

REQUEST FOR APPLICATIONS

RFA # GD0-MKV-FY2018

District of Columbia

Office of the State Superintendent of Education



FY18 McKinney-Vento Homeless Assistance Act Grant

Request for Application (RFA) Release Date

November 13, 2017

Pre-Application Conferences (Mandatory)

November 17, 2017 (webinar)

December 4, 2017 (in-person)

Intent to Apply Deadline (Mandatory)

December 8, 2017 by 5 p.m.

Application Submission Deadline

December 22, 2017 by 3 p.m.

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Checklist for Application
FY2018 McKinney-Vento Homeless Assistance Act Grant

- ☐ The applicant submitted the Intent to Apply form **by 5 p.m. on December 8, 2017.**
- ☐ The Intent to Apply form can be found in Appendix A and on the Office of the State Superintendent of Education (OSSE) website.
- ☐ The applicant attended one of the three pre-application conferences. Please see Section 3 in the Request for Application (RFA).
- ☐ The applicant completed all steps required by the RFA and submitted a complete application, through OSSE's Enterprise Grants Management System (EGMS) that contains all the information and appendices requested. Please see Section 4 for an overview of the application components.
- ☐ The application adheres to the directions and criteria of each section of this RFA.
- ☐ The application submitted **by 3 p.m. on December 22, 2017** through EGMS.

Please note: All required application elements must be submitted by entering information directly into the required sections in EGMS. Documents may be attached as appendices or supplemental materials only.

PLEASE NOTE

Applications are due by 3 p.m. on December 22, 2017.

Applications submitted at or after 3:01 p.m. EST on December 22, 2017 will not be reviewed. All applications must be submitted through the Enterprise Grants Management System (EGMS). For more information about EGMS, please visit <http://osse.dc.gov/service/enterprise-grants-management-system-egms>

Please avoid last minute technical submission issues by submitting early. OSSE strongly recommends submitting your application by 1 p.m. to ensure a smooth submission.



**Request for Applications
RFA# GD0-MKV-FY2018**

Section 1: General Information

1.1 Overview

The Office of the State Superintendent of Education (OSSE) invites local educational agencies (LEAs) to apply for federal funding for the McKinney-Vento Homeless Education grant program via this Request for Applications (RFA). This funding is authorized by Title VII-B of the McKinney-Vento Homeless Assistance Act (hereinafter, “MKV”) of 1987, Section 726, as reauthorized on Dec. 10, 2015 by Title IX, Part A of the Every Student Succeeds Act (ESSA) and made effective on Oct. 1, 2016.

Detailed information regarding the McKinney-Vento statute is available at the following links:

<http://www2.ed.gov/programs/homeless/legislation.html> or <http://nche.ed.gov/legis/mv.php>

All local educational agencies (LEAs), with or without this funding, must ensure that children and youth who are homeless have equal access to the same free, appropriate public education as provided to all other children and youth.

1.2 Purpose of Grant Funds

The intent of the grant is to provide supplemental funding to help (1) facilitate the identification, enrollment, attendance, and success in school of homeless children and youth; and (2) ensure homeless children and youth have equal access to the same free, appropriate, public education as provided to all other students. Services provided through this grant cannot replace regular academic programming.

1.3 Services

Services shall, to the maximum extent practicable, be provided through existing programs and mechanisms that integrate homeless children and youths with non-homeless children and youths. Services may be provided on school grounds or at other facilities.

The LEA shall not provide services in settings within a school that segregates homeless children and youth from other children and youth, except as necessary for short periods of time



for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless children and youth ([Non-Regulatory Guidance Title VII-B of the McKinney-Vento Homeless Assistance, US Department of Education, July 2016](#)).

1.4 Eligibility and Funding Priorities

LEAs in the District of Columbia are eligible to apply. Awards will be made on the basis of the need of the LEA and the quality of the applications submitted. When distributing funding, OSSE will prioritize LEAs with a high level of need, as represented by enrollment data which indicates a:

- high number of identified homeless children and youth as compared to LEA's overall student population¹;
- significant increase² of identified homeless students in the previous school year; or
- high percentage³ of identified homeless children and youth as compared to the number of homeless children and youth identified in the District of Columbia.

1.5 Allowable Uses of Funds

LEAs may use MKV funds to carry out the purposes of MKV, including:

1. The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic standards as the State establishes for other children and youths.
2. The provision of expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and English learners, services provided under title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, programs in career and technical education, and school nutrition programs).

¹ The percentage of students newly identified as experiencing homeless in FY17 is equal to at least 10 percent of the LEA's total student population.

² The percentage of students newly identified as experiencing homeless in FY17 has increased by at least 5 percent when compared to the percentage identified as homeless in FY16..

³ The percentage of homeless students enrolled at the LEA represents more than 10 percent of all homeless students identified in the District of Columbia.

3. Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under MKV, and the specific educational needs of runaway and homeless youths.
4. The provision of referral services to homeless children and youths for medical, dental, mental, and other health services.
5. The provision of assistance to defray the excess cost of transportation for students under section 722(g)(4)(A), not otherwise provided through Federal, State, or local funding, where necessary.
6. The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.
7. The provision of services and assistance to attract, engage, and retain homeless children and youths, particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to non-homeless children and youths.
8. The provision for homeless children and youths of before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities.
9. Payment of fees and costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school. The records may include birth certificates, immunization or other required health records, academic records, guardianship records, and evaluations for special programs and services.
10. The provision of education and training to the parents and guardians of homeless children and youths about the rights of, and resources available to such children and youths, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children and youths in the education of such children and youths.
11. The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 722(g)(5).
12. The provision of specialized instructional support services (including violence prevention counseling) and referrals for such services.
13. Activities to address the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems.

14. The adaptation of space and purchase of supplies for any non-school facilities made available to provide services.
15. The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.
16. The provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities.

1.6 Program Quality

In determining program quality, OSSE will consider the following:

1. The number of homeless children and youth enrolled in the LEA, including children in the LEA's Early Learning Program, and the degree to which the proposed program supports the LEA's ability to meet the needs of these children.
2. The types, intensity, and degree of coordination of the services to be provided under the program.
3. The extent to which the program will promote meaningful involvement of parents or guardians of homeless children or youths in the education of their children.
4. The extent to which homeless children and youths will be integrated into the regular education program.
5. The quality of the applicant's evaluation plan for the program.
6. The extent to which the program reflects alignment with a robust needs assessment.
7. The extent to which services will be coordinated with other services available to homeless children and youths and their families.
8. The extent to which the application reflects leveraging of other resources available to the LEA including by maximizing non-subgrant funding for the position of the LEA homeless liaison and the provision of transportation.
9. The extent to which the applicant's program is indicative of a high-quality program, such as the extent to which the local educational agency will provide case management or related services to unaccompanied youths.

Section 2: Key Project Requirements

2.1 General Requirements

Subrecipients are responsible for reviewing and revising policies that may act as barriers to the identification, enrollment, and retention of homeless children and youth. See use of funds section for further detail.

2.2 Performance and Census Reports

Subrecipients must submit annual performance and census reports requested by OSSE. These reports are collected to determine how the LEA (1) assesses the educational needs of homeless children and youth and (2) distributes available resources equitably. Successful applicants will receive further detail regarding these reporting responsibilities.

2.3 Evaluation

Subrecipients must implement an evaluation plan to ensure that program goals are met. Sample templates and evaluation plans are readily available in the US Department of Education's non-regulatory guidance manual, found at: <https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716updated0317.pdf>.

Section 3: Award Information

3.1 RFA Release Date

The release date of the RFA is **November 13, 2017**. The on-line application is available in OSSE's EGMS at <http://grants.osse.dc.gov/>.

3.2 Pre-Application Conference

The mandatory pre-application conferences will be held on the following dates and times:

- Webinar: **November 17, 2017 at 11 a.m. - 12 p.m.**
- In-person: **December 4, 2017 at 2 - 4 p.m. (at OSSE, Room 806A/B)**

Potential applicants may register for the November 17 session [here](#) or for the December 4 session [here](#). Each interested applicant must have at least one representative attend one of

the above webinars in order to meet the attendance requirement for this grant. This representative should be someone who is employed directly by the prospective applicant.

3.3 Intent to Apply

All eligible entities seeking to receive funding under this RFA must submit their Intent to Apply notification form (please see appendix A), signed by an authorized official of the entity, via email to Danielle.Rollins@dc.gov by 5 p.m. on December 8, 2017.

3.4 Contact Person(s)

Applicants are advised that the following OSSE staff member is the authorized contact person for this grant competition: **Danielle C. Rollins**.

3.5 Application Due Date

Applications are due **December 22, 2017** by 3 p.m. and must be submitted through EGMS. Applications submitted after 3 p.m. on December 22, 2017, will not be forwarded to the review panel for funding consideration. Any additions or deletions to an application will not be accepted after the deadline—no exceptions can be made. **Applicants are encouraged to submit applications early to avoid any technical difficulties. OSSE strongly encourages applicants to submit by 1 p.m. to ensure a smooth submission.** Please submit all questions in writing to:

Homeless Education Program

Community Learning and School Support (CLASS)

Office of the State Superintendent of Education (OSSE)

Division of Elementary, Secondary and Specialized Education

810 First St., NE, Eighth Floor

Washington, DC 20002

Transitory.Services@dc.gov

Please submit all questions by December 18, 2017 to allow enough time for a response from the Homeless Education Program contact person before the competition closes.



3.6 Amount of Funding

The amount of available funds for subawards is no less than 75 percent of the amount awarded to OSSE for FY18. The FY18 award will be used as follows:

Funding Categories	Funding Allocations
Projected FY18 Award <ul style="list-style-type: none">• 25 percent for FY18 State Activities (\$47,567.25)• 75 percent for FY18 Federal Award for Sub-grants (\$142,701.75)	\$190,269.00
Balance from FY17 Federal Award	\$44,297.00
Sub-total of Funding Available in School Year 2018	\$234,566.00
• State Activities (25%)	(\$47,567.25)
• FY2018 Set Aside Funds for Continuation Grants	(\$73,151.75)
• Amount Available for FY18 Competition	\$113,847.00

3.7 Anticipated Number of Awards

Past awards have ranged from \$600 to \$48,000. OSSE reserves the right to fund applicants at a lesser amount than requested if it is deemed that the project can be implemented with less funding than requested or if federal funding is not sufficient to fully fund all applications that merit award. Awards *may* be extended for a maximum of two additional years if the sub-recipient's program remains in compliance with all grant requirements. Programs are renewed from year-to-year and a modified continuation application will be required to extend funding beyond the initial award year. Continuing awards are subject to the continuing availability of funding.

Applications are ranked by reviewer score and the highest ranking applications are funded until available funding is exhausted. OSSE anticipates awarding 3-6 awards based on the highest ranking applications.

3.8 Award Period

The grant programmatic and fiscal implementation period will be from the date of the award to Sept. 30, 2020. Year one funds must be obligated by Sept. 30, 2018. Projects that successfully demonstrate substantial progress and programmatic and fiscal reporting compliance during the award period *may* be eligible to receive continuation awards for an

additional two (2) years if funds remain available. **No more than 15 percent of the award may be carried over to the next program period.** The program periods are:

- Year 1: Date of award – September 2018 (original program period)
- Year 2: October 2018 – September 2019 (continuation)
- Year 3: October 2019 – September 2020 (continuation)

Subgrants are reviewed annually for consideration for continued funding. Compliance with programmatic and fiscal implementation and reporting is considered. In order to continue to receive federal education funds, subrecipients must establish eligibility by submitting a continuation application to OSSE in accordance with the relevant program statute(s) and any additional rules established by OSSE.

3.9 Grant Award Payments

In accordance with 2 CFR section 200.305(b)(3) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements, OSSE has implemented a reimbursement process for all subrecipients. Subrecipients shall receive payments for services that have been rendered and for costs that have been paid (not merely incurred) after they substantiate that the cost is allowable for submitted program expenditures.

Grant award payments may be reimbursed on a monthly basis. MKV subrecipients are required to submit reimbursement requests on at least a quarterly basis to ensure that subrecipients consistently spend down funds and avoid lapsing funds at the end of the funding cycle. Targeted spending rates by quarter are as follows:

Quarter	Spend down percent	Submitted by	Period Covered
Q1	10 percent	January 15	October - December
Q2	30 percent	April 15	January - March
Q3	60 percent	July 15	April - June
Q4	85-100 percent	November	July - September*

If less than 100 percent is obligated/spent down by the end of the funding cycle for years 1 and 2, subrecipients **may carry over up to 15 percent. Subrecipients in year 3 of grant award period must spend down all funds by the end of the funding cycle.*

Once OSSE has fully approved the application and issued an official Grant Award Notification (GAN), subrecipients may then receive payment for allowable expenditures made during the grant period through the reimbursement request process. To receive a reimbursement for grant program expenditures, OSSE subrecipients must complete and submit the applicable reimbursement request electronically via the EGMS. Detailed policy and template instructions are available at <http://grants.osse.dc.gov/info/training>.

Section 4: Application and Submission Overview

4.1 Overview of the EGMS Application

This section provides information on the required content of application submissions. The complete electronic application form is located in EGMS at the following link: <http://grants.osse.dc.gov/> and the application must be completed in EGMS. To receive more information or to request a printed copy of this RFA, please see section 8 of this RFA. **No required elements of the proposal can be submitted as appendices or attachments.**

The EGMS application includes the following components:

- A. Application Overview
- B. Contact Information
- C. Priority Points: Applicants who meet specified criteria are eligible to receive priority points.
- D. Needs Assessment—a summary of the educational and related needs of homeless children and youth in the area served by the LEA/School (not to exceed 2,000 characters per text box).
- E. Project Narrative (not to exceed 2,000 characters per text box) to include:
 - i. The extent of the need for the proposed project;
 - ii. Goals, objectives and measurable indicators of success;
 - iii. Plan of operation;
 - iv. Coordination of the project as it relates to Title I, Part A, including the provision of Title I, Part A services at non-Title I schools, if applicable;
 - v. Evaluation and dissemination of plan(s);
 - vi. Management plan, including key personnel;
 - vii. Professional development and awareness activities;

- viii. Policies and Procedures; and
 - ix. Future plan (impact of evaluation and sustainability plan).
- F. Implementation Plan: this section consists of four pages/tabs (or Parts 1, 2, 3, and 4). Each page consists of a series of check boxes with a list of activities. Please select all activities that pertain to your project. If the activities listed on the page do not apply to your project, please do not place a check in the box and move on to the next page. However, for activities that do apply to your project, please select them accordingly by placing a check in the box, entering the amount to be allocated for each selected activity and providing a description of each proposed activity (text boxes are limited to 2,000 characters).
- G. Detailed Planning Expenditures (the Budget)
- H. Assurances
- i. McKinney-Vento Homeless Education Program Specific Assurances
 - ii. General Agreement Assurances

4.2 Application Scoring Overview

CONTACT INFORMATION
<p>Description: Every application must identify a Point of Contact (POC) for the proposed MKV program. The following information must be provided in the contact information section:</p> <ul style="list-style-type: none"> • Application Approval/Disapproval Copy Email Addresses. Up to five (5) email addresses may be entered to receive copies of automated approval/disapproval notices in addition to the Superintendent or Authorized Representative of applicant LEA/School. • Please note: the Superintendent or Authorized Representative will automatically receive notices.
Scoring Criteria: The Application cannot be submitted if this section is incomplete
Value: <input type="checkbox"/> Met

PRIORITY POINTS

Description: LEAs serving homeless students in prekindergarten through the twelfth grade within the District of Columbia are eligible to apply. When distributing funding, OSSE will prioritize LEAs with a high level of need, as represented by enrollment data which indicates:

- The percentage of students newly identified as experiencing homeless in FY17 is equal to at least 10 percent of the LEA's total student population (5 pts);
- The percentage of students newly identified as experiencing homeless in FY17 has increased by at least 5 percent when compared to the percentage identified as homeless in FY16 (5 pts); or
- The percentage of homeless students enrolled at the LEA represents more than 10 percent of all homeless students identified in the District of Columbia (5 pts).

Total Value: 15 points

NEEDS ASSESSMENT SUMMARY

Description: A compelling proposal will clearly define an identified issue or problem that is supported by the proposed project, which must be summarized within the application. The needs assessment must assess the educational and related needs of homeless children and youth in the LEA service area (which will also be undertaken as part of the needs assessments for other disadvantaged groups).

A needs assessment is a systemic review of information collected from a variety of sources, analyzed to determine strengths and weaknesses, and prioritized for action in the proposal. For guidance regarding how to conduct effective needs assessment, access https://nche.ed.gov/needs_assessment_samples for guidance and templates for planning, implementing, and evaluating services to homeless students.

Below are suggestions for the required needs assessment:

1. Summarize the methods used to complete the needs assessment.
2. Clearly state the educational and/or related academic needs facing the homeless children and youth in the LEA.

3. Select data sources used to perform the needs assessment and summarize how the specific data collected confirms the existence of the problem, issue and its source(s) or root cause. This may include information about the students, parents of the students and schools the proposed project will serve.

The following are suggestions of content that could be included in this section:

- Utilize multiple methods to document the issue, for example:
 - The number of homeless shelters that serve families with school aged children,
 - The population served,
 - A breakdown of the homeless children and youth by grade level, survey, analysis of school records, previous studies, or focus groups. All are options.
- Utilize local data to document the issue(s) in the service area. Include relevant demographic information and other statistics about the population; which will potentially be served by the proposed project.
- Identify the population primarily affected by the issue/problem.
- Identify when and where the problem exists.
- Document the factors contributing to the problem.
- Document current or past efforts to address the issue and illustrate the reasons why those efforts were unsuccessful or inadequate to address the total need.
- Provide the applicant's history and expertise in dealing with the issue and past successes. If the entity does not have prior experience coordinating a homeless education program, provide reasons that the applicant can meet the issue with success.

Specify the consequences or the internal accountability factors that will result from not meeting the needs of the issue.

In determining need, OSSE will consider the following:

1. The extent to which the proposed use of funds will facilitate the identification, enrollment, retention, and educational success of homeless children and youth.
2. The extent to which the application reflects coordination with other public agencies

(local or State-level) that serve homeless children and youth.

Total Value: 25 points

PROJECT NARRATIVE

Description: The Project Narrative provides a description of the services and programs that the LEA will provide. This is an opportunity to convince readers that the proposed project is sound. Provide as much detail as possible. Clearly describe the policies and procedures that the LEA will undertake to ensure that its activities would not isolate or stigmatize homeless children and youth. Use the Appendices to include supplemental information that may be important for the reader but will not fit within the Project Narrative. For additional clarity, it is important to reference any supplemental information included in the appendices in the body of the proposal. Your narrative must address:

- Extent of Need
- Goal, Objectives and Measurable Indicators of Success
- Plan of Operation
- Coordination with Title I Part A, including the provision of Title I, Part A services at non-Title I schools, if applicable
- Evaluation and Dissemination of Plan
- Management Plan including Key Personnel
- Project Timeline
- Professional Development and Awareness Activities
- Policies and Procedures
- Future Plans (Impact of Evaluation and sustainability plan)

Be sure to:

1. Identify the plan of operation by specifying who will be responsible for each activity and for the implementation timeline.
2. Describe the plan to evaluate the project, disseminate the plan, and to use the evaluation results to improve future activities.
3. Describe any planned professional development and awareness activities.
4. Proofread the Project Narrative once it is completed. Check for style

inconsistencies, redundancies, repetition, factual omissions, and unexplained assumptions.

When writing the Project Narrative, keep the following suggestions in mind:

- Be concise and clear. Readers need to quickly and easily understand the components of the proposed project and how it will address the stated needs.
- Do not assume the reader is familiar with the proposed project; readers represent diverse backgrounds. Avoid jargon and define all acronyms.

Evaluation: Subrecipients are required to submit annual evaluation reports. Your evaluation plan should be consistent with the goal(s) and objective(s) described earlier. Keep in mind that the evaluation will consider the entire project, beginning to end. The evaluation should not be viewed as what is done after the project's completion, but as an integral element in the project's design, planning, and implementation. A solid, ongoing plan that evaluates milestones quarterly will allow the project manager to make informed decisions regarding the modifications needed to ascertain the necessary results. Identify what the evaluation will seek to answer and what strategies will be used to determine the answers to the evaluation questions. See Appendix B (page 44) for a sample evaluation plan.

Awareness Building: Provide details on the dissemination process for the proposed project; i.e., what types of media will be used to disseminate information. For example:

- Newsletters/Posters
- Parent or School Community Events
- Parent-teacher Conferences
- Internet/Email
- Community Outreach
- Robocalls
- Social Media

<p>Management Plan And Critical Personnel: Provide a description of proposed project supervision and how the LEA will ensure the plan will be implemented. Describe how the program will cooperate and coordinate services with Title I programs, Head Start, Even Start, and other public education programs available locally for which homeless children and youth are eligible.</p>
<p>Professional Development: Describe the methods through which the program will provide staff development or training on homeless student rights, best practices, statewide efforts and advocacy for students experiencing homelessness.</p>
<p align="center">Total Value: 30 points</p>
<p>PROGRAM IMPLEMENTATION PLAN</p>
<p>Description: Activities are the specific steps taken to accomplish the project objectives and involve direct service to clients (students, teachers, parents). These events or activities may take place on a single date or over a period of time. The description should clearly indicate how funds will be used. Strategies are broad approaches (methods, procedures, techniques) employed to accomplish the evidenced outcomes. Provide a justification describing the strategies selected and how these strategies will assist in achieving the outcomes.</p>
<p align="center">Total Value: 30 points</p>
<p>ASSURANCES</p>
<p>Description: Applicants must review and assure OSSE of their intent to implement this program in accordance with all applicable statutes, regulations, program plans, and applications as detailed in the EGMS.</p>
<p>Scoring Criteria: Applications cannot be submitted if this section is incomplete.</p>
<p align="center">Value: <input type="checkbox"/> Met</p>

4.3 Submission Process

To apply for grant funds, a McKinney-Vento Homeless Assistance grant application must be completed and submitted by the deadline using OSSE's online EGMS. The EGMS system will

automatically confirm receipt and time/date stamp all submissions. Applications submitted after 3 p.m. on **December 22, 2017** will not be accepted or forwarded to the review panel for consideration.

Section 5: Review Panel and Selection Process

5.1 Review Panel Criteria

The review panel for this RFA will be comprised of a minimum of three neutral, qualified, professional, individuals who are external to OSSE and who will be selected for their unique qualifications, knowledge and expertise in the objectives of the elementary, secondary and specialized education fields. The review panel is responsible for scoring and ranking applications and making recommendations for funding consideration. A copy of the review rubric is provided (see Attachment B).

Reviewers are not expected to search the internet or other references/resources, make assumptions, or search beyond the section of the application under review for responses to and/or evidence of scoring criteria. It is imperative that responses to and/or evidence of the scoring criteria are located in the appropriate sections of the application.

5.2 Review and Selection Process

The recommendations of the review panel are advisory only and not binding on OSSE. The final decision regarding awards is vested solely with OSSE. OSSE reserves the right to accept or deny any or all applications if OSSE determines it is in the best interest of OSSE to do so. After reviewing the recommendations of the panel and any other information considered relevant, OSSE shall make the decisions regarding which applications will be awarded and the amounts to be funded. Upon approval, selected awardees will be notified through EGMS.

Section 6: Award Administration

6.1 Award Notices

Successful applicants will receive electronic notification that their application has been successful and that they may access the associated Grant Award Notice (GAN) in the EGMS.

The GAN lists terms and conditions that apply to the award, and provides information regarding any special conditions and performance standards that may apply.

6.2 Overview of Payment Process

In order to receive federal education, funds, subrecipients must establish eligibility by submitting an application to OSSE in accordance with relevant program statute(s) and any additional rules established by OSSE. Once OSSE has fully approved the application and issued an official GAN, subrecipients may submit reimbursement requests (containing valid costs paid by the subrecipients) on a monthly, bi-monthly, or quarterly basis for review and processing. Payments are made on a reimbursement basis only. Accrual of accounting is not sufficient to seek reimbursement.

To request reimbursement, subrecipients must submit completed Federal Grant Reimbursement Forms electronically through OSSE's EGMS system. For detailed guidance, review the grants administration guidance provided at <https://osse.mtwgms.org/wdcosseegmsweb/logon.aspx>.

Supporting documentation guidance as follows:

- ☐ Grant recipients are required to maintain all necessary supporting documentation and to ensure such documentation is available to OSSE, the U.S. Department of Education and/or other authorized entities for review, upon request (*see EDGAR, 34 CFR 76.730*).
- ☐ Grant recipients are not required to submit any supporting documentation with the federal grant reimbursement request, except for equipment purchases and professional services.
- ☐ At minimum, documentation will be collected via EGMS to support a reimbursement request for all:
 - vendors that provide professional services.
 - purchases of \$5,000 or more, which is the threshold for the classification of "equipment." Additional documentation may be requested if warranted by the specifics of the programmatic activities.

Section 7: Terms and Conditions

OSSE will evaluate each subrecipient's risk of noncompliance with Federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate subrecipient monitoring. The evaluation may include consideration of such factors as whether the results of the subrecipient's audits, on-site reviews, or other monitoring indicate conditions that necessitate adjustments to the pass-through entity's own records. OSSE will consider taking enforcement action against noncompliant subrecipients (see 2 CFR§200.338).

The following terms and conditions apply to all grants awarded by OSSE:

7.1 Audits

At any time before final payment and five (5) years thereafter, OSSE may have the subrecipient's expenditure statements and source documentation audited.

7.2 Equipment

The applicant must implement adequate controls to account for procurement, location, custody, and security of equipment purchased in accordance with 2 CFR 200.313.

7.3 Document Retention

Sub-recipients of these funds are required to maintain complete documentation of grant activities. This includes financial records, supporting documents, statistical records, and all other records pertinent to this award for a period of five years from the end date of the program period. Sub-recipients must ensure that such documentation is available to OSSE, the US Department of Education (USED) and/or other authorized entities for review, upon request.

7.4 Supplement, not Supplant

Sub-recipients must ensure that the award is used to supplement, not supplant, any other Federal, state, or local dollars available to support activities allowable under the McKinney-Vento program.

7.5 Post-Award Reporting Requirements

Subrecipients are required to complete an Annual Performance Report (APR), complete reimbursement workbooks on at least a quarterly basis, submit periodic census reports, and



complete an annual evaluation of programmatic activities. Timely submission of reports is essential to ensure compliance with local and federal requirements. Further guidance will be provided to successful applicants.

7.6 Family Educational Rights and Privacy

In accordance with the Family Educational Rights & Privacy Act, as amended (FERPA) (20 U.S.C. 1232g), successful applicants must protect the rights of parents and children as it pertains to confidentiality, disclosure of personally identifiable information and the right to inspect records.

7.7 Federal Funding Accountability and Transparency

In accordance with the Federal Funding Accountability and Transparency Act of 2006, as amended (FFATA), information on federal awards (federal financial assistance and expenditures) must be made available to the public via a single, searchable website, which is www.USASpending.gov.

7.9 Additional Terms and Conditions

The following terms and conditions apply to this competition ONLY:

- Funding for this award is contingent on continued funding from the grantor. The RFA does not commit OSSE to make an award.
- OSSE reserves the right to accept or deny any or all applications if OSSE determines it is in the best interest of the Agency to do so. OSSE shall notify the applicant if it rejects that applicant's proposal. OSSE may suspend or terminate an outstanding RFA pursuant to its own grant-making rule(s) or any applicable federal regulation or requirement.
- OSSE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.
- OSSE shall not be liable for any costs incurred in the preparation of applications in response to the RFA. The applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.
- OSSE may conduct pre-award on-site visits to verify information submitted in the application and to determine if the applicant's facilities are appropriate for the services intended.

- OSSE may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.
- OSSE shall provide the citations to the statute and implementing regulations that authorize the grant or sub-grant; all applicable federal and District regulations, such as the provisions of Title VII of the Stewart B. McKinney Homeless Assistance Act (Pub. L. 100-77), as amended, Title I and Title IX, as applicable, of the Elementary And Secondary Education Act and the General Education Provisions Act (P.L. 103-382). This grant is also subject to the Title I Regulations in 34 CFR Part 200 and the Education Department General Administrative Regulations (EDGAR) IN 34 CFR Parts 76 (Except For 76.650 - 76.662 (Participation Of Students Enrolled In Private Schools)), 77, 81, AND 82, 2 CFR 3485, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200 and 3474; payment provisions identifying how the grantee will be paid for performing under the award; reporting requirements, including programmatic, financial and any special reports required by the granting Agency; and compliance conditions that must be met by the grantee.
- If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.
- The applicant must disclose in a written statement, the truth of which is sworn or attested to by the applicant, whether the applicant, or where applicable, any of its officers, partners, principals, members, associates or key employees, within the last three (3) years prior to the date of the application, has been indicted or had charges brought against them (if still pending) and/or been convicted of (a) any crime or offense arising directly or indirectly from the conduct of the applicant's organization or (b) any crime or offense involving financial misconduct or fraud, or been the subject of legal proceedings arising directly from the provision of services by the organization If the response is in the affirmative, the applicant shall fully describe any such indictments, charges, convictions, or legal proceedings (and the status and disposition thereof) and surrounding circumstances in writing and provide documentation of the circumstances.

- The grant recipient is responsible for complying with all reporting requirements. No more than 15 percent of the award can be carried over into the next fiscal year.
- Quarterly Reimbursements:
 - Q1: January 15, 2018 (period covered: October 2017-December 2017)
 - Q2: April 15, 2018 (period covered: January 2018 -March 2018)
 - Q3: July 15, 2018 (period covered: April 2018 -June 2018)
 - Q4: November 15, 2018 (period covered: July 2018 -September 2018)
- The grant programmatic and fiscal implementation period will be from the date of the award to Sept. 30, 2020. Subrecipients may submit reimbursement requests (containing valid costs paid by the subrecipients) monthly, bi-monthly or quarterly to OSSE for review and processing (quarterly is the most commonly used timeframe). Subrecipients shall receive payments for services that have been rendered and for costs that have been paid (not merely incurred) after they substantiate that the cost is allowable for submitted program expenditures. All funds must be obligated by the end of the funding cycle each year (Sept. 30, 2018) and final reimbursement(s) must be submitted no later than Nov. 15, 2018.

Section 8: Program Contact Information

8.1 Technical Assistance Questions

Please email questions to Transitory.Services@dc.gov. Every effort will be made to respond to questions within two business days. Technical assistance questions and responses will be shared with all applicants who attend the pre-application conferences and who email their contact information as indicated above. Please include RFA# **GD0-MKV-FY2018** in the subject line of your email.

8.2 MKV Contact Person:

For further information regarding this RFA competitive process, please contact: **Danielle C. Rollins**, MKV Program Analyst at Danielle.Rollins@dc.gov.

Section 9: Resources

9.1 Resources

- **LEGISLATION:** <https://www.ed.gov/programs/homeless/legislation.html>
- **GUIDANCE:**
<https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716updated0317.pdf>
- **OSSE WEBSITE:** <https://osse.dc.gov/>
- **RESEARCH:** www.naehcy.org
- **LIAISON TOOLKIT:** https://nche.ed.gov/pr/liaison_toolkit.php
- **COMPLAINT PROCEDURES FOR ELEMENTARY AND SECONDARY EDUCATION ACT PROGRAMS AND GRANTS:** <https://osse.dc.gov/publication/policy-complaint-procedures-elementary-secondary-education-act-programs-and-competitive>

9.2 Definition of Terms (Related to Homeless Children and Youth)

The term **“homeless child and youth”** is defined as:

- Children and youth who lack a fixed, regular, and adequate nighttime residence;
- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Children and youth who are residing in hotels, motels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- Children and youth who are living in emergency or transitional shelter
- Children and youth who are abandoned in hospitals
- Children and youth who have a primary nighttime residence that is a private or public place not designed for, or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Migratory children who qualify as homeless because they are living in circumstances described above; and

- Unaccompanied youth, including youth who are not in the physical custody of a parent or guardian, and who qualify as homeless because they live in any of the aforementioned circumstances.

Free and Appropriate Public Education: is defined as the educational programs and services that are provided to the children and youth of the State and that are consistent with State school attendance laws, to include special populations such as homeless children and youth. Additionally, the State educational agency, shall ensure that each child of a homeless individual, and each homeless youth, has equal access to a free, appropriate public education. If the homeless children and youth meet eligibility criteria they must be included in programs and services that include but are not limited to: transportation services, gifted and talented programs, and all Title I services provided. Title I services include local educational programs (e.g., Educational Services and extended day programs), educational programs for students with disabilities, educational programs for students with limited English proficiency, programs in vocational education, and school meal programs.

School-aged Children: According to the District of Columbia Compulsory School Attendance Amendment Act of 1990, as amended (D.C. Code 38-201 et seq.), all children of compulsory school age are required to attend school, including a public school, private or parochial school, or a private instructor. Compulsory school attendance age is five (5) years to the eighteenth (18th) date of birth of the student. Children ages three (3) and above are eligible to attend pre-kindergarten programs. However, students identified and or determined to be in need of special education services are eligible for extended school attendance ages. These students are eligible to attend school from ages three (3) until their twenty-second (22nd) birth date.

School of Origin: is defined as the school that the child/youth attended when permanently housed or the school in which the child was last enrolled.

Doubled-Up: describes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason. Families who are living in doubled-up circumstances voluntarily for purposes of saving money are generally not considered homeless.

Transient/Transitory: is defined as in a state of mobility and lacking a fixed, regular and adequate nighttime residence.

Dispute Resolution Process: is the method used to determine a school placement decision that is in the best interest of the child or youth. This process may be required in cases when parents/guardians or an unaccompanied youth object to the initial determination made by school personnel regarding school selection or other school enrollment decision for the homeless child or youth.

LEA Homeless Liaison: is the staff person designated by the administrators of the particular LEA. Each LEA in the state must, as mandated by federal law, designate and submit the name of the designee to the state for purposes of carrying out the duties assigned to the local lead (homeless) liaison by the McKinney-Vento Homeless Assistance Act upon request or as required.

School-based Homeless Liaison: is the local school staff member appointed by the principal or school administrator. This individual is generally a school counselor, clinician, school psychologist, parent coordinator, or the registrar who serves as the immediate on-site point of contact for children and families experiencing homelessness or transition.

Office of the State Superintendent of Education

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the D.C. Human Rights Act of 1977, the Office of the State Superintendent of Education does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, sexual orientation, gender identity or expression, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or place of residence or business in its programs and activities. Sexual harassment is a form of sex discrimination, which is prohibited by the D.C. Human Rights Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

For further information on Federal non-discrimination regulations, contact the Office for Civil Rights at ocr.dc@ed.gov or call 1(800) 421-3481.

For further information on the D.C. Human Rights Act of 1977, contact the D.C. Office of Human Rights at www.ohr.dc.gov or call (202) 727-45.

Official Intent to Apply Notification
RFA# GD0-MKV-FY2018

*(Must complete and submit this form by email to: Danielle.Rollins@dc.gov
no later than 5 p.m. on Friday, December 8, 2017)*

(PDF Submission Preferred)

TO: OSSE Division of Elementary, Secondary, and Specialized Education
Attn: Danielle C. Rollins, Program Analyst
Danielle.Rollins@dc.gov

FROM: _____
(LEA or Organization Name)

RE: Intent to Apply for FY 2018 McKinney-Vento Homeless Assistance Grant

LEA or Organization Name: _____

LEA or Organization Address: _____

Contact Person: _____

Contact Person Telephone: _____

Contact Person Email: _____

* * *

***I understand that the deadline for the grant application is 3 p.m. on December 22, 2017
and that late applications will not be reviewed.***

Signature: _____
(LEA or Organization Official)

Date: _____

McKinney-Vento Homeless Education Program

Reviewer Scoring Rubric

RFA# GD0-MKV-FY2018

Date of Review: _____

Applicant Name:			
Application #:		Reviewer's Initials:	
Section A: MANDATORY REQUIREMENTS (Met/Not Met)			
CRITERIA	ACCEPTABLE SUBMISSION	Met/Not Met	
Contact Information	All of the following information must be provided on the contact information page in order for the applicant to meet this requirement: <ul style="list-style-type: none"> ▪ Name of applicant/agency ▪ Telephone number of the applicant/agency ▪ Name of the contact person ▪ Address of the contact person ▪ Name of the local liaison for transitory services ▪ Telephone and email address of contact person 	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET	
ASSURANCES	All assurances must be accepted	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET	
<i>Applicants that have not completed the contact information page and/or the assurances and that do not meet the criteria described above will <u>not be</u> considered for funding and will not be reviewed beyond this point.</i>			
Section B: PRIORITY POINTS (15 out of 100 points)			
LEAs serving homeless students in prekindergarten through the twelfth grade within the District of Columbia are eligible to apply. When distributing funding, OSSE will prioritize LEAs with a high level of need, as represented by enrollment data which indicates a: <ul style="list-style-type: none"> • high percentage of identified homeless children and youth as compared to LEA's overall student population; • high number of identified homeless children and youth as compared to LEA's overall student population; or • significant increase of identified homeless students in the previous school year, with projections of a continued increase. 			
Points = 5	Points = 5	Points = 5	
The percentage of students newly identified as experiencing homeless in FY17 is equal to at least 10 percent of the LEA's total student population. (5 pts.)	The percentage of students newly identified as experiencing homeless in FY17 has increased by at least 5 percent when compared to the percentage identified as homeless in FY16. (5 pts.)	The percentage of homeless students enrolled at the LEA represents more than 10 percent of all homeless students identified in the District of Columbia. (5 pts.)	

Section C: STATEMENT OF NEED (25 out of 100 points)

The applicant provides a compelling proposal that clearly defines the issue(s) or problem(s) supported by the needs assessment. The applicant clearly describes the needs assessment, including the sources from which the information was collected; the process used to analyze the data; and the way in which the analysis was used to determine strengths, weaknesses and prioritized action in the application.

SCORING CATEGORY	All required data is completed (assurances, data sources, etc.) and the description of the method for identifying homeless children and youth and of identified needs is thorough and reflects a clear understanding of the law.	All required data is completed (assurances, data sources, etc.) and the description of the method for identifying homeless children and youth and of identified needs is clear.	All required data is not completed (ex: data sources, etc.) and/or the description of the method for identifying homeless children and youth and/or of identified needs is partial or vague on the method for identifying homeless children and youth.	All required data sections have not been completed (methods, data sources, identified need etc.) and/or the applicant does not describe a method for identifying homeless children and youth and/or does not specify identified needs.
	EXCELLENT	GOOD	FAIR	POOR
	All 5 sections have been completed and there is a clear relationship between the data and the identified needs as described below.	All 5 sections have been completed and there is a clear relationship between the data and the identified needs as described below.	4 or 5 of the elements listed below are included as described below.	1-3 of the elements listed below are included as described below.
N/A				Blank or nonresponsive (0 pts.)
SOURCES	<ul style="list-style-type: none"> Needs assessment includes the most current available data (e.g. from the State Comprehensive Homeless Data system) (5 pts.) 	<ul style="list-style-type: none"> At least three data sources are included in the needs assessment. (3 pts.) 	<ul style="list-style-type: none"> At least three data sources are included in the needs assessment. (2 pts.) 	<ul style="list-style-type: none"> At least one data source is included in the needs assessment. (1 pt.)
METHODS	<ul style="list-style-type: none"> Methodology is thoroughly explained. (2 pts.) The proposed plan was comprehensive and included elements that clearly address the process used to analyze the data, how to use the analysis to determine strengths and weaknesses, and thoroughly describes steps taken to prioritize proposed activities. (3 pts.) 	<ul style="list-style-type: none"> Methodology is clearly explained. (1 pt.) The proposed plan includes elements that address the process used to analyze the data, how to use the analysis to determine strengths and weaknesses, and describes some steps taken to prioritize proposed activities. (2 pt.) 	<ul style="list-style-type: none"> Methodology is explained, but is not clear. (1 pt.) The proposed plan includes elements that address the process used to analyze the data, but the way in which the analysis was used to determine strengths and weaknesses to prioritize proposed activities was unclear. (1 pt.) 	<ul style="list-style-type: none"> Methodology is vague and unclear. (1 pt.)

NEEDS	<ul style="list-style-type: none">• The needs assessment is clearly stated and is aligned with the data. (5 pts.)	<ul style="list-style-type: none">• The needs assessment is clearly described, but the alignment with the data is not explicit. (3 pts.)	<ul style="list-style-type: none">• The needs assessment is vague and does not align with the data, which has been provided. (2 pts.)	<ul style="list-style-type: none">• The needs assessment is not described, but data is included in the application. (1 pt.)
LAW	<ul style="list-style-type: none">• The narrative includes a thorough examination of processes/strategies to ensure MKV requirements are met, such as identification of homeless students, immediate enrollment, development of policies and procedures implemented to ensure barriers are eliminated and students are not stigmatize. (5 pts.)	<ul style="list-style-type: none">• The narrative includes a reasonable discussion of processes/ strategies to ensure MKV requirements are met. (3 pts.)	<ul style="list-style-type: none">• The narrative includes a partial discussion of processes/ strategies to ensure MKV requirements are met. (2 pts.)	<ul style="list-style-type: none">• The narrative does not include a discussion of processes/strategies to ensure MKV requirements are met. (1 pt.)
QUALITY	<ul style="list-style-type: none">• The narrative includes current and reliable homeless data and provides logical conclusions that are clearly related to the proposed plan to meet MKV requirements. (5 pts.)	<ul style="list-style-type: none">• The narrative includes current and reliable homeless data, but does not provide logical conclusions. (3 pts.)	<ul style="list-style-type: none">• The narrative includes homeless data, but does not provide logical conclusions. (2 pts.)	<ul style="list-style-type: none">• The narrative includes homeless data, but does not provide logical conclusions. (1 pt.)
Reviewer Comments:		Strengths:		Weaknesses:
Total Points:				

Section D: PROJECT NARRATIVE (30 out of 100 points)

The applicant creates clear and measurable goals, objectives, and milestones for all outcomes. Outcome statements are quantify the positive impact on the project's target population will. Every outcome describes a change in a target population.

SCORING CATEGORY	All required data is completed (assurances, data sources, etc.) and the description of the method for identifying homeless children and youth and of identified needs is thorough and reflects a clear understanding of the law.	All required data is completed (assurances, data sources, etc.) and the description of the method for identifying homeless children and youth and of identified needs is clear.	All required data is not completed (ex: data sources, etc.) and/or the description of the method for identifying homeless children and youth and/or of identified needs is clear partial or vague on the method for identifying homeless children and youth.	All required data sections have not been completed (methods, data sources, identified need etc.) and the applicant does not describe a method for identifying homeless children and youth and/or does not specify identified needs.
	EXCELLENT	GOOD	FAIR	POOR
	The narrative is thorough, clear, and describes a proposed program that is clearly aligned with the needs assessment information provided in section C (<i>seamlessly aligns with the needs assessment</i>).	The narrative is clear, but not thorough, and describes how the proposed program aligns with section C (<i>shows some alignment with the needs assessment</i>).	The narrative is vague but has some alignment between need (Section C) and the project narrative.	The narrative is vague and unclear and does not describe a program that includes any of the required elements.
NEED	<ul style="list-style-type: none"> The narrative is thorough, clear, and describes a proposed program that is clearly aligned with the needs assessment information provided in section C (<i>seamlessly aligns with the needs assessment</i>). (5 pts.) 	<ul style="list-style-type: none"> The narrative is clear, but not thorough, and describes how the proposed program aligns with section C (<i>shows some alignment with the needs assessment</i>). (4 pts.) 	<ul style="list-style-type: none"> The narrative is vague but has some alignment between need (Section C and the project narrative. (4 pts.) 	<ul style="list-style-type: none"> The narrative is vague, unclear, and <u>does not</u> describe an alignment between need (Section C) and the project narrative (<i>does not align with the needs assessment</i>). (1 pt.)
	<p>The narrative is thorough and clearly describes a program that is aligned with section C and:</p> <ul style="list-style-type: none"> Identifies roles & responsibilities for implementation. (2 pts.) Communicates coordination with the Title I, Part A, if applicable. (2 pts.) Includes measurable goals and outcomes, project milestones to help monitor progress, and a clear evaluation plan. (2 pts.) Includes robust professional 	<p>The narrative identifies key roles, but:</p> <ul style="list-style-type: none"> Does not clearly identify roles & responsibilities for implementation. (2 pts.) Vaguely describes some coordination with the Title I, Part A, if applicable. (2 pts.) Includes limited measurable goals/ outcomes and project milestones to help monitor progress and a limited evaluation plan. (2 pts.) Includes a partial professional development and 	<p>The narrative vaguely identifies some of the following key roles:</p> <ul style="list-style-type: none"> Vaguely identifies responsibilities for implementation. (1 pt.) Vaguely describes some coordination with the Title I, Part A, if applicable. (1 pt.) Includes limited goals/outcomes, but does not include project milestones to help monitor progress and or an evaluation plan. (1 pt.) Includes professional development plans, but does not mention awareness activities. 	<ul style="list-style-type: none"> Description of strategies is included, but is vague and not clearly connected to the described need. (1 pt.)

	development and awareness activities plans. (2 pts.) <ul style="list-style-type: none">• Demonstrates how the program will use evaluation data to improve future activities. (2 pts.)	awareness activities plan. (2 pts.) <ul style="list-style-type: none">• Somewhat describes how the program will utilize evaluation data to improve future activities. (2 pts.)	(1 pt.) <ul style="list-style-type: none">• Indicates the use of evaluation data, but does not describe how data will be used to improve future activities. (2 pts.)	
POLICIES	The narrative: <ul style="list-style-type: none">• Includes policies and procedures that the LEA will implement to ensure that its activities do not isolate/ stigmatize homeless children and youth. (5 pts.)• Clearly describes the LEA's process to review and revise, as needed, policies, procedures, and/or practices that may act as barriers to the enrollment, retention, and success of homeless students. (5 pts.)• Provides an overview of the LEA's procedure for resolving disputes regarding the enrollment and educational services of homeless children and youths. (5 pts.)	The narrative: <ul style="list-style-type: none">• Includes an ambiguous description policies and procedures that the LEA will implement to ensure that its activities would not isolate or stigmatize homeless children and youth. (2 pts.)• Somewhat describes the LEA's process to review and revise, as needed, policies, procedures, and/or practices that may act as barriers to the enrollment, retention, and success of homeless students. (2 pts.)• Provides a limited overview of the LEA's procedure for resolving disputes regarding the enrollment and educational services of homeless children and youth. (2 pts.)	The narrative includes: <ul style="list-style-type: none">• A vague description of policies and procedures that the LEA will implement to ensure that its activities would not isolate or stigmatize homeless children and youth. (2 pts.)• Vaguely describes the LEA's process to review and revise, as needed, policies, procedures, and/or practices that may act as barriers to the enrollment, retention, and success of homeless students. (2 pts.)• A vague overview of the LEA's procedure for resolving disputes regarding the enrollment and educational services of homeless children and youth. (2 pts.)	Descriptions that include vague or unclear references to the following: <ul style="list-style-type: none">• policies and procedures that the LEA will implement to ensure that its activities would not isolate or stigmatize homeless children and youth (1 pt.)• process to review and revise, as needed, policies, procedures, and/or practices that may act as barriers to the enrollment, retention, and success of homeless students. (1 pt.)• an overview of the LEA's procedure for resolving disputes regarding the enrollment and educational services of homeless children and youth. (1 pt.)
Reviewer Comments:		Strengths:		Weaknesses:
Total Points:				

Section E: IMPLEMENTATION PLAN (30 out of 100 points)

The Plan of Operation discusses the strategies and activities that will be used to accomplish the project's outcomes. For this section, the applicant provides detailed descriptions of how each of the McKinney-Vento Act policies and requirements will be addressed in planning, policy or practice of the local educational agency.

SCORING CATEGORY	All required data is completed (assurances, data sources, etc.) and the plan clearly and thoroughly describes strategies and activities that address the following required elements: <ul style="list-style-type: none"> • identifying homeless children and youth; • ensuring school stability; • identifying needs of identified students; • ensuring access for preschool-aged students; • collaborating with other service providers; • providing professional development opportunities; • removing educational barriers; • preventing stigmatization and segregation; • protecting privacy; and • implementing the dispute resolution process. 	All required data is completed (assurances, data sources, etc.) and the plan describes strategies and activities that address the following required elements: <ul style="list-style-type: none"> • identifying homeless children and youth; • ensuring school stability; • identifying needs of identified students; • ensuring access for preschool-aged students; • collaborating with other service providers; • providing professional development opportunities; • removing educational barriers; • preventing stigmatization and segregation; • protecting privacy; and • implementing the dispute resolution process. 	All required data is not completed (ex: data sources, etc.) and/or the description of the method for identifying homeless children and youth and/or of identified needs is clear partial or vague on the method for identifying homeless children and youth.	All required data sections have not been completed (methods, data sources, identified need etc.) and the applicant does not describe a method for identifying homeless children and youth and/or does not specify identified needs.
	EXCELLENT	GOOD	FAIR	POOR
	Activities for which funding is to be used is clearly identified and descriptions are thorough. (5 pts.)	Activities for which funding is to be used is identified. (4 pts.)	Activities for which funding is to be used is identified, but vague or unclear. (3 pts.)	Several required elements are missing. (0 pt.)
BUDGET	<ul style="list-style-type: none"> • Activities for which funding is to be used is clearly stated and seamlessly aligns with programmatic goals. (5 pts.) • The activity descriptions clearly identify how funds will be used (who will be paid, what will be purchased, structure of program, 	<ul style="list-style-type: none"> • Activities for which funding is to be used is stated and aligns with programmatic goals. (3 pts.) • The activity descriptions identify how funds will be used (who will be paid, what will be purchased, structure of program, implementation timeline etc.). (3 pts.) 	<ul style="list-style-type: none"> • Activities for which funding is to be used is identified, but is vague and does not fully align with programmatic goals. (1 pt.) • A description of activities is identified, but how funds will be used (who will be paid, what will be purchased, structure of program, 	<ul style="list-style-type: none"> • Activities for which funding is to be used is identified, but does not align with programmatic goals. (1 pt.) • A description of activities is referenced, but how funds will be used (who will be paid, what will be purchased, structure

	<p>implementation timeline etc.). (5 pts.)</p> <ul style="list-style-type: none">• The amount of funding is clearly specified per line item and the descriptions are clear and concise and align with programmatic goals. (5 pts.)	<ul style="list-style-type: none">• The amount of funding is specified per line item, clear and aligns with programmatic goals. (3 pts.)	<p>implementation timeline etc.) is vague. (1 pt.)</p> <ul style="list-style-type: none">• The amount of funding requested is specified, but descriptions are not clear and do not align with programmatic goals. (1 pt.)	<p>of program, implementation timeline etc.) is missing. (1 pt.)</p> <ul style="list-style-type: none">• The amount of funding is specified, but descriptions are unclear and do not align with programmatic goals. (1 pt.)
ALIGNMENT	<ul style="list-style-type: none">• Goals and objectives are clearly identified. (5 pts.)• An implementation timeline is specified and is thorough and comprehensive. (5 pts.)	<ul style="list-style-type: none">• Goals and objectives are identified. (3 pts.)• An implementation timeline is clearly specified. (4 pts.)	<ul style="list-style-type: none">• Goals and objectives are identified, but are vague or do not align. (2 pts.)• An implementation timeline is specified, but is vague. (2 pts.)	<ul style="list-style-type: none">• Goals and objectives are identified, but are not clearly stated and do not align. (1 pt.)• An implementation timeline is included, but is unclear or incomplete. (1 pt.)
Reviewer Comments:		Strengths:		Weaknesses:
Total Points:				

McKinney-Vento Homeless Education Program Reviewer Scoring Summary Sheet RFA# GD0-MKV-FY2018

Date of Review: _____

Applicant Name:			
Application #:		Reviewer's Initials:	
Criteria	Possible Points	Application Points	
Contact Information	MET/NOT MET	MET/NOT MET	
Assurances	MET/NOT MET	MET/NOT MET	
Priority Points	15		
Statement of Need	25		
Project Narrative	30		
Implementation Plan	30		
TOTAL	100		
Reviewer's Comments			
Evaluate the quality of the application in its entirety. Aside from your general comments in the individual sections, consider how well (strengths/weaknesses) the whole application flowed and was logical in the spaces below.			
General Comments:			
Strengths:		Weaknesses:	
Reviewer's Signature:			Date: