

LEA:

LEA Code:

Attachment A: Total Number of Identified Homeless Students in the Data Warehouse

2011-2012

PROVIDE HOMELESS IDENTIFICATION FOR EACH CONSTITUENT LEA, BY GRADE LEVEL (Consortium Applicants - Add additional rows as necessary. Alternatively, you may provide this information in an Excel spreadsheet.)

LEA Name	2011-2012 TOTAL NO. HOMELESS STUDENTS	Ages 3-5 (Not K)	K	1	2	3	4	5	6	7	8	9	10	11	12	ung
Grand Total																

PROVIDE SUM PRIMARY NIGHTTIME RESIDENCE FOR LEA/CONSORTIUM (Please provide one sum total. The 2011-2012 Total by Nighttime Residence should match the Grand Total 2011-2012 homeless identified, above.)

2011-2012 TOTAL BY NIGHTTIME RESIDENCE	Shelter (including transitional housing, awaiting foster care)	Doubled-up (i.e., living with another family)	Unsheltered (e.g., cars, parks, campgrounds, substandard, etc)	Hotels/Motels

2010-2011 TOTAL NO. OF HOMELESS STUDENTS IDENTIFIED	2009-2010 TOTAL NO. OF HOMELESS STUDENTS IDENTIFIED	AVERAGE NO. HOMELESS STUDENTS IDENTIFIED 2009-2010, 2010-2011, 2011-2012

Additional Notes:

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**Attachment B: Program Activities, Indicators and Standards
INSTRUCTIONS**

Please use the following Activities, Indicators, and Standards charts to frame your development and implementation of programming funded by the McKinney-Vento competitive grant.

The first column lists the approved program activities listed in the McKinney-Vento Act, Section 723 (d). Activities proposed by the applicant do not need to match the activities in the first column exactly, but should be based on those approved activities. Please be as specific as possible when describing proposed activities. In addition, all activities must be measurable. The second column lists some suggested measurable indicators for the related Activities and Standards.

All activities to be funded by the McKinney-Vento competitive grant must correspond to at least one of the standards listed in the third column. These charts have been adapted from the National Center for Homeless Education (NCHE).

<i>Student Achievement and Performance</i>		
Activities Adapted from McKinney-Vento Section 723 (d)	Suggested Measurable Indicators	Standards Adapted from NCHE
<ol style="list-style-type: none"> 1. The provision of tutoring, supplemental instruction, and enriched educational services. 2. Before- and after-school, mentoring, and summer programs with a teacher or other qualified individual. 3. School supplies for distribution at shelters and temporary housing facilities 4. Extraordinary or emergency assistance to enable homeless children to attend school. 	<p>Percent of homeless students who took the standards-based assessment in math.</p> <p>Percent of homeless students who took the standards-based assessment in reading.</p> <p>Percent of homeless students who met or exceeded state proficiency rates on the standards-based assessment in math.</p> <p>Percent of homeless students who met or exceeded state proficiency rates on the standards-based assessment in reading.</p> <p>Pre/post test score improvement for students in temporary housing.</p> <p>Classroom teachers provided positive assessments of participants.</p> <p>School success, as seen in grade improvement.</p> <p>Percent of homeless students promoted to the next grade level is at or above the promotion rates of the school.</p> <p>Percent of homeless students who showed progress toward grade-level expectations.</p> <p>Percent of homeless students who graduated high school, or equivalent, is at or above the graduation rate of the school.</p> <p>Increase in percentage of homeless children with supplies needed to attend and succeed in school.</p> <p>Decrease in barriers that keep homeless children from attending school.</p> <p>Percent of homeless students who received supplemental academic services (e.g., after school</p>	<p>Standard 1: All homeless students, identified and enrolled at the time of the state assessment, take the state assessment required for their grade levels.</p> <p>Standard 2: All homeless students demonstrate academic progress.</p>

program and tutoring).

School/LEA Support

Activities

Adapted from McKinney-Vento Section 723 (d)

Suggested Measurable Indicators

Standards

Adapted from NCHE

1. Expedited student evaluations, including gifted and talented, special education, and limited English proficiency.
2. Professional development for educators and other school personnel.
3. Referrals for medical, dental, other health services, and social services.
4. Defraying excess cost of transportation.
5. Provision of developmentally appropriate early childhood education programs, not otherwise provided.
6. Provision of services and assistance to attract, engage, and retain homeless children and youth and unaccompanied youth in public school programs.
7. The payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school.
8. Provision of pupil services (including violence prevention counseling) and referrals for such services.
9. Addressing needs of homeless children and youth arising from domestic violence.

- Number of homeless students enrolled in school.
- Percent of students in LEA that are homeless.
- Number of LEA outreach activities conducted to identify students in shelters and other settings, including those living doubled up.
- Percent of school staff members provided professional development to enable them to identify students who may be eligible for McKinney-Vento services.
- Percent of homeless students who were enrolled on the same day they came to school to be enrolled.
- Percent of homeless students who attended school on the same day of enrollment.
- Average number of days between a homeless student's enrollment in school and his/her school attendance.
- Average rate of attendance for homeless students is at or above the school average.
- Percent of homeless students that remain in one school for the duration of the school year.
- Average number of schools attended by homeless students in one year.
- Percent of homeless students who received transportation to the school of origin (defined by the McKinney-Vento Act) as requested by the parent or guardian.
- Percent of homeless students who received an individual needs assessment to determine appropriate services and extra support to access services.
- Percent of enrolled homeless students with a completed special education evaluation that was conducted within 60 days of a parent request or within timeframes established by the state.
- Percent of homeless students with Individual Education Plans (IEPs) who began receiving special education services on the day of their enrollment in school.
- Percent of homeless students who do not attend Title I schools who receive services through Title I, including support services in shelters and other locations where they live.
- Amount of funds set aside for homeless students through Title I.
- Percent of homeless students who had access to one or any combination of the following services when needed/eligible: ELL, gifted and talented, and/or

- Standard 3:** All children in homeless situations are identified.
- Standard 4:** Within one full day of an attempt to enroll in school, homeless students are in attendance.
- Standard 5:** All homeless students experience stability in school.
- Standard 6:** All homeless students receive specialized and comparable services when eligible.
- Standard 7:** All preschool-aged homeless children enroll in and attend preschool programs.
- Standard 8:** All homeless unaccompanied youth enroll in and attend school.

	<p>vocational education services.</p> <p>Percent of homeless students who received supplemental academic services (e.g., after school program and tutoring).</p> <p>Percent of homeless students who received school and personal supplies when needed.</p> <p>Percent of homeless students who participated in extracurricular activities.</p> <p>Number of preschool-aged children identified as homeless by LEA.</p> <p>Number of preschool-aged children identified as homeless by LEA, enrolled and attending a SEA or LEA public preschool. (If public preschool is available in the district.)</p> <p>Number of homeless preschool-aged children identified through IDEA, Part C.</p> <p>Number of LEA contacts, meetings, and/or agreements with preschools not operated by the LEA.</p> <p>Number of homeless unaccompanied youth enrolled in school by LEA.</p> <p>Percent of homeless unaccompanied youth informed of their rights under McKinney-Vento by LEA.</p> <p>Percent of homeless unaccompanied youth assisted with selecting the school for attendance in their best interest.</p> <p>Number of LEA contacts, meetings, correspondence, and/or agreements with agencies, such as child welfare, juvenile justice, and Runaway and Homeless Youth Act shelter providers to coordinate needs of homeless unaccompanied youth.</p> <p>Percent of homeless unaccompanied youth provided with access and referrals to needed services by LEA.</p> <p>Percent of homeless unaccompanied youth that are not on grade level.</p> <p>Percent of homeless unaccompanied youth provided with assistance in preparing for and/or applying for postsecondary education opportunities.</p>	
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<i>Collaboration</i>		
Activities Adapted from McKinney-Vento Section 723 (d)	Suggested Measurable Indicators	Standards Adapted from NCHE
<ol style="list-style-type: none"> Provision of education and training to parents of homeless students about educational rights and resources that are available. Coordination between schools and service agencies. 	<p>Percent of homeless students whose parents were informed of McKinney-Vento rights.</p> <p>Percent of homeless students whose parents were provided information and assistance in making best interest decisions regarding school enrollment and educational stability of their children.</p> <p>Percent of homeless students whose parents were</p>	<p>Standard 9: All parents (or persons acting as parents) of homeless children and youth are informed of the educational and related opportunities available to their children and are provided meaningful opportunities to participate in their children's</p>

<p>3. Adaptation of space, purchase of supplies for nonschool facilities.</p>	<p>informed of opportunities to receive services comparable to those of non-homeless parents.</p> <p>Percent of homeless students whose parents were provided with individual student reports informing them of their child's specific academic needs and achievement.</p> <p>Percent of times parents were provided transportation to school activities when requested (e.g., parent-teacher conferences).</p> <p>Percent of times parents were provided transportation to and from community activities when requested (e.g., parenting groups).</p> <p>Number of collaborative contacts with federal programs (e.g., Head Start, Housing and Urban Development, Continuum of Care, staff from Runaway and Homeless Youth shelters, etc.).</p> <p>Number of collaborative contacts with Title I staff.</p> <p>Number of collaborative contacts with Special Education staff.</p> <p>Number of collaborative contacts with LEA staff (e.g., migrant education, school nutrition, pupil transportation, school enrollment, etc.).</p> <p>Number of collaborative contacts with community service providers (e.g., shelter provision, child welfare, health, mental health, child care, housing, faith-based initiatives, etc.).</p> <p>Number of collaborative contacts with other LEAs to which their homeless families frequently move or from which their homeless families frequently come.</p> <p>Percent/number of schools/community agencies displaying McKinney-Vento posters.</p>	<p>education.</p> <p>Standard 10: LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA.</p>
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EXAMPLE

Attachment B: Program Activities, Indicators and Standards

COMPLETE FOR ALL ACTIVITIES TO BE FUNDED BY THE MCKINNEY-VENTO COMPETITIVE GRANT. Add rows as necessary.

Describe each activity in detail, including time-frames for all activity components, the number of students to be impacted by each activity, and relevant data sources for determining whether the activity is being completed. For each activity, describe specific, measurable indicators that the activity is successfully working towards the chosen standards (goals) and the data sources for measuring this success. List the relevant standards in the final column.

Activities				Indicators What you would expect to see if the activities are achieved.		Standards
<i>Activity Include specific descriptions for all proposed activities.</i>	<i>Timeframe for completing activity</i>	<i># of Homeless Students to be Impacted</i>	<i>Data Sources for measuring whether activity is completed</i>	<i>Description of Indicators Descriptions must be measurable and include time-frames.</i>	<i>Data Sources for measuring program success</i>	<i>Relevant Standard(s)</i>
<i>Each year, provide tutoring in a small group setting (2-3 students) by State-certified teachers at two shelters after school. Tutoring will be offered to 3rd-8th graders at risk of failing Statewide Assessments. Students will be recruited for participation at the start of the school year and on an on-going basis, and will receive 2 hours of tutoring per week. Students will receive at least 10 weeks of tutoring and possibly more depending on the needs of the student.</i>	<i>Tutoring will start in the fall and continue throughout the year.</i>	<i>30</i>	<i>-Timesheets from instructors -Log maintained by liaison documenting names of students served and hours of tutoring provided</i>	<i>- At least 90% of participating students receive 10 or more weeks of tutoring by the end of each year. - Of students participating for at least 10 weeks, 80% showed academic improvement as measured by pre- and post-testing administered by tutors at the end of each year. - 100% of classroom teachers report positive assessments of participants' grades and confidence in year-end tutoring survey. - 100% of students participating at the time of the Statewide Assessments will take the Assessments at the end of each year. - 60% of the participants who take the Assessments will meet or exceed the state proficiency rates in math and ELA at the</i>	<i>-Participation log, maintained by liaison - Pre- and post-test results - Year-end survey of classroom teachers - Student Management System data on Statewide Assessments</i>	<i>1,2</i>

				<i>end of each year.</i>		
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Attachment B: Program Activities, Indicators and Standards

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Describe each activity in detail, including time-frames for all activity components, the number of students to be impacted by each activity, and relevant data sources for determining whether the activity is being completed. For each activity, describe specific, measurable indicators that the activity is successfully working towards the chosen standards (goals) and the data sources for measuring this success. List the relevant standards in the final column.

Activities				Indicators What you would expect to see if the activities are achieved.		Standards
<i>Activity Include specific descriptions for all proposed activities.</i>	<i>Timeframe for completing activity</i>	<i># of Homeless Students to be Impacted</i>	<i>Data Sources for measuring whether activity is completed</i>	<i>Description of Indicators Descriptions must be measurable and include time-frames.</i>	<i>Data Sources for measuring program success</i>	<i>Relevant Standard(s)</i>

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Attachment C: Staffing Charts

Staffing Chart for Funded Activities

Add rows as necessary.

ENTER FOR ALL STAFF TO BE PAID WITH MCKINNEY-VENTO GRANT FUNDS.

Name	Position	FTE	Responsibilities <i>Should align with activities from Attachment B</i>	Activity Number(s)

Subcontractors for Funded Activities

ENTER FOR ALL SUBCONTRACTORS TO BE PAID WITH MCKINNEY-VENTO GRANT FUNDS.

Name	Agency	Responsibilities <i>Should align with activities from Attachment B</i>	Activity Number(s)

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Attachment D: Collaboration Charts

Add rows as necessary.

COLLABORATIONS WITHIN THE LEA

Collaborating Program	Activities in Place	Activities Planned	Relevant Standard(s)	Services or Resources Provided by Collaborators

COLLABORATIONS IN THE COMMUNITY

Collaborating Agency	Activities in Place	Activities Planned	Relevant Standard(s)	Services or Resources Provided by Collaborators

Additional Notes:

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Attachment E: Coordination with Title I & Additional Funding Sources

Title I, Part A Set-Aside for Homeless Students

	Total Amount	Activities	Relevant Standards
Actual Set-Aside for 2011-2012			
Planned Set-Aside for 2012-2013			

What percentage of the 2011-2012 Title I set-aside funds were spent on activities for homeless children and youth? (If less than 100% explain.)

What was the process used to determine the amount of the Title I, Part A set-aside for 2012-2013?

Describe the mechanisms in place to ensure ongoing coordination between the Title I, Part A set-aside and McKinney-Vento programs.

Additional Outside Funding

Provide descriptions of any additional funding, both secured and requested, that will be used for homeless education programming, and what type of services the other sources will fund. Add rows as necessary.

Description of Funding	Description of Services	Funding Amount	Funding Status (Secured, Requested)	Relevant Standards

External Cost and Resource Sharing

Provide descriptions of any initiatives or agreements to share costs and resources with agencies outside the LEA. Add rows as necessary.

External Agency	Description of Services/Agreement	Funding Amount/Size of Resource	Status (Formal Agreement, Pending, Informal Agreement, etc)	Relevant Standards

Additional Notes:

Attachment F
Consortium Members - For Consortium Applicants Only

Statement of Assurances: Each local educational agency (LEA) in the McKinney-Vento Grant Consortium assures that it will:

- Comply with the guidelines set forth under Title X, Part C, otherwise known as the McKinney-Vento Act, and will use requested funds to comply with paragraphs (3) through (7) of section 722(g);
- Collaboratively design and implement a program to serve homeless students;
- Link the program with the standards outlined in Attachment B;
- Keep records on the project;
- Submit annual fiscal and programmatic reports (including aggregate data on students identified as homeless) to the lead LEA for submission to the New York State Education Department;
- Ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youths; and
- Maintain ongoing communication and coordination among consortium members to implement a fully integrated program and carry out all consortium responsibilities.

Add items as necessary

1. Name of LEA:

LEA Code:

Print Name of Superintendent:

Signature of Superintendent:

2. Name of LEA:

LEA Code:

Print Name of Superintendent:

Signature of Superintendent:

3. Name of LEA:

LEA Code:

Print Name of Superintendent:

Signature of Superintendent:

4. Name of LEA:

LEA Code:

Print Name of Superintendent:

Signature of Superintendent: