (depending on which count is greater). Grant applicants are expected to demonstrate capacity in the following ranges:

- **Tier 1: 50-150 homeless students – Grant range up to \$15,000 for each year of the grant**
- **Tier 2: 151-400 homeless students – Grant range up to \$30,000 for each year of the grant**
- **Tier 3: 401-650 homeless students – Grant range up to \$45,000 for each year of the grant**
- **Tier 4: 651-1000 homeless students – Grant range up to \$60,000 for each year of the grant**

- **Tier 5: More than 1000 homeless students – Grant range up to \$75,000 for each year of the grant**

### **LENGTH OF FUNDING**

Successful applicant funding is dependent on continued annual federal funding. The multi-year awards shall begin on July 1, 2021, or as soon as possible thereafter, and will remain in effect for up to approximately three (3) years, or any portion thereof contingent upon evidence of substantial programmatic progress and demonstrated fiscal accountability towards meeting goals and objectives in compliance with all the PED and McKinney-Vento federal requirements.

The PED reserves the right to terminate any award that does not meet the rigorous requirements as defined by federal guidelines governing the McKinney-Vento program and does not demonstrate substantial progress toward meeting the objectives set forth in its approved application.

Funds for year 3 and continuation of this multi-year grant is contingent on suitable submission of reports and appropriate, timely use of funds. The start date may vary according to the date of receipt of funds from the U.S. Department of Education.

### **AUTHORIZED ACTIVITIES ALLOWABLE EXPENDITURES/COSTS**

**LEAs must use subgrant funds to assist homeless children and youths in enrolling, attending, and succeeding in school. (See, e.g., sections 722(g)(6), 723(d)). In particular, the funds may support the following activities: <https://nche.ed.gov/mv-auth-activities/>.**

### **INDIRECT COSTS**

The EHCY subgrant allows for indirect cost. Administrative costs and indirect costs combined cannot exceed 5 percent of the district's total proposed budget. If indirect cost is applied, the LEA's restricted rate must be used.

### **ADDITIONAL REQUIREMENTS OF THE GRANT: ASSURANCES**

The superintendent or authorized representative for each LEA must initial each of the assurances listed below. The individual initialing the assurances must have the authority to ensure that the LEA will fulfill all federal and state statutory and regulatory requirements for implementation, reporting, auditing, and monitoring of the subgrant.

### **Reporting and Data Collection**

LEAs are required to submit timely and accurate data into the Student Teacher Accountability Reporting System (STARS) for students experiencing homelessness on the following reporting period dates:

Reporting Period	Day	STARS Submission Date
First	40 <sup>th</sup>	2 <sup>nd</sup> Wednesday in October
Second	80 <sup>th</sup>	December 1 <sup>st</sup>
Third	120 <sup>th</sup>	2 <sup>nd</sup> Wednesday in February
Fourth	End-of-Year	As per your district
Ancillary		Summer (as applicable)

### **TIMELINE**

The Timeline for the RFA is as follows:

April 5, 2021	PED will post the RFA and supporting materials; Notify homeless liaisons, superintendents, federal programs officers, and budget offices in each LEA
April 30, 2021	Deadline for proposal submission.
May 7, 2021	RFA review committee makes recommendations for awards; follow PED protocols for internal approval and subgrantee budgets.
May 10, 2021	State Coordinator sends award notifications and instructions on next steps.
May 15, 2021	PED disburses subgrantee award funds to LEAs after ED provides McKinney-Vento funding to the state. Planning awards posted: <a href="https://webnew.ped.state.nm.us/bureaus/administrative-services/awards-and-carryover/">https://webnew.ped.state.nm.us/bureaus/administrative-services/awards-and-carryover/</a>
August 1, 2021	First year of subgrant cycle begins.

### **FUBLIC EDUCATION DEPARTMENT REQUIREMENTS: MONITORING**

The PED will monitor recipients receiving the subgrant.

- Onsite programmatic and fiscal monitoring of any program based upon a risk assessment.
- Desktop monitoring each STARS reporting period.
- Desktop monitoring of Requests for Reimbursements through Operating Business Management System (OBMS) included detailed reviews of financial records.
- End of Year Report

New grantees and high-risk grantees will have onsite visits during the first year of the award cycle.

All project funds must be spent according to the approved project proposal, within the proposed time frame and in accordance with federal and state laws. LEA ***Requests for Reimbursements (RfRs)*** must be submitted to the PED on a bi-weekly basis. Any changes to the approved RfA and project proposal must be approved by the Board of Education, superintendent, and business manager prior to being submitted to the State Coordinator for approval. Changes cannot be implemented until approved by the State Coordinator.

## **REQUEST FOR APPLICATION EVALUATION CRITERIA**

Evaluation of proposals will be based upon the following criteria Section 723(c)(1):

- Completed Data Analysis/Needs Assessment. The entire application should be based on the needs assessment. Applicants will be disqualified from the competition immediately if the needs assessment is not completed.
- Prioritized needs, goals, objectives, activities, measurable outcomes with a clear description of the linkages amongst each of them.
- Staffing and program management for each aspect of the program.
- A timeline for program implementation.
- Evidence of collaboration and coordination among existing programs, services and community organizations.
- Description of services to be provided to students experiencing homelessness.
- Description of steps the LEA will take to evaluate the program.
- Budget summary/narrative.
- Historic use of funds.

Narratives should provide a description of how the grant is consistent with the purpose of and encompasses all aspects of the McKinney-Vento Homeless Assistance Act, to include NM's ESSA State Plan, New Mexico Statutes Annotated (NMSA) and the New Mexico Administrative Code (NMAC)

Responses should refer to the information included in the needs assessment, but does not need to duplicate the information.

### **QUESTIONS ABOUT THE REQUEST FOR APPLICATION:**

The PED has designated Dana Malone as the contact person for this RFA. Prospective applicants with questions should contact: Dana Malone, State Coordinator of Education for Homeless Children and Youth, at: (505) 819-9537 or [dana.malone@state.nm.us](mailto:dana.malone@state.nm.us).

### **RFA COPIES:**

A copy of the application can be found here: <https://webnew.ped.state.nm.us/bureaus/student-success-wellness/mckinney-vento/>

### **APPLICATION DUE DATE**

A PDF of this application must be submitted to the email address below no later than **5:00 pm, April 30, 2021**. Requests for an extension of this date will NOT be granted.

### **SUBMISSION ADDRESS**

Applications must be electronically submitted and emailed to the following email address: [dana.malone@state.nm.us](mailto:dana.malone@state.nm.us). Enter in the Subject Line of the email: "<Applicant Name> – EDUCATION FOR HOMELESS CHILDREN AND YOUTH SUBGRANT, RFA FY2021-2024".

**EDUCATION FOR HOMELESS CHILDREN AND YOUTH SUBGRANT  
APPLICATION SY 2021-2024**

<b>LEA Name</b>				<b>Cuba Independent School District (CISD)</b>			
<b>Superintendent/State Charter School Director</b>							
<b>Name</b>		<b>Dr. Karen Sanchez-Griego, Superintendent</b>					
<b>Phone</b>		<b>(575) 289-3211 Ext. 613</b>		<b>E-mail</b>		<b>ksanchez-griego@cuba.k12.nm.us</b>	
<b>Mailing Address</b>		<b>PO Box 70, Cuba, NM 87013</b>					
<b>Homeless Liaison</b>							
<b>Name</b>		<b>Victoria Dominguez</b>					
<b>Phone</b>		<b>(575) 289-3211 Ext. 402</b>		<b>E-mail</b>		<b>vdominguez@cuba.k12.nm.us</b>	
<b>Mailing Address</b>		<b>PO Box 70, Cuba, NM 87013</b>					
<b>Business Manager</b>							
<b>Name</b>		<b>Rhiannon Chavez</b>					
<b>Phone</b>		<b>(575) 289-3211 Ext. 103</b>		<b>E-mail</b>		<b>rchavez@cuba.k12.nm.us</b>	
<b>Mailing Address</b>		<b>PO Box 70, Cuba, NM 87013</b>					
<b>Amount of funding requested in this RFA:</b>							

## NEEDS ASSESSMENT/DATA ANALYSIS (Required)

ESSA brings an increased focus on accountability, data collection and analyses, including the ESSA academic indicators that are measured, assessed, reported and on the state’s report card for students experiencing homelessness.

The PED provides data on how schools and districts are performing and meeting the needs of New Mexico’s diverse student population. **To find achievement and graduation data for all LEAs.**

Data suggests that a significant achievement gap exists among students experiencing homelessness and their stably housed peers. Using the same academic indicators, determine the strategies that the LEA will develop to overcome gaps and give students experiencing homelessness the opportunities to succeed.

**The following data from STARS and assessments should be used for this analysis:**

- The number of students experiencing homelessness enrolled by each grade. *Use STARS’ “Homeless by District and Grades Report” to obtain this data\*

**Answer:**

Home-less Count	Under 3	Grade PK	Grade KN	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05
155	0	2	15	12	12	10	17	9
Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12		
13	4	7	20	8	11	15		

- The number of enrolled, students experiencing homelessness by special population (unaccompanied homeless youth, migrant children/youth, children with disabilities (IDEA), English Learners (ELs). *Use STARS’ “Homeless by District and Grades Report” to obtain this data.*

**Answer:**

Unaccompanied Youth	Migrant	EII	SPED
28	0	58	25

- The number of students experiencing homelessness who participated in Title 1 School wide and Targeted Assistance programs

**Answer: 155 students**

- The number of students experiencing homelessness that dropped out of school

**Answer:**

**SY18-19: 2 out of 6 homeless students dropped out.**

**SY19-20: 0 out of 5 homeless students dropped out.**

- The number of enrolled homeless children and youths who were tested in English Language Arts and Math and who scored at or above proficient (4 or 5) for grades 9 through 12 only. Please utilize either the latest state assessment data available or, if unavailable, the latest formative assessment available.

*Answer:*

**Middle of Year (MOY) interim assessment (December 2020):**

Subject	Grade 09 Tested/ Proficient	Grade 10 Tested/ Proficient	Grade 11 Tested/ Proficient	Grade 12 Tested/ Proficient
ELA	7/1	5/0	6/0	9/2
Math	7/0	3/0	4/0	8/0

- Percent of homeless students promoted to the next grade level is at or above the promotion rates of the school.

*Answer: 100%*

- Formula: Number of homeless students promoted to the next grade level/ Number of homeless students enrolled. Then, compare that percentage with the promotion rates of the school.

*Answer: SY2019-2020: 36/36 = 100%*

- Percent of homeless students who showed progress toward grade-level expectations.

*Answer: 62%*

- Formula: Number of homeless students who showed progress toward grade-level expectations/ Number of homeless students enrolled. **SY 2020-2021: /155**

*Answer:*

Location Legal Name	Homeless Count	Progress toward grade-level expectations	Percent of homeless students who showed progress
District Total	155	96	62%
CUBA ELEMENTARY	77	47	61%
CUBA HIGH	54	37	68%
CUBA MIDDLE	24	12	50%

- Percent of homeless students who graduated high school, or equivalent, is at or above the graduation rate of the school.

*Answer: SY2019-2020:*

**100% homeless graduates compared to 89% graduation rate.**

- Formula: Number of homeless students who received a regular high school diploma/Number of homeless students eligible for a high school diploma or equivalent. Then, compare that percent with the graduation rate of the school.

**Answer: SY2019-2020:**

**2 homeless students graduated / 2 homeless students eligible to graduate = 100%**

**Graduation rate: 89%**

**Answer the following questions about the data obtained:**

1. Please compare with the previous two years of data. Are these percentages for students experiencing homelessness increasing or decreasing annually? Why?

**Answer:** The percentage of students identified as homeless has increased significantly, from 6% in SY2019-2020 to 26% in SY2020-2021. The CISD attributes this increase to two main factors: 1) student/family displacements due to the COVID-19 pandemic and 2) targeted strategies put in place at CISD to better identify and report students experiencing homelessness. Certainly, the coronavirus pandemic exacerbated situations that lead to homelessness (e.g., job and housing losses, decreased access to basic needs) and online learning made tracking students more difficult. Nonetheless, when the pandemic hit last spring, the CISD immediately created an outreach program called “Cuba Cares” that sprang into action to reach out daily to students and families to provide food, clothing, basic needs, and social/emotion support while the school district was remote learning. It has been through this continuous outreach effort by Cuba Cares staff that many more homeless students in the school district have been identified and reported in STARS and, thus, are now receiving resources and services they are legally entitled to.

2. What assumptions can be made based on this information?

**Answer:** It appears that, historically, homeless students in the CISD have been under-identified. Essentially, the district relied on students and families to self-report their homeless situations when registering for school; due to the stigma of homelessness, many people did not to report this status. However, the tremendous outreach by Cuba Cares staff and the identification of many more homeless students thereof, illustrates the need for school districts to track their students individually, especially in remote learning, to determine each student’s home status, then coordinate any resources and services any homeless students and families may need to improve their living situations. Also, McKinney-Vento training for staff is critical for identifying homeless students and families in the school district who are eligible for resources and services.

3. How do these percentages for students experiencing homelessness compare with the school, district and/or state average?

**Answer: SY2020-2021**

Location Legal Name	Homeless Count
District Total	155
CUBA ELEMENTARY	77

CUBA HIGH	54
CUBA MIDDLE	24

District percentage of homeless students = 26% (155 homeless/605 total enrolled)

High school percentage of homeless students = 35% (54 homeless /155 total homeless)

Middle school percentage of homeless students = 15% (24 homeless/155 total homeless)

Elementary school percentage of homeless students = 50% (77 homeless/155 total homeless)

4. What does the school, district, and/or MV program do to ensure proficiency of all eligible homeless students on state Math, Reading/Language Arts and Science Assessments What improvements could be made?

**Answer:** NMPED cancelled state summative assessments in SY2019-20 due to the pandemic; for SY2020-21, the CISD has opted out of taking state assessments because student data is available from interim assessments in ELA and math that students take remotely via an online platform. To ensure proficiency of all students, including all eligible students, on ELA and math interim assessments, the following procedures are taken:

- a. CISD assessment coordinator distributes a testing calendar district-wide so everyone knows when assessment windows open and close. To date, the CISD as administered two interim assessments in fall 2020 and winter 2020, with the spring assessment slated to start at the end of April 2021.
- b. Teachers and school administrators attend assessment training before each testing term to be fully prepared to administer online assessments to their students. This training includes the process for closely monitoring students' access and completion of tests to ensure that all students are tested.
- c. District administrators and Cuba Cares staff do home visits for students who are reported absent on their assigned test days and/or students who have not accessed nor completed their assessments online.
- d. CISD director of data and accountability, analyses student data to determine students' benchmark performance levels and academic growth.
- e. Teachers use results of assessments to inform their curriculum, to include differentiation and remedial interventions as necessary to ensure students work towards grade-level proficiencies in all core subject areas.

Areas of Improvement:

- Disaggregate homeless student data and report academic outcome for students in shelters, students who are doubled-up, and unaccompanied youth.
- Ensure that any CISD school that is under-performing for any group of students—including homeless students—develops a quality plan that provides the urgency, resources, and support to address the needs of those students.

5. What does the school, district, and/or MV program do to ensure all homeless students have the academic support/resources necessary to be promoted to the next grade level or show progress toward grade-level expectations? What improvements could be made?

**Answer:**

The CISD has the following procedures in place to ensure all homeless students have academic support and resources to meet grade-level expectations:

- a. School attendance is a priority. The district helps homeless students keep up their attendance by providing a food pantry, clothing bank, laundry facilities, showers, and a campus medical facility. However, the most effective way CISD ensures regular attendance is by staff making student referrals to the Cuba Cares team who will then reach out to homeless families and follow up whenever students are absent.
- b. Focus on student learning. Every student in the CISD has a school-issued laptop to use for accessing and completing school lessons remotely. Teachers consider special circumstances of homeless students who may need either additional time to complete class assignments or assignments adjusted to eliminate the need for a computer and/or Internet connection.
- c. Provide school supplies. The CISD provides our homeless students with all the school supplies and resources they need to be successful in school.

Areas of Improvement:

- CISD teachers are challenged to maintain good learning environments in classrooms where students may come and go every few weeks due to transient living arrangements. To boost morale, the district could work more closely with teachers to provide them with tips and resources for how to support students experiencing homelessness.
  - CISD staff district-wide needs PD training on McKinney-Vento and how to better identify, report and support students experiencing homelessness.
6. What does the school, district, and/or MV program do to ensure all students graduate? What could be improved?

**Answer:**

The CISD high school guidance counselors ensure that ***all*** students graduate by meeting with:

- a. Grade 10/11 students and their families to review the number of earned credits toward graduation, then counselors arrange for credit recovery, if needed.
- b. Grade 11 students to discuss career and/or college plans, then schedule students for college/military entrance exams, as needed.
- c. Grade 12 students in early fall of their senior year to review status of graduation requirements and make adjustments accordingly.
- d. Homeless students and their families so that they are aware of the college and financial aid application process.

In addition, a homeless student who changes schools at least once during a single school year gets priority placement in classes that meet state graduation requirements. For homeless students who change schools at least once during a single year of high school, the CISD ensures equal access to participation in sports and other extracurricular activities, career and technical programs, or other special programs for which the student qualifies. Homeless students who change schools at least once during a single year of high school receive timely assistance and advice from counselors to improve their college and career readiness. Finally, homeless students who transfer to the CISD receive credit for any work completed prior to the transfer.

Area of Improvement:

- CISD guidance counselors and McKinney-Vento liaisons could reach out to McKinney-Vento eligible students as early as freshman year to schedule meetings to discuss postsecondary options (e.g. four-year institutions, community colleges, technical colleges, etc.).

7. What efforts have been made by the MV program to assist homeless students' plans for post-graduation?

**Answer:**

CISD guidance counselors meet with all students, including homeless students, throughout the year to answer questions, serve as a resource, discuss academic status, schedule college and military entrance exams, and remind them of deadlines. For homeless students interested in postsecondary education, counselors make sure they take the ACT/SAT exams. Most low-income and homeless students qualify for fee waivers (ACT & SAT). In addition, students are encouraged to complete the FAFSA; Even if they are not committed to postsecondary plans, counselors stress the importance of filling out the FAFSA so they can receive financial aid if they do decide to attend higher education. For students interested in going into military service, counselors bring military recruiters to campus to meet with students; interested students are then scheduled for Armed Services Vocational Aptitude Battery (ASVAB), which is a multiple choice test, administered by the United States Military Entrance Processing Command and is used to determine qualification for enlistment in the United States Armed Forces.

Areas of Improvement:

- CISD can encourage McKinney-Vento students to read the U.S. Department of Education's guide, "I Want to go to College: Now What?" at <https://www2.ed.gov/programs/homeless/want-to-go-to-college.pdf>
- CISD can encourage McKinney-Vento students to participate in the free, John Burton Advocates for Youth training course focused specifically on the transition from high school to college. <https://www.udemy.com/course/supporting-college-transition-for-homeless-youth/>

8. What strategies/activities does the district use to ensure that homeless students will show progress toward grade-level from their performance level upon enrollment for whatever period of time they are enrolled?

**Answer:**

The CISD uses the following strategies/activities to ensure that all students, including homeless students, progress toward grade-level performance during school enrollment:

- a. After-school tutoring (in-person and remote).
- b. Extended learning sessions on Saturdays.
- c. Extended learning opportunities during summertime; e.g., credit recovery, K-5 Plus program, Extended Learning Time Program
- d. Cuba Cares program, which provides outreach services to at-risk students, including homeless students; e.g., basic needs, academic support, social/emotional support.
- e. NM Appleseed grant funding (SY2020-21) that supports high school students experiencing homelessness. Students work to meet academic program requirements (90% school attendance, attend weekly tutoring sessions and social/emotional counseling after school). Students/families receive a monthly stipend to help with basic needs.
- f. Academic Progress Outcome Measures:
  - Elementary: Galileo interim assessments, Imagine Learning formative assessments, Avant Standards-Based Measure of Proficiency (STAMP) assessment for language proficiency.

- Middle School: Galileo interim assessments, Imagine Learning formative assessments, Avant Standards-Based Measure of Proficiency (STAMP) assessment for language proficiency.
- High School: Galileo interim assessments, Avant Standards-Based Measure of Proficiency (STAMP) assessment for language proficiency, GPA, course completions, credit recovery successfully completed, progress toward credit attainment (can include completing competitive-based programs, internships and apprenticeships), graduation rate.

**Please use the next portions of the application to explain how these supplemental funds will be used to improve or expand current ECHY programming.**

### **Section I: CURRENT STATUS OF NEED (25 points)NM**

1. Describe what programs, activities, and strategies are currently in place to serve homeless children and youth.

**Answer:**

The following programs, activities and strategies are in place to serve homeless students specifically:

- Cuba Cares program, which provides outreach services to at-risk students, including homeless students; e.g., basic needs, academic support, social/emotional support.
- NM Appleseed grant funding (SY2020-21) that supports high school students experiencing homelessness. Students work to meet academic program requirements (90% school attendance, attend weekly tutoring sessions and social/emotional counseling after school). Students/families receive a monthly stipend to help with basic needs.

2. Please provide a brief description of the following:

- Number of students experiencing homelessness for the following school years: 2018-2019, 2019-2020 and 2020-2021 (120 Day Report). How did the COVID pandemic impact the identification of students experiencing homelessness?
- What is the free and reduced percentage for your LEA?
- Socio-economic and demographic data and trends, and
- Community resources.

**Answer:**

Numbers of students experiencing homelessness:

SY2018-2019 = 11

SY2019-2020 = 36

SY2020-2021 = 155

The COVID-19 pandemic exacerbated situations that lead to homelessness (e.g., job and housing losses, decreased access to basic needs) and online learning made tracking students more difficult. However, when the pandemic hit in spring 2020, the CISD immediately created an outreach program called “Cuba Cares” that sprang into action to reach out daily to all students and families, including homeless students, to determine students’ well-being and to provide food, clothing, basic needs, and

social/emotion support while the school district was remote learning. It has been through this continuous outreach effort by Cuba Cares staff that many more homeless students in the school district have been identified and reported in STARS and, thus, are now receiving resources and services they are legally entitled to.

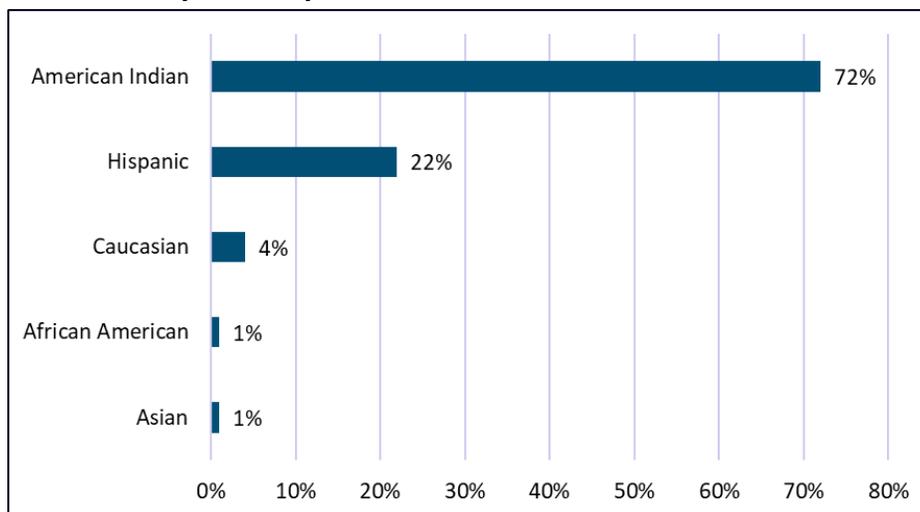
Free and reduced percentage for CISD: 99%

Estimated median household income in 2019: Cuba, NM \$46,177. NM: \$51,945.

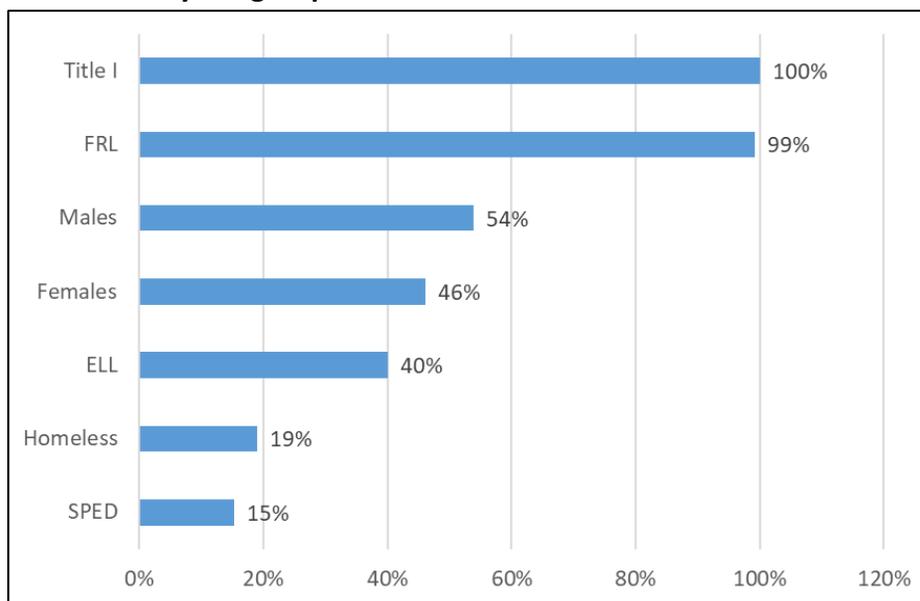
Percentage of residents living in poverty in 2019: 21.5% (13.5% for White Non-Hispanic residents, 18.4% for Hispanic or Latino residents, 28.2% for American Indian residents, 30.6% for other race residents)

CISD Demographics (as of December 2020):

### Enrollment by Ethnicity



### Enrollment by Subgroup



3. How will the supplemental funds be used to improve or expand current ECHY programming?

**Answer:**

This would be the first time that the CISD receives ECHY funding.

**Section II: PROGRAM DESCRIPTION AND GOALS (35 points)**

Complete the information below for each goal. See Appendix A for samples.

*\*Include ONLY activities that will be funded through the subgrant program.*

**Goal #1: CISD will use \$30,000 (MV Subgrant award) for salary and benefits for an employee who will specifically serve homeless students and families in the school district.**

- **Objective #1.** Employee identifies the number of students living in homeless situations enrolled in all schools.
- **Objective #2.** Employee conducts assessment of eligible homeless students to determine needs for services and supports.
- **Objective #3.** Employee manages yearly PD training of all employees related to the McKinney-Vento Act and the identification of homeless students who are eligible for services and resources.

<b>Activities/Strategies: Objectives #1 – #3</b>	<b>Indicators</b>	<b>Anticipated Outcomes</b>	<b>Data Sources</b>	<b>Time-line</b>
Employee identifies the number of students living in homeless situations enrolled in all schools.	Number of students experiencing homelessness	CISD/MV Outreach Coordinator identifies students experiencing homelessness.	MV eligibility criteria, data collection tools	SY2021-2022
Employee conducts assessment to determine needs for services and supports.	Number and types of services and supports.	CISD/MV Outreach Coordinator conducts assessment to determine needs for services and supports.	Data collection tools, meeting notes, copies of emails, phone logs, memos	SY2021-2022
Employee manages yearly PD training of all employees related to the McKinney-Vento Act and the identification of homeless students who are eligible for services and resources.	Numbers of employees who receive MV training	CISD employees become more knowledgeable about McKinney-Vento Act; PD will raise awareness about homelessness in our school community.	PD enrollment roster, printouts of training certifications, data collection on number of students reported to be homeless.	SY2021-2022

What improvement or enhancement activities will the LEA provide to achieve the objective?

- CISD will provide transportation for employee to conduct outreach services and supports.
- Employee will work with Cuba Cares team to provide resources and services for homeless students.
- Employee will arrange for MV training for all employees.

How many students experiencing homelessness will be impacted?

**Answer: 150+**

What is the timeframe to achieve the activities in the objective?

**Answer: August 1, 2021 – May 31, 2022.**

What are the measureable outcomes?

**Answer:**

- a. Increase in school attendance
- b. Improved academic performance data in ELA and math.
- c. Students report greater sense of stability, confidence, and well-being.

How will you know if you met the measurable outcomes?

**Answer:**

- a. Analyze school attendance data.
- b. Analyze interim assessment data for ELA and math; analyze school grades.
- c. Analyze student survey data.

How does this relate to the LEA's program?

**Answer:**

The CISD employee whose work is dedicated to serving only homeless students, will greatly improve the school district's ability to better serve this subgroup with much needed services and resources. The training of all CISD employees will improve the district's ability to identify and serve our homeless student population.

**Answer the following questions:**

1. How does the LEA ensure that activities will not isolate or stigmatize homeless children and youth?

**Answer:**

The CISD does not segregate homeless students from the mainstream school environment. The school district staff understands that homeless students are entitled to receive all of the services that are provided to non-homeless students and in the same setting as their non-homeless peers. In some circumstances, staff will provide additional services to homeless students in a separate setting but takes great care not to stigmatize these students. If CISD does implement a supplemental program exclusively for homeless children, the program will be addressed in a generic way (i.e., given a generic program name) to avoid stigmatization.

2. How is the subgrant consistent with the purpose of and encompasses all aspects of the McKinney-Vento Homeless Assistance Act as amended by ESSA?

*Answer:*

The purpose of the McKinney-Vento Assistance Act is to ensure that students experiencing homelessness have access to the education and other services they need in order to meet state academic achievement standards, and ultimately, to graduate prepared for college and career. The purpose of the McKinney-Vento subgrant is to fund activities that improve and expand the facilitation of the identification, enrollment, retention, and educational success of children and youth experiencing homelessness.

3. Describe the LEA's capacity (staffing and management) for the program. The application should provide a timeline for program implementation and address any changes that will occur from year to year in the three-year award cycle with subgrant funds.

*Answer:*

The CISD is already operating two successful programs that support students experiencing homeless. The Cuba Cares program does extended outreach for at-risk students (including homeless) and the Students Experiencing Homelessness Learning Pilot (SEHLP) program serves high school students specifically. Both of these CISD programs staffed and managed to accomplish program goals and objectives. However, with a subgrant goal to use \$30,000 (MV Subgrant award) for salary and benefits for an employee who will specifically serve homeless students and families in the school district, we can serve many more homeless students directly, particularly those students in elementary and middle school.

Timeline:

•SY2021-2022

Employee identifies the number of students living in homeless situations enrolled in all schools.

Employee conducts assessment of eligible homeless students to determine needs for services and supports.

Employee coordinates services and supports for homeless students as soon as eligibility is determined and oversees progress of homeless students after receipt of such services and supports.

Employee manages yearly PD training of all employees related to the McKinney-Vento Act and the identification of homeless students who are eligible for services and resources.

### **Section III: COLLABORATION (20 points)**

The PED aims to ensure that state and federal dollar is maximized for student outcomes. Applicants must include a description of collaborations in place both within the LEA and within the community. The application requires evidence of collaboration with Title I, Part A and requires applicants to include the amount of the Title I set-aside for homeless students and an explanation for how the funds will be spent.

## **Title I, Part A and McKinney-Vento Coordination**

1. Describe the collaboration and coordination with Title 1, Part A:  
CISD will use Title 1 Part A funding to support students with clothing, food, transportation, school supplies, and other gap closing initiative during the crisis.
2. Provide the total amount of the homeless set-aside for:
  - SY20-21: \$4000
  - SY 21-22: \$6000 (estimated)
3. State the dollar amount, if any, to be used from any Title I allocation to defray the costs of McKinney-Vento mandated school-of-origin transportation? \$0
4. What percentage of the homeless liaison's salary is paid out of Title I, Part A, set-aside for homeless? 0%
5. How was the amount of the Title 1 set-aside determined? Title I allocation determined by percentage of homeless students in district.
6. How will the homeless liaison or appropriate staff funded by the subgrant access set-aside funds? Homeless staff will request purchase orders for supporting students with clothing, food, transportation, school supplies, etc.

Describe outreach and coordination between the Education for Homeless Children and Youth (EHCY) program and other LEA programs listed below that will increase each program's capacity to serve homeless children and youth. Include any activities currently in place, activities planned, objective number if applicable, and services or resources provided by collaborators.

- Migrant: EHCY program staff works with school principals to identify MV eligible students whose families earn income as migrant workers.
- Head Start, and other preschool programs administered by the LEA: EHCY program staff works with preschool leader and teachers to improve identification and MV eligibility of students throughout the CISD who are experiencing homelessness, including those in CISD preschool who may not yet receiving entitled MV services and supports.
- Special Education/IDEA: EHCY program staff works with SPED Director and SPED teachers to improve identification and MV eligibility of SPED students who are homeless. EHCY staff also coordinates EHCY services and supports with those managed by SPED department.
- Student nutrition programs: EHCY program staff ensures that food and nutrition staff consider eligible homeless students equitably in terms of student nutrition.
- School-based Health Centers: EHCY program staff ensures that school-based health staff consider eligible homeless students equitably in terms of their healthcare needs and provision of services.
- Local Charter Schools: There are no local charter schools in Cuba.
- State and district assessments: EHCY program staff ensures that district and school assessment coordinators consider eligible homeless students equitably in terms of notification of and participation in district-wide interim and state assessments, as applicable.

- School counselors and social workers: EHCY program staff coordinates with school counselors and social workers to ensure that eligible homeless students receive equitable services and supports pertaining to academics and social/emotional learning.
- Truancy Officers: EHCY program staff works with truancy officers to monitor attendance of students experiencing homelessness; school attendance is critical for improving academic outcomes for all students but especially for our homeless students.
- STARS Coordinators: EHCY program staff works closely with the district' STARS data manager to report accurate data to the NMPED pertaining to the identification and current location and status of our homeless students.

Demonstrate outreach and coordination amongst the McKinney-Vento program and other programs in the community listed below that will increase each program's capacity to serve homeless children and youth. Include current activities in place, activities planned and services or resources provided by collaborators.

- Child Welfare and Social Service Agencies: EHCY program staff works with these agencies to ensure that students receive needed services and support, and report any dire situations involving students that require immediate attention of these agencies.
- Law Enforcement Agencies: EHCY program staff works with local/county enforcement officers as necessary to ensure the safety of our students.
- Juvenile and Family Courts: EHCY program staff works with juvenile/family courts as necessary to support our students.
- Agencies Providing Mental Health Services: EHCY program staff works with the staff at the school district's student healthcare clinic to coordinator any mental health care services needed by our students.
- Domestic Violence Agencies: EHCY program staff works with law enforcement officials to report any domestic violence issues they find during outreach to students and families.
- Child Care Providers: Cuba does not have child care providers.
- Runaway and Homeless Youth Centers: EHCY program staff coordinates with these agencies to provide services and support for our students.
- Providers of services and programs funded under the Runaway and Homeless Youth Act (Basic Centers/Youth Shelters, Transitional Living Programs, and Street Outreach Programs): EHCY program staff coordinates with these agencies to provide services and support for our students.
- Providers of emergency, transitional, and permanent housing, including public housing agencies, shelter operators, and operators of transitional housing facilities. EHCY program staff coordinates with these agencies to provide services and support for our students.

## Section IV: PROGRAM EVALUATION (10 points)

With an increasing emphasis on accountability and effectiveness of all Federal programs, the RFA should include a strong evaluation plan with strategies for collecting data on measurable goals and objectives that will demonstrate the program's progress.

Applicant's program evaluation activities should align with the goals and objectives identified and outlined in their RFA proposal; results on these measures allow data-based decision making to inform program changes needed, and will support stronger rationale for future RFAs.

Address the following:

1. How the subgrant's activities will be monitored and how feedback will be obtained for decision-making through the life of the grant.

**Answer:**

The EHCY program staff will be responsible for monitoring subgrant activities and providing feedback to CISD Leadership team on a weekly basis.

2. How feedback data will be used for guiding the subgrant's process during the term of the subgrant.

**Answer:**

All the data and information collected by the EHCY program staff will be used to inform and improve the subgrant's process during the term of the subgrant.

3. Describe what criteria will be used to measure the success of the subgrant.

**Answer:**

Aligned to Goal #1 (CISD will use \$30,000 (MV Subgrant award) for salary and benefits for an employee who will specifically serve homeless students and families in the school district), the EHCY program staff will use specific criteria to measure the success of the subgrant, including:

- Number of students experiencing homelessness.
- Number and types of services and supports received by homeless students.
- Numbers of employees who receive MV training.

4. Describe the methods of evaluation used for this grant.

**Answer:**

Aligned to Goal #1, the EHCY program staff will use specific methods to evaluate the subgrant that may include:

- Review of school attendance, course completion, program participation.
- Use of data collection tools, such as surveys, questionnaires, interviews, meeting notes, copies of emails, phone logs, memos.
- Review of academic performance, including grades, term GPAs, and assessment scores.
- PD enrollment/attendance rosters, printouts of training certifications.

**Section V: BUDGET (10 points)**

*Please consider all questions below when preparing the budget:*

**McKinney-Vento Act**

- ✓ Does the expense meet the intent of the law? That is, does the expense facilitate the identification, enrollment, attendance, and success in school of homeless children and youth? Moreover, is it critical to improving identification and/or maintaining the enrollment, attendance, and success of homeless students or even just one homeless child or youth?
- ✓ Is the expense one of 16 authorized activities in Section 723 of the law?
- ✓ Does this expense cover services that apply to the homeless education program and are connected to the educational needs specifically of homeless children and youth? (The exception would be for services provided on school grounds; these services may include a small percentage of other at-risk students.)

*\*Applicants are encouraged to costs for applicable staff into their budgets. (e.g., travel/participate in annual subgrantee meeting, travel/participate in the National Association for the Education of Homeless and Youth (NAEHYC) Conference, other professional development opportunities.)*

**Cost/Budget Justification**

<b>Function</b>	<b>Amount</b>	<b>Detailed Description / Related Goal</b>	<b>Non-Administrative Cost Portion</b>	<b>Administrative Cost Portion</b>
<i>1000 Instruction</i>				
<i>2100 Support Services-Students</i>	\$30,000	Salary and benefits	0	0
<i>2200 Support Services-Instruction</i>				
<i>2300 Support Services-General Admin.</i>				
<i>2400 Support Services-School Admin.</i>				
<i>2500 Support Services-Central Services</i>				
<i>2600 Support Services - Operation &amp; Maint. of Plant</i>				
<i>2700 Support Services-Student Transport.</i>				
<i>3300 Non-Instructional Services- Community Services</i>				
<i>Indirect</i>				
<b>Total Budget</b>	\$30,000	Separate Totals: Non-Administrative Costs and Administrative Costs	0	0
		Separate Percentages of Total Budget: Non-Administrative Costs and Administrative Costs		

**Section VII: Local Education Agency Assurances (Required)**

**The Local Education Agency's (LEA's) district superintendent/state charter school director must initial below to indicate their LEA is in compliance with the McKinney-Vento Homeless Assistance Act of 2001 Title IX, Part A as amended by the Every Student Succeeds Act (ESSA), the State's ESSA Plan and other applicable federal and state laws. The application will not be considered complete without all required signatures.**

**Please initial each box below to certify that all program and pertinent administrative requirements of 722(g)(3)-(7) will be met:**

*DJS* The LEA assures that it will meet the requirements of the New Mexico Every Student Succeeds Act State Plan.

*DJS* The LEA assures that it will comply with the state laws, rules and statues specifically pertaining to students experiencing homelessness, *to include the following:*

*NMAC 6.29.1.1 Standards for Excellence*

*NMAC 6.10.3 Complaint Procedure*

*NMAC 6.11.2 Student Rights and Responsibilities*

*NMAC 6.41.4 Transportation*

*22-12-10 NMSA, 1978 Timely Graduation and Support for Students Who Experience a Disruption in their Education*

*Hunger-Free Students' Bill of Rights Act*

*Public Education Department's Educational Stability Guidelines for Students Experiencing Homelessness*

*DJS* The LEA assures that, according to the child's or youth's best interest—

- the child's or youth's education will continue in the school of origin for the duration of homelessness;
- in any case in which a family becomes homeless between academic years or during an academic year; and
- for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or
- the child or youth will be enrolled in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

*DJS* The LEA assures that it presumes that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth; considers student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth;

- if, after conducting the best interest determination based on consideration of the presumption and the student-centered factors, the local educational agency determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied

- youth) the youth, provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
- in the case of an unaccompanied youth, ensure that the designated Homeless Liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

*D33* The LEA assures the immediate enrollment the child or youth experiencing homelessness, even if the child or youth—

- is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation; or
- has missed application or enrollment deadlines during any period of homelessness.

*D33* The LEA assures that the enrolling school will immediately contact the school last attended by the child or youth to obtain relevant academic and other records. If the child or youth needs to obtain immunizations or other required health records, the enrolling school will immediately refer the parent or guardian of the child or youth, or (in the case of an unaccompanied youth) the youth, to the designated Homeless Liaison, who shall assist in obtaining necessary immunizations or screenings, or immunization or other required health records.

*D33* The LEA assures that any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained so that the records involved are available, in a timely fashion, when a child or youth enters a new school or school district; and in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C.1232g).

*D33* The LEA assures that if a dispute arises over eligibility, or school selection or enrollment in a school—

- the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
- the parent or guardian of the child or youth or (in the case of an unaccompanied youth) the youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by the school, the local educational agency, or the State educational agency involved, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions;
- the parent, guardian, or unaccompanied youth shall be referred to the designated Homeless Liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and

- in the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute.

*D32* The LEA assures that the choice regarding placement shall be made regardless of whether the child or youth lives with the parents experiencing homelessness or has been temporarily placed elsewhere.

*D32* The LEA assures that the information about a student experiencing homelessness living situation shall be treated as a student education record, and shall not be deemed to be directory information.

*D32* The LEA assures that each child or youth experiencing homelessness will be provided services comparable to services offered to other students in the school, including the following:

- Transportation services.
- Educational services for which the child or youth meets the eligibility criteria, such as services provided under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) or similar State or local programs, educational programs for children with disabilities, and educational programs for English learners.
- Programs in career and technical education.
- Programs for gifted and talented students.
- School nutrition programs.

*D32* The LEA assures that they will coordinate with local social services agencies, other agencies or entities providing services to children and youths experiencing homelessness and their families, including services and programs funded under the Runaway and Homeless Youth Act, and transportation, transfer of school records, and other inter-district activities, with other local educational agencies.

*D32* The LEA assures that they will coordinate with State and local housing agencies responsible for developing the comprehensive housing affordability strategy to minimize educational disruption for children and youths who become homeless. This coordination will:

- ensure that all children and youths experiencing homelessness are promptly identified;
- ensure that all children and youths experiencing homelessness have access to, and are in reasonable proximity to, available education and related support services; and
- raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

*D32* The LEA assures it will coordinate the provision of services for children and youths experiencing homelessness with disabilities served by that local educational agency and other involved local educational agencies.

D382 The LEA assures that it will designate a Homeless Liaison annually and will provide contact information to the State Coordinator no later than August 1, 2021 to be published annually on the PED's website. The LEA will appoint a new Homeless Liaison within ten (10) days if there is a change in the Homeless Liaison position and provide the State Coordinator with contact information at that time.

D382 The LEA assures the Homeless Liaison will complete any professional development opportunities that the State Coordinator deems necessary.

D382 The LEA, in coordination with the PED, assures that the Homeless Liaison from the LEA will attend professional development opportunities.

D382 The LEA assures that the Homeless Liaisons has the time and capacity to complete the following duties:

- children and youths experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies;
- children and youths experiencing homelessness are enrolled in, and have a full and equal opportunity to succeed in, schools of that local educational agency;
- families, children and youths experiencing homelessness have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act (42 U.S.C. 9831 et seq.), early intervention services under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.), and other preschool programs administered by the local educational agency;
- families, children and youths experiencing homelessness receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;
- the parents or guardians of children and youths experiencing homelessness are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- public notice of the educational rights of children and youths experiencing homelessness is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- enrollment disputes are promptly mediated;
- the parent or guardian of a children and youths experiencing homelessness, and any unaccompanied youth, is fully informed of all transportation services, including

transportation to the school of origin, and is assisted in accessing transportation to the school that is selected;

- school personnel providing services under this part receive professional development and other support; and
- unaccompanied youths—
- are enrolled in school;
- have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, and
- are informed of their status as independent students under section 1087vv of title 20 and that the youths may obtain assistance from the Homeless Liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid described in section 1090 of title 20.

D38 The LEA assures that it will inform school personnel, service providers, and advocates working with families, parents and guardians of children and youths experiencing homelessness, and children and youths experiencing homelessness of the duties of the Homeless Liaison.

D38 The LEA assures that it will provide the State Coordinator with reliable, valid, and comprehensive information on the nature and extent of the problems children and youth experiencing homelessness have in gaining access to public preschool programs and to public elementary schools and secondary schools, the difficulties in identifying the special needs of such children and youths, any progress made by the LEA in addressing such problems and difficulties, and the success of the programs in allowing students experiencing homelessness to enroll in, attend, and succeed in school.

D38 The LEA assures that it will include homeless children and youths in its academic assessment and accountability system, consistent with section 1111(b)(2)(vii) of the ESEA.

D38 The LEA assures that the Homeless Liaison will receive training on who is eligible for and participating in a Housing and Urban Development (HUD) programs and services so that they may affirm, without further agency action by HUD, that a child or youth who is eligible for and participating in a program provided by the LEA, or the child or youth's immediate family, who meets the eligibility requirements for a homeless assistance program or service authorized under Title IV of the McKinney-Vento Act (the Continuum of Care and Emergency Shelter Grants programs) is eligible for such housing programs or services.

D38 The LEA assures that it will review and revise any policies that may act as barriers to the identification of children and youths experiencing homelessness or the enrollment of children and youths experiencing homelessness in schools. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention will be

given to ensuring the identification, enrollment, and attendance of children and youths experiencing homelessness who are not currently attending school.

~~D32~~ The LEA will adopt policies and procedures that do not isolate or stigmatize children and youths experiencing homelessness.

~~D32~~ The LEA assures it will use technology to effectively serve students experiencing homelessness who frequently do not have access to technology at home to complete assignments.

~~D32~~ The LEA ensures that all high school students experiencing homelessness receive information and individualized counseling regarding college readiness, college selection, the application process, financial aid, and the availability of on-campus supports.

~~D32~~ The LEA assures that it will remove barriers for Unaccompanied Youth experiencing homelessness, including school attendance policies, credit accrual, and legal guardianship requirements.

~~D32~~ The LEA assures that the Homeless Liaison will develop strategies for identifying and re-enrolling Out-of-School Unaccompanied Youths experiencing homelessness.

~~D32~~ The LEA will supplement and **not** supplant funds used before the award of the grant for purposes of providing services to homeless children and homeless youths.

~~D32~~ The LEA assures that it is seeking a subgrant for funds under the program and that it maintains its expenditures for public education from State and local funds from one year to the next. Thus, an LEA cannot reduce its own spending for public education and replace those funds with Federal funds. Specifically, an LEA's combined fiscal effort per student or the aggregate expenditures of the LEA and the State with respect to the provision of free public education by the LEA for the preceding fiscal year must be no less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year. (Section 723(b)(3))

~~D32~~ The LEA assures that all grant programs must maintain current programmatic and fiscal records for a minimum of five years after the grant cycle and make them available during monitoring visits. The grant cycle for this RFA is 2 years.

~~D32~~ The LEA assures to immediately directly certify students experiencing homelessness and their siblings for free school meals.



\_\_\_\_\_  
Signature of Superintendent

4/28/2021

\_\_\_\_\_  
Date

Dr. Karen Sanchez-Griego

\_\_\_\_\_  
Printed Name of Signature of Superintendent



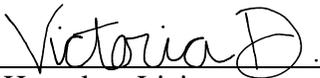
\_\_\_\_\_  
Signature of Business Manager

4/28/2021

\_\_\_\_\_  
Date

Rhiannon Chavez

\_\_\_\_\_  
Printed Name of Business Manager



\_\_\_\_\_  
Signature of Homeless Liaison

4/28/2021

\_\_\_\_\_  
Date

Victoria Dominguez

\_\_\_\_\_  
Printed Name of Homeless Liaison



## Appendix A: Samples of Goals, Objectives, Activities and Outcomes from NCHE

**Sample Goal:** All students experiencing homelessness identified and enrolled in \_\_\_\_\_ School District at the time of the state assessment, take the state assessment required for their grade levels.

**Objective #1**

Knowledge of state and federal requirements for the assessment of students experiencing homelessness is increased in district and school personnel.

**Objective #2**

Schools ensure that all homeless children and youth take the state assessment for their grade level.

<b>Activities/Strategies: Objective #1</b>	<b>Indicators</b>	<b>Anticipated Outcomes</b>	<b>Data Sources</b>	<b>Timeline</b>
Provide training/ technical assistance to school assessment personnel	Number of contacts and training provided to school assessment personnel	All school assessment personnel will be trained	Meeting notes, training agendas, copies of emails, phone logs, memos	Ongoing
Provide training/ technical assistance to district assessment personnel	Number of contacts and training provided to district assessment personnel	All district assessment personnel will be trained	Meeting notes, training agendas	Ongoing
<b>Activities/Strategies: Objective #2</b>	<b>Indicators</b>	<b>Anticipated Outcomes</b>	<b>Data Sources</b>	<b>Timeline</b>
Monitor school assessment reports for number and percent of homeless students taking state assessments	Number of school reports with individual student assessment data	All homeless children and youth will take state assessments	School-level assessment reports	May-July

**Sample Goal:** All students experiencing homelessness in \_\_\_\_\_ School District demonstrate academic progress.

**Objective #1**

Increase by X% the number of students experiencing homelessness achieving at grade-level proficiency

**Objective #2**

Increase percent of students experiencing homelessness promoted to next grade level to X%

**Objective #3**

Increase percent of students experiencing homelessness graduating high school to that of the overall graduation rate of the school

<b>Activities/Strategies: Objective #1-#3</b>	<b>Indicators</b>	<b>Anticipated Outcomes</b>	<b>Data Sources</b>	<b>Timeline</b>
Collaborate with Title IA, special education, and other district personnel to address the academic needs of students experiencing homelessness	Number of collaborative contacts with Title IA and other district staff; joint review of achievement data of students experiencing homelessness by school	Increased number/percent of students experiencing homelessness graduating high school	Meeting notes; copies of emails, phone logs, memos; student records; graduation data	Ongoing
Provide joint (M-V and Title IA) training /technical assistance to other divisions/ departments within LEA	Number of T/TA contacts; number of workshops and other training events	Increased number/percent of students experiencing homelessness achieving at grade level	Meeting notes; workshop/training agenda; student achievement data	August-September and ongoing
Provide joint (M-V and Title IA) training/ technical assistance to school-level personnel	Number of T/TA contacts; number of workshops and other training events; number of students showing academic progress	Increased number of students experiencing homelessness promoted to next grade	Workshop/training agenda; copies of documents and training materials; student promotion and retention data	August-September and ongoing
Collaborate with community agencies providing tutorial services to align tutoring with classroom instruction	Number of contacts between district staff and community agencies	Better alignment of tutorial services with standard course of study	Meeting notes; copies of emails, phone logs, memos	August-September and ongoing

**Sample Goal: All children and youth living in homeless situations in \_\_\_\_\_ School District are identified in all schools.**

**Objective #1**

LEAs monitor the number of students living in homeless situations enrolled in all schools.

**Objective #2**

LEAs conduct outreach activities to identify students living in homeless situations not enrolled in schools.

<b>Activities/Strategies: Objective #1</b>	<b>Indicators</b>	<b>Anticipated Outcomes</b>	<b>Data Sources</b>	<b>Timeline</b>
Training/Technical Assistance provided to school liaisons re: identification strategies	Number and percent of school liaisons receiving T/TA	All school liaisons receive T/TA relative to identification strategies	Training/workshop agenda; sign-in sheets	Fall conference and ongoing
<b>Activities/Strategies: Objective #2</b>	<b>Indicators</b>	<b>Anticipated Outcomes</b>	<b>Data Sources</b>	<b>Timeline</b>
Verify that schools with low numbers are conducting outreach activities in collaboration with community partners	Number of outreach activities by school for purposes of identification	All school liaisons receive T/TA relative to identification strategies Increased volume of local outreach activities for identification	Meeting notes; log of community collaborative events	August - October

**Sample Goal: All students experiencing homelessness in \_\_\_\_\_ School District receive specialized and comparable services when eligible.**

**Objective #1**

Ensure that students living in homeless situations are provided all appropriate specialized supports and comparable services and supports needed for success in school, through use of McKinney-Vento, Title IA, and other available funding sources, regardless of where they attend school

<b>Activities/Strategies</b>	<b>Indicators</b>	<b>Anticipated Outcomes</b>	<b>Data Sources</b>	<b>Timeline</b>
Provide training and technical assistance for school personnel to conduct assessment of individual student needs	Number of students experiencing homelessness who received an individual needs assessment	All students experiencing homelessness are assessed to determine needs for services and supports	Needs assessment summary data	Beginning of school year or upon enrollment

Ensure that students experiencing homelessness with active IEPs are provided with appropriate classroom placement and instructional supports without delay	Number of students experiencing homelessness with active IEPs who were placed appropriately and received instructional support without delay and in compliance with IEP requirements	All students experiencing homelessness with active IEPs receive appropriate classroom placement and instruction without delay	School enrollment data; IEPs	Beginning of school year or upon enrollment
Ensure that students experiencing homelessness have access to appropriate instructional supports, such as ELL, gifted and talented, and/or vocational education services as needed	Number of students experiencing homelessness receiving appropriate instructional supports	All students experiencing homelessness receive appropriate instructional supports and supplemental educational services as needed, regardless of school of attendance	Training/workshop agenda; sign-in sheets; meeting agenda	Ongoing
Ensure that students experiencing homelessness have access to supplemental academic services such as after-school programs, tutoring, etc.	Number of students experiencing homelessness receiving tutoring and/or other educational support services	All students experiencing homelessness receive educational supports needed to succeed in school, regardless of school of attendance	End-of-year homeless data summary reports from LEAs; Title IA set-aside expenditures	End of Year
Ensure that all homeless students have access to free meals	Number of homeless students receiving free meals	All homeless students are automatically eligible and receive free meals	End-of-year homeless data summary reports from LEAs	Ongoing
In collaboration with Title IA, utilize needs assessment data to determine the amount and use of Title IA reservations to provide supplemental educational supports for homeless students regardless of where they attend school	Number/percent of homeless students attending non- Title IA schools who receive supplemental services and supports through Title IA reservations; number and percent of students overall who receive supplemental services and supports through reservation of Title IA funds.	Homeless students receive educational support services as needed for success in school, regardless of school of attendance	Needs assessment data; LEA Consolidated Plans; Title IA set-aside expenditures	Ongoing

# Appendix B:

## ECHY RFA RUBRIC Subgrant SY 21-24

LEA:

Date:

Reviewer:

### General Instructions

There are six scored sections:

1. Needs Assessment: required – applicants without a completed data analysis will be disqualified
2. Current Status of Need (25 points)
3. Program Description and Goals: (35 points)
4. Collaboration (20 points)
5. Program Evaluation (10 points)
6. Budget (10 points)

### Response Rating

Reviewer will rate the responses to each item in the application: no response, weak, adequate, or strong, using the following definition of terms:

**No Response = 0 points:**

Either a response was not provided or the response was not relevant to the instructions/criteria in any way.

**Weak = 1 to 2 points:**

The response does not clearly respond to the instructions and criteria. A great deal of additional information is needed to achieve an “adequate” rating. The response itself is unclear and does not align with other responses in the component and other components of the proposal.

**Adequate = 3 points:**

The response sufficiently responds to the instructions and criteria, but some additional information is needed to achieve a “strong” rating. The response itself is sufficient, but not fully clear or the response does not align well with other responses in the component or with other components of the proposal.

**Strong = 4 to 5 points:**

The response clearly responds to the instructions and criteria. Each response aligns with other responses in the component. Together the responses in the component align with the responses in other scored components of the proposal.

These ratings act as reference points for section and sub-section scoring.

### Section/Sub-Section Scoring

Items are grouped to reflect the sections of the application.

Score each section or sub-section. Relevant scoring criteria and guides are provided at each scoring opportunity. Scores will be based on the item ratings profile of each section or sub-section.

### Reviewer Comments

Reviewer will provide comments to justify scores. Comments may include recognition of applicant insights, innovative uses of data or implementation strategies, **missing information, confusions, etc.**

**An overall score of 70 or above is required for an application to be considered for funding.**

<b>Section I: NEEDS ASSESSMENT/DATA ANALYSIS (Required)</b>	<b>Completed Yes or No</b>
<p>ESSA brings an increased focus on accountability, data collection and analyses, including the ESSA academic indicators that are measured, assessed, reported and on the state’s report card for students experiencing homelessness.</p> <p>ESSA ECHY academic indicators include:</p> <ol style="list-style-type: none"> <li>9. Percent of students experiencing homelessness meeting the state’s Mathematics, English Language Arts and Science proficiency goals</li> <li>10. Percent of students experiencing homelessness meeting the four-year adjusted cohort graduation rate.</li> </ol> <p>Data suggests that that a significant achievement gap exists among students experiencing homelessness and their stably housed peers. Using the same academic indicators, determine the strategies that the LEA will develop to overcome these gaps and give these students the opportunities who deserve to succeed.</p>	<p>To what extent did the responses provide information that is relevant to the request and indicates a clear understanding of the academic needs of their students experiencing homelessness? How did COVID affect their educational outcomes?</p> <p><input type="radio"/> No response <input type="radio"/> Weak <input type="radio"/> Adequate <input type="radio"/> Strong</p>
<b>Section I: CURRENT STATUS OF NEED (25 points)</b>	<b>Section Score:</b>
<p>Applicants should provide information on the number of homeless students identified, free and reduced lunch percentages, dropout rates, socio-economic and demographic data and trends, data from the needs assessment, status of the current program, and community resources.</p>	<b>JUSTIFICATION FOR SCORE:</b>
<ul style="list-style-type: none"> <li>• Number of students experiencing homelessness for the following school years: 2018-2019, 2019-2020 and 2020-2021 (120 Day Report).</li> <li>- Description of how the COVID pandemic impact the identification of students experiencing homelessness?</li> <li>- Socio-economic and demographic data and trends,</li> <li>- Data from LEA’s needs assessment and data analysis</li> </ul>	<p><input type="radio"/> No response <input type="radio"/> Weak <input type="radio"/> Adequate <input type="radio"/> Strong</p>

<ul style="list-style-type: none"> <li>- Status of the current programs, and community resources.</li> <li>- Description of the LEA’s need assessment and how it was used to identify needs and performance challenges in the district and to set priorities for future action.</li> <li>- Description of what programs, activities, and strategies are currently in place to serve homeless children and youth.</li> </ul>	<p style="text-align: center;"> <input type="radio"/> No response   <input type="radio"/> Weak   <input type="radio"/> Adequate   <input type="radio"/> Strong </p> <p style="text-align: center;"> <input type="radio"/> No response   <input type="radio"/> Weak   <input type="radio"/> Adequate   <input type="radio"/> Strong </p>
---	---

<b>Section II: PROGRAM DESCRIPTION AND GOALS</b> <b>(35 points)</b>	<b>Section Score:</b>
--	-----------------------

<p>The proposal should include prioritized needs, goals, objectives, activities, measurable outcomes with a clear depiction of the linkages amongst each. Staffing and program management should be included as well. The application should provide a timeline for program implementation and address any changes that will occur from year to year in a multiple-year award.</p> <p>The PED provides subgrants to local educational agencies (LEAs) “for the purpose of facilitating the identification, enrollment, attendance, and success in school of homeless children and youths (including preschool and unaccompanied youth). This portion of the RFA will focus on utilizing the subgrant funds to “expand or improve” current programming.</p> <p>All goals must relate to the needs assessment/data analysis and be made using the S.M.A.R.T. model:</p> <ul style="list-style-type: none"> <li>• Specific</li> <li>• Measurable</li> <li>• Achievable</li> <li>• Results-focused: Goals should measure outcomes, not activities.</li> <li>• Time-bound</li> </ul>	<p><b>JUSTIFICATION FOR SCORE:</b></p> <p><b>How well did the applicant provide goals/objectives/activities that improve or enhance their current programming?</b></p> <p style="text-align: center;"> <input type="radio"/> No response   <input type="radio"/> Weak   <input type="radio"/> Adequate   <input type="radio"/> Strong </p> <p><b>How relevant were the responses to the areas of need identified in their assessment?</b></p> <p style="text-align: center;"> <input type="radio"/> No response   <input type="radio"/> Weak   <input type="radio"/> Adequate   <input type="radio"/> Strong </p> <p><b>How relevant was the response that ensures that the activities will not isolate or stigmatize homeless children and youth?</b></p> <p style="text-align: center;"> <input type="radio"/> No response   <input type="radio"/> Weak   <input type="radio"/> Adequate   <input type="radio"/> Strong </p> <p><b>How clear, complete and relevant is the information in the summary for determining operation needs?</b></p> <p style="text-align: center;"> <input type="radio"/> No response   <input type="radio"/> Weak   <input type="radio"/> Adequate   <input type="radio"/> Strong </p> <p><b>How clear, complete and relevant is the information providing for determining staffing needs?</b></p> <p style="text-align: center;"> <input type="radio"/> No response   <input type="radio"/> Weak   <input type="radio"/> Adequate   <input type="radio"/> Strong </p>
---	--

<b>Section III: COLLABORATION (20)</b>	<b>Section Score:</b>
<p>The PED aims to ensure that state and federal dollar is maximized for student outcomes. Applicants must include a description of collaborations in place both within the LEA and within the community.</p> <p>The application requires evidence of collaboration with Title I, Part A and requires applicants to include the amount of the Title I set aside for homeless students and an explanation for how the funds will be spent.</p>	<p><b>JUSTIFICATION FOR SCORE:</b></p> <p>How well does the application provide evidence of collaboration with Title I, Part A (specifically set aside) and an explanation for how the funds will be spent?</p> <p><input type="radio"/> No response <input type="radio"/> Weak <input type="radio"/> Adequate <input type="radio"/> Strong</p>
<p>Describe outreach and coordination between the Education for Homeless Children and Youth program and other LEA programs listed below that will increase each program’s capacity to serve homeless children and youth. Include any activities currently in place, activities planned, objective number if applicable, and services or resources provided by collaborators.</p>	<p>How well does the application describe outreach and coordination, and collaboration within the LEA and in the community?</p> <p><input type="radio"/> No response <input type="radio"/> Weak <input type="radio"/> Adequate <input type="radio"/> Strong</p>
<b>Section IV: PROGRAM EVALUATION (10 points)</b>	<b>Section Score:</b>

With an increasing emphasis on accountability and effectiveness of all Federal programs, the RFA should include a strong evaluation plan with strategies for collecting data on measurable goals and objectives that will demonstrate the program's progress.

Applicant's program evaluation activities should align with the goals and objectives identified and outlined in their RFA proposal; results on these measures allow data-based decision making to inform program changes needed, and will support stronger rationale for future RFAs.

Address the following:

5. How the subgrant's activities will be monitored and how feedback will be obtained for decision-making through the life of the grant.
6. How feedback data will be used for guiding the subgrant's process during the term of the subgrant.
7. Describe what criteria will be used to measure the success of the subgrant.
8. Describe the methods of evaluation used for this grant.

**JUSTIFICATION FOR SCORE:**

To what extent did the responses in this section provide information that is relevant to the request and measure progress toward and achievement of the project outcomes?

No response  Weak  Adequate  Strong

**Section V: BUDGET (10)**

The budget should be detailed and link clearly to the program activities and expenses. The budget should reflect only allowable expenses. The budget should also show cost and resource sharing with the LEA and other Federal programs. A budget should be included for each year of the program if the program activities will differ from year to year. *LEAs will need to spend at least 95% of funds on authorized activities.* Administrative costs and indirect costs are allowed but combined cannot exceed 5 percent of the district's total proposed budget. If indirect cost is applied, the LEA's restricted rate given by the PED must be used.

**Section Score:**

**JUSTIFICATION FOR SCORE:**

To what extent did the responses in this section provide information that is relevant to this request, provide adequate detail to determine what actions to take to improve program operations?

No response  Weak  Adequate  Strong

*\*Applicants are encouraged to build travel costs for applicable staff into their budgets. (e.g., travel to annual subgrantee meeting, travel to National Association for the Education of Homeless and Youth (NAEHYC) Conference, other professional development opportunities.)*

**Section VI: Assurances (Required) Are assurances signed/dated by the Superintendent/Charter School Director/s, Business Manager and Homeless Liaison? Yes or No**

The Local Education Agency's (LEA's) district superintendent/state charter school director must initial below to indicate their LEA is in compliance with the McKinney-Vento Homeless Assistance Act of 2001 Title IX, Part A as amended by the Every Student Succeeds Act (ESSA), the State's ESSA Plan and other applicable federal and state laws. The application will not be considered complete without all required signatures.

### Links to Resources

1. Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.), 2015. Retrieved December 2016. <http://uscode.house.gov>
2. Every Student Succeeds Act <https://nche.ed.gov/legis/essa.php>
3. New Mexico Rising: State Plan for the ESSA <https://webnew.ped.state.nm.us/information/essa-new-mexico/>
4. Homeless Liaison Toolkit [https://nche.ed.gov/pr/liaison\\_toolkit.php](https://nche.ed.gov/pr/liaison_toolkit.php); Ch. 14 Subgrants (only) [https://nche.ed.gov/pr/liaison\\_toolkit.php](https://nche.ed.gov/pr/liaison_toolkit.php)

5. NCHE's Resources by Topic web page on Subgrants at [https://nche.ed.gov/ibt/sc\\_subgrants.php](https://nche.ed.gov/ibt/sc_subgrants.php)
6. U.S. Office of Management and Budget (2014). Uniform Guidance. Retrieved August 2016. <http://www.grants.gov/web/grants/learn-grants/grant-policies/omb-uniform-guidance-2014.html>
7. U.S. Department of Education. (2016). Education for Homeless Children and Youths Program Non-Regulatory Guidance. Retrieved July 2016. <http://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716.pdf>
8. [Educational Stability Guidelines for Students Experiencing Homelessness](#) Students Experiencing Homelessness Dispute Resolution Form <https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/Students-Experiencing-Homelessness-Dispute-Resolution-Form.pdf>
9. McKinney-Vento Educational Rights Brochure <https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/McKinney-Vento-Educational-Rights-Brochure.pdf>
10. National Center for Homeless Education <https://nche.ed.gov/about.php>
11. SchoolHouse Connection <https://www.schoolhouseconnection.org/>
12. United States Department of Education <https://www2.ed.gov/programs/homeless/index.html>
13. New Mexico Public Education Department: <https://webnew.ped.state.nm.us/>
  - Homeless Assistance/McKinney-Vento Program <https://webnew.ped.state.nm.us/bureaus/student-success-wellness/mckinney-vento/>