

## FY24 Education for Homeless Children and Youth (EHCY) Competitive Grant Narrative Questions

For each program narrative question, describe how the Education for Homeless Children and Youth (EHCY) grant funds will **supplement** the existing services provided to all students to eliminate the specific barriers to educational opportunities and academic success for children and youth experiencing homelessness. Responses must fully address each program narrative question to provide a robust understanding of the LEA's / Consortium's local Homeless Education Program (HEP), and how EHCY-funded resources and collaborative partnerships will be utilized to provide supplemental services, monitor progress, and evaluate strategies to address the unique needs of children and youth experiencing homelessness. Please refer to the LEA's / Consortium's identification, enrollment, academic, attendance, graduation, disciplinary, and other pertinent data for children and youth experiencing homelessness and the McKinney-Vento EHCY Allowable Uses of Funds when addressing the program narrative questions below. Additionally, please ensure alignment between the LEA's / Consortium's data, program narrative question responses, and proposed budget.

### Needs Assessment

1. Describe the LEA's / each LEA Consortium Member's current academic outcomes in English language arts (ELA), math, and science for students experiencing homelessness, and how they compare with students who are not experiencing homelessness. Data sources can include state standardized assessments as well as standards-based benchmark assessments.

**Format:** Long text box (800-word limit)

2. Describe the LEA's / each LEA Consortium Member's current non-instructional outcomes for students experiencing homelessness in the areas of school attendance and/or graduation/dropout rates, and how they compare with those students who are not experiencing homelessness.

**Format:** Long text box (800-word limit)

3. Based on the academic and non-instructional data collected and analyzed for questions 1 and 2, describe the primary educational and related needs of children and youth experiencing homelessness within the LEA / Consortium. Be sure to speak specifically to barriers to enrollment, attendance, and academic success, and the LEA's / Consortium's current ability to meet those needs.

**Format:** Long text box (800-word limit)

4. In the table below, for the LEA / each LEA Consortium Member, enter the total number of enrolled students, the total number of enrolled students experiencing homelessness, and the percentage of enrolled students experiencing homelessness at the start of the grant application cycle, March 1<sup>st</sup>, 2023.

LEA Name	Total Number of Students Enrolled	Total Number of Students Experiencing Homelessness	Percentage of Students Experiencing Homelessness (# of enrolled homeless students ÷ # of total enrolled)

5. In the table below, for the LEA / each LEA Consortium Member, enter the total number of enrolled students experiencing homelessness, the total number of enrolled Unaccompanied Homeless Youth (UHY), and the percentage of enrolled UHY at the start of the grant application cycle, March 1<sup>st</sup>, 2023.

LEA Name	Total Number of Students Experiencing Homelessness	Total Number of UHY	Percentage of UHY (# of enrolled UHY ÷ # of total enrolled)

#### LEA's/Consortium's Homeless Education Program

6. Describe the partnerships the LEA / each LEA Consortium Member has with community-based organizations (CBOs), and how the services, community funds, and in-kind donations are incorporated into the local HEP to address the unique needs of students experiencing homelessness. **Please visit the Related Documents page to submit the relevant board-approved job descriptions for staff and / or vendors providing these activities and services through EHCY funding, and the Collaborations within the Community document for all instructional and non-instructional services scheduled for the school year and summer learning sessions.**

**Format:** Long text box (800-word limit)

7. Please describe how the LEA / each LEA Consortium Member has reviewed their dispute resolution process, coordination of transportation, and best interest determination (BID). For each policy and procedure, include the date reviewed, stakeholders involved, and brief description of updates made and/or explanation of why no revisions were necessary. **Please visit the Related Documents page to submit the LEA's / each LEA Consortium Member's written procedures for dispute resolutions, meeting transportation needs, and best interest determination.**

**Format:** Long text box (800-word limit)

8. Describe the annual professional learning the LEA's / each LEA Consortium Member's McKinney-Vento Liaison(s) offers to all staff (e.g., bus drivers, school counselors, school nurses, administrators, teachers, registration clerks, data clerks, etc.). Be sure to include how often these trainings are provided, as well as the data collected to ensure that relevancy and effectiveness.

**Format:** Long test box (800-word limit)

9. Describe the LEA's / each LEA Consortium Member's current policies, procedures, and practices that ensure that students experiencing homelessness are informed of their rights and are not isolated or stigmatized. **Please visit the Related Documents page to submit the LEA's / each LEA Consortium Member's official notice of rights for students experiencing homelessness and the written dispute resolution process.**

**Format:** Long text box (500-word limit)

### Academic Achievement Goals

10. Provide the specific, measurable, and relevant academic goals the LEA / each LEA Consortium Member endeavors to achieve in English language arts (ELA), math, and science by the end of the 2023-2024 school year for students experiencing homelessness.

**Format:** Long text box (800-word limit)

11. Provide a brief plan of the data-driven, EHCY-funded services and activities to be provided to students experiencing homelessness to achieve the Academic Achievement Goals. **Please visit the Related Documents page to submit the relevant board-approved job descriptions for staff and / or vendors to provide these activities and services through EHCY funding.**

**Format:** Long text box (800-word limit)

12. Describe the academic data to be utilized in continually monitoring, evaluating, and adjusting the supplemental EHCY-funded ELA, math, and science instructional services provided to students experiencing homelessness throughout both the regular school year and summer learning programs to meet the LEA's / each LEA Consortium Member's Academic Achievement Goals.

**Format:** Long text box (800-word limit)

### Programmatic Goals

13. Provide the specific, measurable, and relevant non-instructional goals the LEA / each LEA Consortium Member endeavors to achieve by the end of the 2023-2024 school year for students experiencing homelessness. Goals can include data around identification and enrollment, attendance, and graduation/dropout rates.

**Format:** Long text box (800-word limit)

14. Provide a brief plan of the data-driven, EHCY-funded services and activities to be provided to students experiencing homelessness to achieve the Programmatic Goals. **Please visit the Related Documents page to submit the relevant board-approved job descriptions for staff and / or vendors to provide these activities and services through EHCY funding.**

**Format:** Long text box (800-word limit)

15. Describe the data to be utilized in continually monitoring, evaluating, and adjusting the supplemental EHCY-funded non-instructional services provided to students experiencing homelessness throughout both the regular school year and summer learning programs to meet the LEA's / each LEA Consortium Member's Programmatic Goals.

**Format:** Long text box (800-word limit)

### LEA's / Consortium's HEP Management Plan

16. Please provide the Title I-A set-aside amounts and corresponding activities tied to the Academic Achievement Goals and Programmatic Goals identified for the LEA / each LEA Consortium Member in the table below:

LEA Name		Total Amount	Activities Aligned with Academic Achievement and Programmatic Goals
	Actual Set-Aside for FY23		
	Planned Set-Aside for FY24		

**Please allow the fiscal agent to add rows to accommodate each LEA in the consortium.**

17. EHCY-funded services are to supplement, and not supplant existing services provided to all students, such as the LEA's / each LEA Consortium Member's Free and Reduced Lunch Program, Title I Office, Special Education Office, Transportation Office, and other federal and state programs administered by the LEA / each LEA Consortium Member. Describe the process of coordinating with existing services provided to all students to maximize the use of EHCY funds to meet the Academic Achievement Goals and Programmatic Goals established by the LEA / each LEA Consortium Member. **Please visit the Related Documents page to submit the Collaborations within the LEA document for all instructional and non-instructional services scheduled for the school year and summer learning sessions.**

**Format:** Long text box (800-word limit)

18. Describe how the LEA / each LEA Consortium Member ensures that the McKinney-Vento Liaison(s) and other stakeholders, including educators, curriculum staff, administrators, and other federal grants staff, actively participate throughout the decision-making process to determine the use of Title I-A set-aside funds.

**Format:** Long text box (800-word limit)

19. Describe how the LEA / each LEA Consortium Member ensures that the McKinney-Vento Liaison(s) and other stakeholders, including educators, curriculum staff, administrators, and other federal grants staff, actively participate throughout the decision-making process to determine the use of EHCY grant funds.

**Format:** Long text box (800-word limit)