

**2016 – 2019**  
**MCKINNEY-VENTO COMPETITIVE GRANT**  
**INFORMATIONAL WEBINAR**

**Presented By:**

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

# INTRODUCTIONS

- **Melanie Faby**, New York State Education Department
- **Arija Linauts**, NYS-TEACHS

# OVERVIEW

Grant Purpose and Timeline

Funding and Eligibility

Application Structure and Components

Needs Assessment and Planning Resources

# IF YOU HAVE QUESTIONS...

- Type your questions into the “questions window” on the right of your screen
- Email questions to [homelessrfp@nysed.gov](mailto:homelessrfp@nysed.gov) by **January 26, 2016**

**ANSWERS WILL POSTED BY FEB. 3, 2016**

<http://www.p12.nysed.gov/funding/2016-2019-nysed-mckinney-vento-grant/home.html>

# OVERVIEW

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# PURPOSE

The purpose of the McKinney-Vento grant is to facilitate the enrollment, attendance, and success in school of homeless children and youth.

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

\*\* Services provided using McKinney-Vento grant funds should go ABOVE AND BEYOND what is minimally required by federal law.



# TIMELINE

Item	Dates
<b>Grant application is posted</b>	1.12.16
Informational Webinar	1.20.16
Questions deadline	1.26.16
Answers posted	2.3.16
<b>Applications due</b>	2.26.16
<b>Award/non-award letters sent</b>	Early May 2016 <i>(tentative)</i>
Project start date	7/1/16

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# FUNDING – grant cycle

- Three (3) year grant cycle: July 1, 2016 – June 30, 2019
- Funds for Year Two and Three authorized based upon submission of a satisfactory budget report for previous year.
- Updated budget documents due (Year 2): May 2017 (*tentative*)
- Annual Program Report due: November, 2017 (*tentative*).

*NOTE: Failure to submit either the annual budget or program report may delay receipt of future funding.*

# FUNDING - SOURCE

## U.S. Department of Education

- McKinney-Vento Act

### Additional Information:

- Funding contingent upon annual state allocation
- Approximately **4 million per year** (*for the 3-year cycle*) is expected to be available to New York State grantees
- Funding allocated through competitive grant application process

# FUNDING – structure

## Part 1: **Baseline Grant**

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

## PART 2 (OPTIONAL):

### **Enhanced Grant for Trauma-Sensitive Schools**

- The **Enhanced Grant** is intended to support LEAs in their efforts to take very deliberate steps towards creating and implementing trauma-sensitive programs in specific schools.
- Up to 10 grants
- Minimum of 36 points (out of 75)

# FUNDING – awards

## Part 1: **Baseline Grant**

- 100 - 200 students identified- \$40,000 per year
- 201- 300 students identified - \$50,000 per year
- 301- 600 students identified - \$60,000 per year
- 601 -1000 students identified - \$75,000 per year
- 1001- 2000 students identified - \$95,000 per year
- 2001- 4000 students identified - \$120,000 per year
- LEAs/consortia with >4,000 students identified as homeless may request a maximum total award of \$2.2 million per year.

## PART 2 (OPTIONAL):

### **Enhanced Grant for Trauma-Sensitive Schools**

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

# FUNDING – awards cont'd

## A few additional notes:

- **Baseline grants** will be awarded from highest to lowest (eligible) score until funds are exhausted, up to 40 grants
- No more than 40 **Baseline Grants** will be awarded
- Applicants for the **Enhanced Grant** MUST ALSO APPLY for, and RECEIVE, the Baseline Grant
- No more than 10 **Enhanced Grants** will be awarded

# ELIGIBILITY

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

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

- LEAs must have minimum average of 100 students in temporary housing in the 2012-13, 2013-14, and 2014-15 school years
- Consortia of LEAs must have a sum average of 100 students in temporary housing in the 2012-13, 2013-14, and 2014-15 school years

# ELIGIBILITY – Example

- District A identified the following homeless students in the data warehouse:
  - 2012-2013: 75 students
  - 2013-2014: 95 students
  - 2014-2015: 140 students

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

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

# ELIGIBILITY: APPLYING AS A CONSORTIUM

- ◆ LEAs with an average of <100 students in temporary housing for the years 2012-13, 2013-14, and 2014-15 may submit an application as a consortium in order to reach the 100 student minimum.
- ◆ LEAs may only apply as part of one (1) application.
- ◆ One LEA must be identified as the lead LEA to serve as fiscal agent for the grant.
- ◆ A program contact at the lead LEA will oversee the implementation of the grant, arrange the disbursement of funds to participating LEAs, and submit required reports and documentation.
- ◆ Submit “*Attachment A: Consortium Member Agreement*”

# ELIGIBILITY: CONSORTIUM EXAMPLE

Homeless Students Identified in SIRS			
	2012-2013	2013-2014	2014-2015
District A	25	40	55
District B	60	45	55
District C	15	20	28
BOCES	0	0	0

$$\begin{array}{l} \mathbf{2012-2013} \\ 25 + 60 + 15 = \\ \mathbf{100} \end{array}$$

$$\begin{array}{l} \mathbf{2013-2014} \\ 40 + 45 + 20 = \\ \mathbf{105} \end{array}$$

$$\begin{array}{l} \mathbf{2014-2015} \\ 55 + 55 + 28 = \\ \mathbf{138} \end{array}$$

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

# ELIGIBILITY - DATA

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

**LEAs can access their 3-year averages here:**  
<http://nysteachs.org/info-topic/mvgrant.html#resources>

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# APPLICATION STRUCTURE

Section	Page(s)
<b>Overview</b>	Page 1
<b>Guidelines</b> (i.e. detailed information about eligibility, funding, scoring, allowable activities, etc.)	Pages 2-9
<b>Additional Information</b> (i.e. submission documents such as M/WBE forms, consortium policy, needs assessment recommendations, etc.)	Pages 9-16
<b>Application and Related Materials</b> (i.e. submission instructions, check-list, Part 1 and Part 2 narratives/charts, budget documents, etc.)	Pages 17-31
<b>Rubric/Scoring (for NYSED use)</b>	Pages 32-40
<b>Submission Documents</b> (i.e. assurances, budget forms, M/WBE documents, etc.)	Pages 41 - end

# STRUCTURE – APPLICATION AND RELATED MATERIALS

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

## **Part 1 (REQUIRED): Baseline Grant**

- ❖ The **purpose of the Baseline Grant** is to ensure that students in temporary housing have access to supports and services that allow them to enroll, attend, and succeed in school. These supports and services should go beyond the minimum federal requirements outlined in the McKinney-Vento Act.

## **Part 2 (OPTIONAL): Enhanced Grant for Trauma-Sensitive Schools**

- ❖ The **purpose of the Enhanced Grant** is to ensure that students in temporary housing can “succeed in school” by addressing their unique learning needs resulting from stress and trauma. For maximum impact, a school-wide approach is recommended.

# APPLICATION COMPONENTS

## Part 1 (REQUIRED): Baseline Grant

- ❖ Cover page
- ❖ Sections A-C (narratives and charts)
  - (A) Demographics and Statement of Need
  - (B) Program Design and Implementation Plan
  - (C) Measures of Success and Evaluation
- ❖ Attachment A – Consortium Member Agreement (*if applicable*)
- ❖ FS-10 Budget Form and Budget Narrative
- ❖ M/WBE Documents

## Part 2 (OPTIONAL): Enhanced Grant for Trauma-Sensitive Schools

- ❖ *BASELINE GRANT*
- ❖ Program Summary (Narrative)
- ❖ Chart 1: Activities Chart
- ❖ Chart 2: Resources and Staffing Chart
- ❖ FS-10 Budget Form and Budget Narrative
- ❖ M/WBE Documents

# COMPONENTS – SPOTLIGHT ON **PART 1**: BASELINE GRANT

## ❖ Sections A-C: **NARRATIVES**

- (A) Demographics and Statement of Need (*who and why?*)
- (B) Program Design and Implementation Plan (*what and how?*)
- (C) Measures of Success and Evaluation (*how will you know if it worked?*)

- ✓ Each section's narrative (A-C) is broken up into multiple bullet points. Make sure to address all points thoroughly and clearly.
- ✓ The narrative for each section should be no more than 500 words combined.

### **Baseline Grant Part 1: Section A – Demographics and Statement of Need**

**Instructions:** In the spaces below labeled “narrative,” please include a brief (500 words or less *combined*, not including charts) description of the LEA/consortium’s current needs of and support for students in temporary housing. Please be sure to address EACH of the following bullet points in this section:

- Local trends in identification and primary nighttime residence over the past three years;

Narrative:

- local need through references to academic and social/emotional functioning (including barriers) of students in temporary housing, which are validated by results of a needs assessment (presented by the LEA) and/or data from the student management system;

Narrative:

# COMPONENTS – SPOTLIGHT ON **PART 1**: BASELINE GRANT

## ❖ Sections A-C: **CHARTS**

(A) Demographics and Statement of Need (*3 charts*)

(B) Program Design and Implementation Plan (*2 charts*)

(C) Measures of Success and Evaluation (*1 chart*)

- ✓ Charts ask for details around student data, proposed activities and funding.
- ✓ Be as specific as possible.
- ✓ Add rows as necessary to any chart, but keep in mind that quality may be more important than quantity.

### Baseline Grant Part 1: Section B - Program Design and Implementation Plan

Chart #1

Activity	Operational Plan	Outreach	Staffing and Supplies	Timeline	Budget (1 <sup>st</sup> year)
<i>Example: 6-8<sup>th</sup> grade "homework help" group that will also incorporate academic goal setting</i>	<i>We plan to serve 30-40 students in groups of 5 for a total of approximately 100 students over the 3-year grant period. The groups will meet with their teacher/mentor 3 times a week during lunch. At least one of the three weekly meetings will focus on goal setting and progress towards completion.</i>	<i>The liaison will meet with the middle school teachers to identify which students would move benefit from participation in the program.</i>	<i>We will recruit 6-9 teachers/mentors from the local middle school where we will pilot this program.</i>	<i>We will work to recruit and train the teachers/mentors in the Fall and launch the program in January.</i>	<i>\$5,000 – stipend for mentors and outreach materials for parents.</i>

# COMPONENTS – SPOTLIGHT ON **PART 1**: BASELINE GRANT

## OTHER DOCUMENTS

- ❖ **Attachment A – Consortium Member Agreement** (*if applicable*)
  - Outlines the roles and responsibilities of the lead LEA and consortium members (*component LEAs*) and can be found on the very last page of the application
  - Requires signatures from the lead LEA and all component LEAs
  
- ❖ **FS-10 Budget Form and Budget Narrative**
  - The **FS-10 Budget Form** can be found on NYSED’s website and is linked from **page 25** of the application
  - The **Budget Narrative** document is included as a Word Document toward the end of the application (*Appendix 1, immediately following the assurances*)
  - Budgets must be appropriate/necessary to support the project activities and reasonable for the number of participating students
  
- ❖ **M/WBE Documents**
  - Applicants must make a good faith effort to solicit NYS certified M/WBE subcontractors and/or suppliers as outlined on **pages 10-12** of the application
  - If full participation cannot be reached, an LEA may request a partial and complete waivers as outlined on **page 11** of the application
  - The official M/WBE documents can be found toward the end of the application (after the Budget Narrative document)

# COMPONENTS – SPOTLIGHT ON **PART 2:** ENHANCED GRANT FOR TRAUMA-SENSITIVE SCHOOLS

- **Part 2 begins on Page 26 of the application.**
  
- **A complete Part 2 application includes:**
  - ❖ *Everything from Part 1: Baseline Grant*
  - ❖ Program Summary (Narrative)
  - ❖ Chart 1: Activities Chart
  - ❖ Chart 2: Resources and Staffing Chart
  - ❖ FS-10 Budget Form and Budget Narrative
  - ❖ M/WBE Documents

# COMPONENTS – SPOTLIGHT ON PART 2: ENHANCED GRANT FOR TRAUMA-SENSITIVE SCHOOLS

## Program Type:

- ✓ Check the appropriate boxes

### PROGRAM TYPE

Our trauma-sensitive program(s) will include:  
(choose one)

- One school
- Multiple schools

We will incorporate the following trauma-sensitive elements:

1. Creating a **safe and supportive environment**
2. Fostering **secure attachments**
3. Strengthening a student's **non-cognitive skills**

## Program Summary (Narrative):

- ✓ No more than 750 words, combined
- ✓ Address each bullet point thoroughly and clearly
- ✓ Consider reading the recommended trauma-sensitivity resources before planning your program

### Enhanced Grant Part 2: - Program Narrative

In the boxes below labeled "Narrative," please provide a summary (750 words or less **combined**, not including charts), of your trauma-sensitive program design and related activities. Please be sure to address EACH of the following bullet points in this section:

- The type of program(s) the LEA plans to implement and why the LEA has chosen that specific approach.

Narrative:

- The need the program will address.

Narrative:

# COMPONENTS – SPOTLIGHT ON **PART 2:** ENHANCED GRANT FOR TRAUMA-SENSITIVE SCHOOLS

**Charts:** There are two charts that must be completed for Part 2.

## **Chart 1: Activities Chart**

- ❖ **Activity:** *List specific program activities described in the narrative summary.*
- ❖ **Related Essential Element:** *List which essential element each activity is connected to (i.e. safe and supportive environment; secure attachment; non-cognitive skills).*
- ❖ **Intended Outcome:** *Include what effective implementation of each activity will look like (i.e. the goal).*
- ❖ **Measure of Success:** *Describe how the applicant will determine whether the Intended Outcome has been reached.*

## **Chart 2: Resources and Staffing Chart**

- ❖ **Activity:** *Copy and paste from activities listed on Chart #1.*
- ❖ **Staffing and Supplies:** *List all of the resources that will be needed to support the activity listed in the first column.*
- ❖ **Budget:** *Include a reasonable and appropriate dollar amount needed to support each activity. If a particular activity does not require staffing, supplies, and/or funds, simply write “not applicable.”*

# COMPONENTS – SPOTLIGHT ON PART 2: ENHANCED GRANT FOR TRAUMA-SENSITIVE SCHOOLS

## EXAMPLE of Chart 1: Activities Chart

Activity	Related Essential Element (i.e. safe and supportive environment; secure attachment; non-cognitive skills)	Intended Outcome	Measure of Success
<p><b>Example:</b> Weekly planning meetings with the McKinney-Vento liaison and a school-based team of principal, A.P., guidance counselor, and select teachers to design a set of school-wide policies that incorporate trauma-sensitive elements in order to create a safe and supportive environment</p>	<p>Safe and supportive environment</p>	<p>By the end of year 1, the team will have a set of policies ready for school-wide implementation in year 2. The new trauma-sensitive policies will aim to make all students feel safe and supported by incorporating self-soothing lessons/routines into each day, ensuring calm transitions throughout the day, and adopting a strengths-based approach to discipline.</p>	<ul style="list-style-type: none"> <li>• Members of the school-based team will attend 80% of the planning meetings</li> <li>• The final set of school policies will be clearly linked to trauma-sensitive elements as evaluated by content expert</li> <li>• The new policies will be rolled out to all teachers in the spring with a PD plan for infusing the concepts into daily routines/lessons in the fall</li> </ul>

# COMPONENTS – SPOTLIGHT ON PART 2: ENHANCED GRANT FOR TRAUMA-SENSITIVE SCHOOLS

## EXAMPLE of Chart 2: Resources and Staffing Chart

Activity	Staffing and Supplies	Budget (1 <sup>st</sup> Year)
<p><i>Example: Weekly planning meetings with the McKinney-Vento liaison and a school-based team of principal, assistant principal, guidance counselor, and select teachers to design a set of school-wide policies that incorporate trauma-sensitive elements in order to create a safe and supportive environment</i></p>	<p><i>School based planning team (for year 1). Funding for over-time pay for after-hours planning when necessary. Books/Resources on trauma-sensitive schools to provide a framework for the new policies.</i></p>	<p><i>\$5000 for over-time pay. \$2000 for books/resources related to trauma-sensitive schools.</i></p>
<p><i>Example: Recruit and train mentors for school-wide mentoring program for students in high school that will help them improve executive functioning skills (i.e. self-management, organization, goal setting) and promote resilience</i></p>	<p><i>50 mentors (20 mentees each) and monthly stipends for mentors</i></p>	<p><i>\$200 per mentor, per month (\$20K total per school year)</i></p>

# COMPONENTS – SPOTLIGHT ON **PART 2**: ENHANCED GRANT FOR TRAUMA-SENSITIVE SCHOOLS

## **OTHER DOCUMENTS:**

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

Please be aware that:

- ✓ The rules and location for the budget and M/WBE documents are the same as those listed for Part 1.
- ✓ You must submit A SEPARATE SET OF FORMS for Part 2. You cannot combine Part 1 and Part 2.

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**Needs Assessment and  
Planning Resources**

# NEEDS ASSESSMENT AND PLANNING RESOURCES

Before beginning your application, consider these questions...

- What do the students and families in my district need?
- How will we use that information to write a strong application resulting in an effective program?

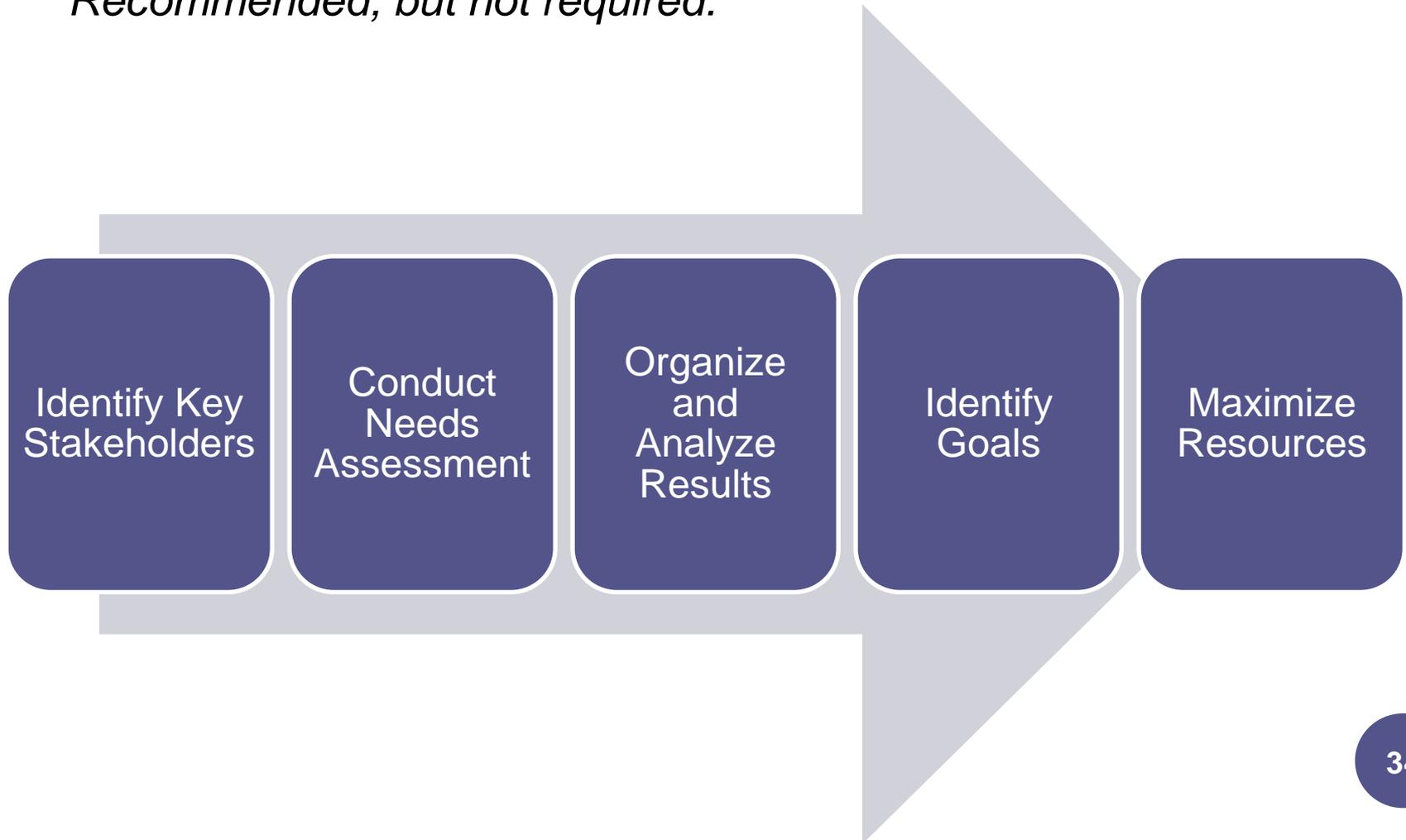
## Helpful Hint:

You may also want to review the “**Allowable Activities**” for Part 1 and Part 2 before beginning your application.

Allowable activities can be found on **pages 5- 8** of the application.

# NEEDS ASSESSMENT

*\* Recommended, but not required.*



# PLANNING RESOURCES FOR PART 1

*\* recommended, not required*

- National Center for Homeless Education's [Needs Assessment](#) resource. **Page 24** in particular may be helpful.
- NCHE's "[McKinney-Vento Standards and Indicators of a Quality Program](#)" resource.
- More information and links for the above resources can be found on **page 14** of the application.

## Needs Assessment Summary Local Education Agency

Complete each section below based on the results of the Needs Assessment Worksheet.

- 1 = Many areas of concern; several compliance issues; technical assistance is needed
- 2 = Implementation is minimally adequate; systems, tools, and mechanisms are needed to strengthen implementation; technical assistance is needed
- 3 = Implementation is adequate; procedures are in place but could be improved
- 4 = Program is strong and robust, with model systems, tools and mechanisms in place

Awareness (circle one): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Policies/Procedures (circle one): 1 2 3 4

Most Important Challenges:

Further Data Needed:

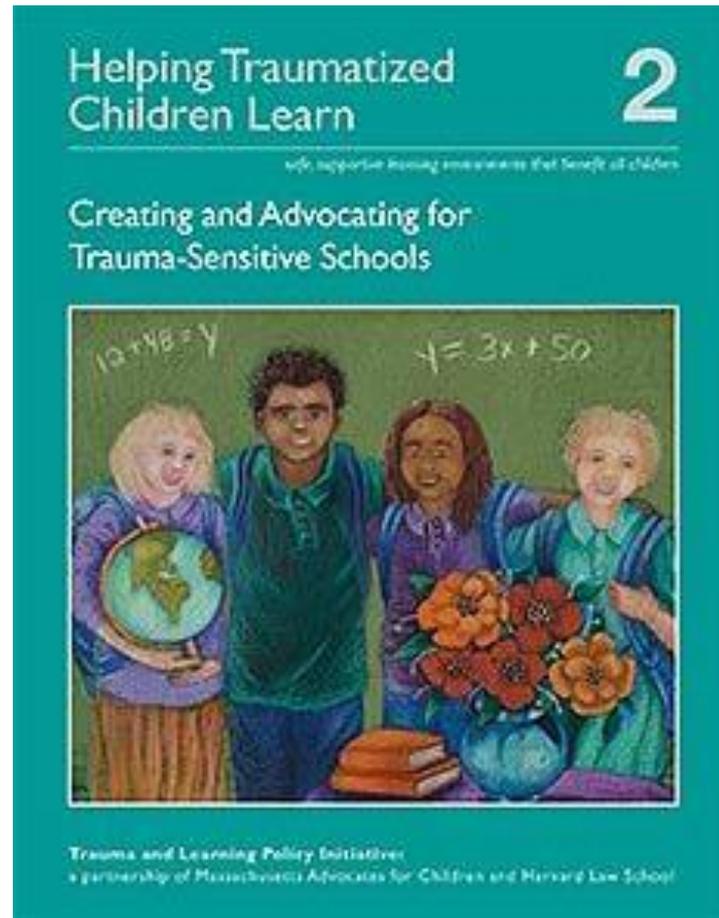
Further Action Needed:

Identification/Enrollment/Access (circle one): 1 2 3 4

# PLANNING RESOURCES FOR PART 2

\* *recommended, not required*

- [“Creating and Advocating for Trauma-Sensitive Schools.”](#)  
**Chapter 2, Page 30** in particular may be helpful for a needs assessment.
- In the above resource, review **Page 3** for a self-assessment tool.
- More information and links to resources can be found on **page 8 and page 14** of the application.



# THANK YOU!

Please email any additional **questions**  
to [homelessrfp@nysed.gov](mailto:homelessrfp@nysed.gov) by  
**January 26, 2016.**

**Answers** will be posted by  
**February 3, 2016**

<http://www.p12.nysed.gov/funding/2016-2019-nysed-mckinney-vento-grant/home.html>