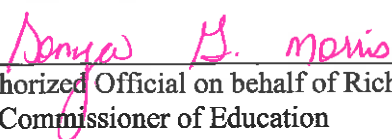



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Madison County School District	2 PROJECT NUMBER 400-1270B-0CH01	
3 PROJECT/PROGRAM TITLE Title IX, Part A: Education for Homeless Children and Youth Project TAPS 20A006	4 AUTHORITY 84.196A Title IX Part A Homeless ESSA USDE or Appropriate Agency FAIN#: S196A190010	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/25/2019 - 06/30/2020 Program Period: 07/25/2019 - 06/30/2020	
7 AUTHORIZED FUNDING Current Approved Budget: \$25,000.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$25,000.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>06/30/2020</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2020</u> Last date for receipt of proposed budget and program amendments: <u>05/31/2020</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : <u>07/01/2019</u> 		
10 DOE CONTACTS Program: Skip Forsyth Phone: (850) 245-0089 Email: Skip.Forsyth@fldoe.org Grants Management: Unit A (850) 245-0496		Comptroller Office Phone: (850) 245-0401 Duns#: 175079268 FEIN#: F596000721004
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. 		
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div style="text-align: center;"> <u>10/10/19</u> Date of Signing </div> <div style="text-align: right;">  FLORIDA DEPARTMENT OF EDUCATION fldoe.org </div> </div>		

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9** Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10** DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11** Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Title IX, Part A Education of Homeless Children and Youth Project 2019-2020 ✓ TAPS NUMBER: 20A006 ✓	<div style="text-align: right; color: blue; font-weight: bold; font-size: 1.2em;">RECEIVED</div> <div style="text-align: right; color: blue; font-weight: bold;">DOE USE ONLY</div> <div style="text-align: right; color: blue; font-weight: bold;">Date Received</div> <div style="text-align: right; color: blue; font-weight: bold;">2019 JUL 25 AM 10: 26</div> <div style="text-align: right; color: blue; font-weight: bold;">OFFICE OF GRANTS MANAGEMENT</div> <div style="text-align: right; color: blue; font-weight: bold;">Project Number (DOE Assigned)</div> <div style="text-align: right; color: blue; font-weight: bold;">✓ 400-1270B-0CH01</div>		
B) Name and Address of Eligible Applicant: Madison County School Board ✓ 210 NE Duval Ave Madison, 32340				
C) Total Funds Requested: \$25,000.00 <div style="text-align: center;"> DOE USE ONLY Total Approved Project: \$ 25,000.00 </div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Contact Name: Lisa Roderick Fiscal Contact Name: Andy Barnes Mailing Address: 210 NE Duval Ave Madison, 32340 Physical/Facility Address: 210 NE Duval Ave Madison, 32340 </td> <td style="width: 50%; vertical-align: top;"> Telephone Numbers: 850-973-1565 E-mail Addresses: lisa.roderick@mcsbfl.us DUNS number: 175079268 FEIN number: F596000721004 </td> </tr> </table>		Contact Name: Lisa Roderick Fiscal Contact Name: Andy Barnes Mailing Address: 210 NE Duval Ave Madison, 32340 Physical/Facility Address: 210 NE Duval Ave Madison, 32340	Telephone Numbers: 850-973-1565 E-mail Addresses: lisa.roderick@mcsbfl.us DUNS number: 175079268 FEIN number: F596000721004
Contact Name: Lisa Roderick Fiscal Contact Name: Andy Barnes Mailing Address: 210 NE Duval Ave Madison, 32340 Physical/Facility Address: 210 NE Duval Ave Madison, 32340	Telephone Numbers: 850-973-1565 E-mail Addresses: lisa.roderick@mcsbfl.us DUNS number: 175079268 FEIN number: F596000721004			
CERTIFICATION				
<p>I, <u>Shirley Joseph</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <p>E) <u>Shirley Joseph</u> Signature of Agency Head</p>				

DOE 100A
Revised March 2015



Richard Corcoran, Commissioner

A) Madison County District School Board

Name of Eligible Recipient

B) 400-12708-0CH01

Project Number (DOE USE ONLY)

TAPS Number
20A006

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

Activity	(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE (DOE USE ONLY)	REASONABLE (DOE USE ONLY)	NECESSARY (DOE USE ONLY)
1. Program Implementation; • Case management/social work services for full participation; • Outreach to identify homeless children and youth in the community; • Professional development (training, ta, consultation, coaching); • Project Administration; • Collaboration	6190	110	Partial salary for homeless liaison to direct project, conduct all activities, provide direct services, document, write reports.	0.450	\$18,212.00	45.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Program Implementation; • Case management/social work services for full participation; • Outreach to identify homeless children and youth in the community; • Professional development (training, ta, consultation, coaching); • Project Administration; • Collaboration	6190	210	Partial retirement benefits for homeless liaison calculated at 7.92%	0.000	\$1,442.00	45.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Program Implementation; • Case management/social work services for full participation; • Outreach to identify homeless children and youth in the community; • Professional development (training, ta, consultation, coaching); • Project Administration; • Collaboration	6190	220	Social security calculated at 6.2%	0.000	\$1,129.00	45.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Program Implementation; • Case management/social work services for full participation; • Outreach to identify homeless children and youth in the community; • Professional development (training, ta, consultation, coaching); • Project Administration; • Collaboration	6190	221	Medicare calculated at 1.45%	0.000	\$546.00	45.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Activity	(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE (DOE USE ONLY)	REASONABLE (DOE USE ONLY)	NECESSARY (DOE USE ONLY)
5. Program Implementation; • Case management/social work services for full participation; • Outreach to identify homeless children and youth in the community; • Professional development (training, ta, consultation, coaching); • Project Administration; • Collaboration	6190	230	Group insurance (partial 45%) calculated at 45% of 4200 per year	0.000	\$1,891.00	45.00	IV	IV	IV
6. Program Implementation; • Case management/social work services for full participation; • Outreach to identify homeless children and youth in the community; • Professional development (training, ta, consultation, coaching); • Project Administration; • Collaboration	6190	240	Workers Comp calculated at 1.26%	0.000	\$229.00	45.00	IV	IV	IV
7	7200	290 792	Indirect Costs PLAN B 7.32%	0.000	\$1,551.00		IV	IV	IV
TOTAL:					\$25,000.00				

DOE 101
Rev. 07/15

3%
 Excess Costs of Transportation
 7200 792 Line Item
 Current - 1,551.00
 1,705.18
 -154.18
 25,000.00
 83,894.81923228
 1,0732
 25,000
 7.32%
 PLAN B
 INDIRECT COSTS

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

John R. Forsyth

Name

Signature



Director, Homeless Education Program

Title

Date

9/4/19

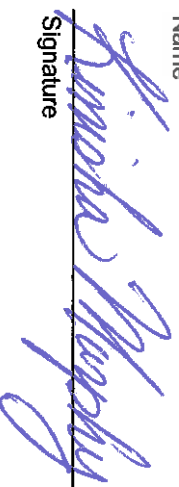
DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Kinisha Murphy

Name

Signature



Operations and Management Consultant I

Title

Date

10/03/2019

Madison County District School Board

Title IX, Part A Education of Homeless Children and Youth Project 2018-2021: Year 2

Program Specific Assurances

In order to receive funding, the applicant (LEA) must assure that:

- Each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth;
- Homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth;
- It will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth;
- It will not separate homeless students from the mainstream school environment or segregate homeless students in a separate school, or in a separate program within a school, based on such students' status as homeless;
- Homeless children and youth have access to the education and other services that they need to in order to meet the same challenging state student academic achievement standards to which all students are held;
- Its combined fiscal effort per student, or the aggregate expenditures of the LEA and the state with respect to the provisions of free public education by the LEA for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made (unless the state receives a waiver);
- It complies with, or will use requested funds to comply with paragraphs (3) through (7) of section 722(g) of the McKinney-Vento Act;
- It will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
- It will designate an appropriate staff person, who may also be a coordinator for other federal programs, as a local educational agency liaison for homeless children and youths, to carry out the duties described in Title IX, Part A, section 722(g)(1)(6)(A);
- It will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in the McKinney-Vento Act; and,
- It will adopt policies and practices to ensure participation by the designated homeless liaison in professional development and other technical assistance provided by or as determined appropriate by, the State Homeless Education Coordinator.
- It will provide assistance to unaccompanied homeless high school youth to prepare them and improve their readiness for postsecondary education.
- If the homeless student's living arrangement in the area served by the LEA of origin terminates and the student, though continuing his or her education in the school of origin, begins living in an area served by another LEA, the LEA of origin and the LEA in which the homeless student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.
- It will meet the requirements of Title IX, Part A, section 722(g)(3).
- Qualified homeless high school students, while enrolled in high school, will earn accelerated credit, such as advanced placement courses, dual enrollment, and industry certifications.
- Homeless high school seniors who receive a standard diploma will receive a letter verifying their status as homeless for the purpose of supporting their application for Florida's state tuition and fee exemption for individuals lacking a fixed, regular and adequate nighttime residence under Section 1009.25(1)(f), Florida Statutes.

☒ Select this checkbox to indicate that your homeless education program provides for the above program specific assurances.

Needs Assessment

McKinney-Vento Standards & Measures

All measures, both primary and secondary, are part of an LEA's homeless student data profile. All will be tracked and reported annually for all projects.

Primary Standards and Measures

Need A: Identification of Homeless Children and Youth

MVA Standard	Standard 3: All children in homeless situations are identified.
Standard Measure	Homeless Student Identification Rate (HSIR): The HSIR is the total number of homeless children and youth divided by the total number of all students identified as economically disadvantaged.
Measure Justification	National reports estimate that approximately ten percent (10%) of children and youth living in poverty experience homelessness each year.
HSIR Elements	<ul style="list-style-type: none"> • Identified Homeless Students (HIS): Number of students identified homeless per the McKinney-Vento Act. • Economically Disadvantaged Students (EcDS): Number of students determined to be economically disadvantaged.
HSIR Project Standard	All LEAs must have a NEED A Plan that results in a HSIR of at least five percent (5%) by the end of Project Year 3.

Need B: Regular School Attendance by Homeless Children and Youth

MVA Standard	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 8: All unaccompanied homeless youth enroll in and attend school.
Standard Measure	Homeless Student Attendance Rate (HSAR): The HSAR is the percent (portion) of school days for which homeless students are determined to be in attendance, per district policy and practice.
Measure Justification	Regular school attendance is a sign of educational environment stability and engagement in the school's educational program, which enhances academic achievement and personal development.
HSAR Elements	<ul style="list-style-type: none"> • School Days Present (SDP): The total number of days homeless students were counted as present during eligible school days. • School Days Absent (SDA): The total number of days homeless students were counted as absent during eligible school days.
HSAR Project Standard	All LEAs must have a Need B Plan that results in a HSAR of at least 90% by the end of Project Year 3.

Need C: Academic Progress of Homeless Children and Youth - Grade Promotion (all grades)

MVA Standard	Standard 2: All Homeless students demonstrate academic progress.
Standard Measure	All Grade Homeless Student Promotion Rate (AGHSPR): The HSPR is the percent (portion) of homeless students who are promoted to the next grade (all grades).

Measure Justification	Progression through Grades: Success in school enhances commitment to education and reduces the risk of school dropout.
Data Elements	<ul style="list-style-type: none"> • All Grades Homeless Students Promotion Plus Retention (AGP+R): The total number of homeless students identified in grades K-12 who were promoted plus those who were retained. • All Grades Homeless Students Promoted (AGP): The total number of homeless students promoted to the next grade.
Project Standard	The standard Homeless Student Promotion Rate is TBD.

Need C: Academic Progress of Homeless Children and Youth - Grade Promotion (grades 9-11)

MVA Standard	Standard 2: All Homeless students demonstrate academic progress.
Standard Measure	High School Homeless Student Promotion Rate (HSHSPR): The HSPR is the percent (portion) of homeless students who are promoted to the next grade (9-11).
Measure Justification	Progression through Grades: Success in school enhances commitment to education and reduces the risk of school dropout.
Data Elements	<ul style="list-style-type: none"> • High School Homeless Students Promoted Plus Retained (HSHSP+R): The total number of homeless students identified in grades 9-11 who were promoted plus those who were retained. • High School Homeless Student Promotion (HSHSP): The number of homeless students (IHS) promoted to the next grade.
Project Standard	The standard High School Promotion Rate is 90%.

Need C: Academic Progress of Homeless Children and Youth - Cohort Graduation Rate

MVA Standard	Standard 2: All Homeless students demonstrate academic progress.
Standard Measure	Homeless Student Cohort Graduation Rate (HSCGR): The four-year adjusted HSCGR is the number of students who experience homelessness from the 9th grade and graduate in four years with a regular high school diploma divided by the total number of students who form the adjusted cohort for the graduating class and who experienced homelessness at least once during the cohort period. Adjusted Cohort and Cohort Period: students who enter the 9th grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die by the end of the fourth year after entering 9th grade for the first time.
Measure Justification	On-time Receipt of a Standard Diploma: On-time graduation of all students is the ultimate goal of the Florida Education System.
Data Elements	<ul style="list-style-type: none"> • Cohort Homeless Standard Diploma Recipients; CHSDR: The total number of high school recipients of a standard diploma who also experienced homelessness at least once within four years of enrolling in the 9th grade. • Cohort Homeless High School Students; CHHS: The total number of high school cohort members who experienced homelessness within four years of enrolling in 9th grade.
Project Standard	The standard High School Homeless Student Cohort Graduation Rate is TBD.

Need A: Homeless Student Identification Trends

LEA Homeless Student Identification Rate (HSIR) Trend Data

	2015 - 2016	2016 - 2017	2017 - 2018	2015-2018 Three-year Average Rate
Number of Homeless Students Identified (IHS):	150	159	169	
Number of Economically Disadvantaged Students (EcDS):	1975	1720	1858	
HSIR Calculation (IHS/EcDS) x 100:	7.59%	9.24%	9.1%	8.64%

LEA HCY Housing at Time of Identification

Year	Shelters	Shared Housing	Motels	Unsheltered
2014-2015	0%	73%	0%	27%
2015-2016	0%	61%	1%	38%
2016-2017	0%	54%	3%	43%
2017-2018	0%	46%	0%	52%

- HCY = Homeless Children and Youth
- Shelters = Living in emergency or transitional shelters
- Sharing = Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; "doubled-up"
- Unsheltered = Living in cars, parks, campgrounds, public spaces, abandoned buildings, substandard housing, bus or train stations
- Motels = Living in hotels or motels

Anticipated HSIR

Do you anticipate that the annual rate for 2018-2019 will be:

☒ Higher ☐ Lower ☐ About the same

Why?

The district has made some changes to the policies and practices that may have inadvertently resulted in significantly fewer students being identified in recent years. Now there is a new homeless liaison (less than 2 years of experience), who visits with each school in the district, meets with families and unaccompanied youth where they are staying, and has an impressive knowledge of the residents and their needs.

Need A: Homeless Student Identification Snapshot

Previous year grade-level identification-related data

Data Element	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	LEA Totals
# of HCY Identified	<11	15	19	15	12	12	16	17	<11	14	11	<11	<11	<11	169
# of FRL enrollment per grade	96	158	146	167	154	151	120	134	135	131	163	121	106	76	1858
# of HCY at 5% Grade HSIR	4.8	7.9	7.3	8.35	7.7	7.55	6	6.7	6.75	6.55	8.15	6.05	5.3	3.8	92.9
# of UHY Identified	0	0	<11	<11	0	0	0	0	0	0	<11	0	0	<11	<11

Additional Data Elements

Identification of Homeless Children and Youth Indicators: State Demographics Reports (Survey 5, FDOE)

Data Element	Data Value	Data Source
No records found.		

Discussion

Discuss what the data and input says about the needs of the LEA's homeless children and youth.

The above data shows that only approximately 9% of the population is being identified. However, in the past Madison County has had up to 15% of the student population identified as homeless through the SIT program. The district has a relatively stable population, and other factors contributing to homelessness also are relatively stable; it has little available affordable housing, stagnant job growth, and limited community resources as a small rural county. However, in examining the data it is clear the MCSD has identified many more students in the lower grades compared with students in the upper grades. MCSD will strive for a goal of identifying 10% of students through an enhanced focus on secondary students.

Need B: Homeless Student Attendance Trends**LEA Homeless Student Attendance Rate (HSAR) Trend Data**

	2015 - 2016	2016 - 2017	2017 - 2018	2015-2018 Three-year Average Rate
Percent of Days Present for Homeless Students (SDP)	91%	96%	92.66%	
Percent of Days Absent for Homeless Students (SDA)	9%	4%	7.33%	
HSAR Calculation: $(SDP/(SDP+SDA)) \times 100$	91%	96%	92.67%	93.22%

Threats to HCY Attendance: HMLS vs. NHMLS

Year	% Out of School Suspension		% Expulsion		% HS Dropout	
	HMLS	NHMLS	HMLS	NHMLS	HMLS	NHMLS
2015 - 2016	11.0 %	9.0 %	0.0 %	0.0 %	0.0 %	0.0 %
2016 - 2017	12.0 %	8.0 %	0.0 %	0.0 %	0.0 %	1.0 %
2017 - 2018	22.0 %	10.0 %	0.0 %	0.0 %	10.0 %	6.0 %

Anticipated HSAR

Do you anticipate that the annual rate for 2018-2019 will be:

☒ Higher
 ☐ Lower
 ☐ About the same

Why?

MCSD as a district continues to focus on attendance; we understand that if students are not present, they are not learning. However, between the 2016-2017 and 2017-2018 school year there was a drop of 3.33% in attendance. Efforts to help students attend each day. There is an issue with clothing that this past year came about due to some new CTE programs offered at the high school. This issue has been identified and corrected. It is not known if this is the only issue that surrounded the attendance rate drop. It is expected that this year the percentage will again go up. Though MCSD would like to see that number at 100%, it is very difficult to reach that. In the area of suspension the homeless youth are suspended at more than double the rate of those that are housed. The practice of restorative justice is in the beginning stages of being phased in with the hopes that this will bring the suspension numbers down dramatically. The data also shows that homeless youth are dropping out at a 4% increase over their housed peers. This is an area that will be focused on and the homeless liaison will partner with the adult education monitor to help these students to gain their GED or high school diploma.

Need B: Homeless Student Attendance Snapshot

Previous year grade-level HCY attendance-related data

Data Element	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	LEA Totals
HCY % of Days Present	90%	93.3%	87.8%	91.7%	94%	94.1%	93.8%	94.9%	92.2%	91.9%	94.9%	92.4%	95.5%	92.1%	
UHY % of Days Present	NA	NA	90.1%	95.5%	NA	NA	NA	NA	NA	NA	98.9%	NA	NA	91%	92%
NCHY % of Days Present	91.5%	92.3%	93%	93.3%	93.1%	95.4%	94.4%	93.9%	93.2%	93.5%	95.1%	94.3%	92.7%	92.9%	93.6%

Additional Data Elements

McKinney-Vento Act Student Enrollment and Attendance Indicators: State Demographics Reports (Survey 5, FDOE)

Data Element	Data Value	Data Source
No records found.		

Discussion

Discuss what the data and input says about the needs of the LEA's homeless children and youth.

MCSD faces issues across all grades, but 1st grade is extremely at a disadvantage compared to all other grades. In 6th and 11th grade HCY are doing better than NCHY students. First grade shows there are areas that MCSD needs to factor in when looking at why a student is not attending classes. With such a small group of students it is possible that one student who missed several days caused the data to be thrown off as well. However, MCSD remains committed to ensuring that all identified students are attending class. The homeless liaison is working diligently with community programs to help answer some of the reasons students do not attend, clean clothing, supplies, uniforms, etc are all areas that she is able to assist students and meet their needs for them to have better attendance.

Need C: Homeless Student Academic Trends

LEA Homeless Student Academic Achievement Trend Data

Homeless Student Grade Promotion Rate (K-11 - HSPM-AG)

	2015 - 2016	2016 - 2017	2017 - 2018	2015-2018 Three-year Average Rate
Number of Homeless Students in Grades K-11 Who Were Promoted or Retained (HSP+R)	119	145	148	
Number of Homeless Students in Grades K-11 Promoted to Next Grade (HSP)	108	136	133	
HSPR (HSP/(HSP+R)) * 100	90.76%	93.79%	89.86%	91.47%

Homeless Student Grade Promotion Rate (grades 9-11 - HSPM-HS)

	2015 - 2016	2016 - 2017	2017 - 2018	2015-2018 Three-year Average Rate
Number of Homeless Students in Grades 9-11 Who Were Promoted or Retained (HSP+R)	12	13	22	
Number of Homeless Students in Grades 9-11 Promoted to Next Grade (HSP)	12	12	20	
HSPR (HSP/(HSP+R)) * 100	100%	92.31%	90.91%	94.41%

Homeless High School Student Cohort Graduation Rate (HSCGR)

	2015 - 2016	2016 - 2017	2017 - 2018	Three-year Average Rate
Homeless Student Graduation Cohort* Members Who Received a Standard Diploma and Experienced Homelessness at least once during High School HSCSD	7	8	0	
Homeless Student Cohort Members Who Experienced Homelessness (HSGC)	8	8	0	
Annual HSCGR Calculation (HSGCSD/HSGC) x 100	87.5%	100%	0%	62.5%

* Student Graduation Cohort = students who enter the 9th grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die by the end of the fourth year after entering 9th grade for the first time.

Threats to Academic Progress – HMLS vs. NHMLS

Year	Grade Retention Rate (all grades)			% Grade Retention Rate (9-11)			FSA ELA % Level 3			FSA Math % Level 3		
	HMLS	NHMLS	Gap	HMLS	NHMLS	Gap	HMLS	NHMLS	Gap	HMLS	NHMLS	Gap
2014-2015	5%	4%	0%	0%	6%	6%	19%	35%	16%	27%	35%	8%
2015-2016	9%	4%	-5%	8%	4%	-4%	33%	34%	1%	43%	39%	-4%
2016-2017	6%	6%	0%	8%	9%	1%	32%	40%	9%	33%	40%	7%
2017-2018	10%	9%	-1%	9%	5%	-4%	31%	45%	15%	33%	47%	14%

Anticipated Academic Progress

Do you anticipate that the annual rates for the HSPR Rate for the current year will be:

☒ Higher
 ☐ Lower
 ☐ About the same

Why?

Madison County School District

According to student data there were 0 graduates that were identified as homeless. This could be because all 8 that were previously identified graduated the year before, however it is important to look further into this data to find out. The district is putting emphasis on the high school again this year to identify students in upper grades.

Need C Homeless Student Academic Trends Snapshot

Instructions: The data from the previous year's State Demographics Reports that are embedded in the following table.

Previous year grade-level academic-related data

Data Element	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	LEA Totals
% HCY per grade	0%	6.3%	8.5%	6.6%	5.1%	5%	7.4%	7.5%	4.6%	6.6%	4.5%	2.3%	3.8%	0%	5.7%
% UHY per grade	0%	0%	0.9%	0.4%	0%	0%	0%	0%	0%	0%	0.4%	0%	0%	0%	0.1%
% UHY who took FSA/Math	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
% UHY scoring Level 3 or Above – FSA/Math	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
% UHY who took FSA/ELA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
% UHY scoring Level 3 or Above – FSA/ELA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
% HCY who took FSA ELA	NA	NA	NA	NA	100%	100%	100%	100%	100%	100%	85.7%	NA	NA	NA	97.8%
% HCY who took FSA Math	NA	NA	NA	NA	100%	100%	100%	100%	100%	100%	80%	100%	NA	NA	97.7%
% HCY scoring Level 3 or Above – FSA/ELA	NA	NA	NA	NA	50%	72.7%	26.7%	33.3%	10%	33.3%	8.3%	NA	NA	NA	33.3%
% HCY scoring Level 3 or Above – FSA/Math	NA	NA	NA	NA	50%	45.5%	20%	33.3%	10%	33.3%	25%	0%	NA	NA	30.6%
% HCY promoted	NA	80%	88.2%	73.3%	83.3%	91.7%	93.8%	100%	100%	100%	90%	80%	100%	NA	89.9%
% UHY promoted	NA	NA	100%	100%	NA	NA	NA	NA	NA	NA	100%	NA	NA	NA	100%

Additional Data Elements

McKinney-Vento Student Academic Achievement Indicators: State Demographics Reports (Survey 5, FDOE)

Data Element	Data Value	Data Source
No records found.		

Discussion

Discuss what the data and input says about the needs of the LEA's homeless children and youth.

Small numbers can make statistical analysis misleading. The 4th grade students appear to outperform all others while 7th grade students underperformed. It is important to make sure that this year there are more academic supports offered to homeless students. The liaison will work with each school to ensure that students are working toward proficiency.

Project Operations Assessment

Current Staffing: Homeless Liaison

Instructions

Provide the following information for the LEA's current Homeless Liaison or the person acting as the LEA's Homeless Liaison.

First Name:	Jennifer
Last Name:	Williams
Mailing address, city, and zip code:	210 NE Duval Ave, Madison 32340
Phone Number:	8509731542 (i.e. 8005551212)
Fax Number:	(i.e. 8005551212)
Email Address:	jennifer.williams@mcsbfl.us
Bachelor's Degree:	
Master's Degree:	
Doctoral Degree:	
Other relevant education or training:	Associate of Arts
Number of years serving as the LEA Homeless Liaison:	2
Number of years working in homeless education:	2
Number of years working in the education field:	23
Other relevant work experience that assures that the person is qualified to carry out the duties described in ESSA, Title IX, Part A, s.722(g)(6):	Jennifer has worked for the district for more than 20 years in departments across the district. She has a good knowledge of the students and the community. Because of her extensive community ties she is able to connect homeless students and families with resources from within the community. She has also been the one to help raise our identification rates in the past year and a half.

Indicate the percent of the FTE that will be devoted to the following activities.

Homeless Education Program:	100.00%
Other Title I, Part A responsibilities:	0.00%
Other federal program responsibilities:	0.00%
Other non-federal LEA-level responsibilities:	0.00%
Other school-level responsibilities:	0.00%

Current Staffing: Additional Staff

Person's Name	Position	Position FTE %	HEP Duties	HEP FTE %	HEP Funding	HEP Training
Kathy Smith	Federal Programs Administrative Specialist	1.0	Clerical support;	1	Other federal funds;	LEA Homeless Students Policy; Other; Conference calls, webinars, and workshops
Lisa Roderick	Coordinator of Special Programs	1.0	Title IX Project management; Project evaluation; Other; technical assistance	1.0	Other federal funds;	Educational rights of homeless children and youth; LEA Homeless Students Policy; FL Institute on Homelessness; Other; Conference calls, webinars, and workshops

Need A: Homeless Student Identification Operations Assessment

Consider the current year when responding to the following questions.

Who are your homeless children and youth identification partners? Select all that assist in working with the LEA to identify homeless children and youth.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> School homeless contacts | <input checked="" type="checkbox"/> School guidance counselors | <input checked="" type="checkbox"/> School building administrators |
| <input checked="" type="checkbox"/> Social workers | <input checked="" type="checkbox"/> District Student Services Program | <input checked="" type="checkbox"/> Food Services |
| <input checked="" type="checkbox"/> Transportation (bus drivers) | <input checked="" type="checkbox"/> Truancy officers | <input type="checkbox"/> Homeless shelter |
| <input type="checkbox"/> Runaway shelter | <input checked="" type="checkbox"/> Community food pantry | <input type="checkbox"/> County health department |
| <input type="checkbox"/> Local law enforcement | <input checked="" type="checkbox"/> Parents and guardians of homeless children and youth | |

For the current school year:

1. **Summarize how the LEA's homeless education program is organized and operates to identify homeless children and youth.**

Signs are posted in the community. Student questionnaires are sent out at the beginning of the school year and also given to parents as students enter school throughout the year. Appointments are then scheduled to meet with parents and determine eligibility. Supplies and resources are then given to the families or students.

2. **Describe how HEP and school staff and district and community partners are engaged and equipped to identify HCY.**

School staff is trained through annual training and community partners also receive face-to-face training. This training allows them to identify students by engaging parents or students by talking with them and sometimes noticing that there is a need (someone in the thrift store that is wearing the same clothing from the previous week). Thrift store will give vouchers for clothing and household items. 4H has a former Madison County Principal that knows the community, parents and students well and goes through the face-to-face training each year regarding identification.

3. **For each of the following partner groups, summarize 1) the strengths of their contributions to identifying homeless children and youth and 2) the challenges they face in the areas of knowledge, skills, abilities, and material inadequacies in order to improve the effectiveness of their contributions.**

- a. **HEP Staff (as the program staff is described above)**

The strength of the HEP staff in Madison County is the ability to know the residents and their needs. She is involved in the community through church, 4H and civic organizations. Additionally, the HEP staff goes above and beyond to get supplies needed for students. The weakness is that Madison is a small rural district without many local resources. Though it is easier to identify students, it can be a challenge to find the resources necessary. For instance, affordable housing is an issue as there are very few rentals even in the area.

- b. **School-level Staff**

The school-level staff strength is in knowing the students so well. However, they are often busy with daily duties and do not get to notice each and every child every day to notice some warning signs of homelessness.

- c. **LEA-level Partners**

LEA level partners, such as the 4H program, are strong because they are led by a former principal of a Madison County School who knows the families in the area very well. This allows her to inform the homeless liaison if there is a student in need. However, there is only one of her and she runs the entire program. This means that she may miss a student due to all her other duties that she must carry out.

d. Community Partners

Community partners are very willing to help financially and with other materials. However, this is an aging population of elderly women and we are losing members making it difficult to have all the needed areas of the county covered.

4. Given this assessment of the LEA's homeless education program and capabilities:

- a. Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to achieve improved performance of the LEA's effort to identify homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work at this time.)**

The easiest part of the program operation is sending out the questionnaire. However, getting them completed is time consuming as they come back with limited information causing the HEP liaison to have to follow up by phone or in person. We selected this challenge because we want to ensure that every single student is identified and helped along with removing all barriers for these students.

- b. Identify and describe the most important program operation or partner contribution challenge to address in the next year in order to achieve sustained high performance of the LEA's effort to identify homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work at this time.)**

Identification of homeless students is the most important program operation. Without identifying the students there would be no HEP in Madison County.

Need B: Homeless Student Attendance Support Operations Assessment

Consider the current year when responding to the following questions.

Who are your homeless children and youth attendance partners? Check all that assist in working with the LEA to support school attendance.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> School homeless contacts | <input checked="" type="checkbox"/> School guidance counselors | <input checked="" type="checkbox"/> Social workers |
| <input checked="" type="checkbox"/> School discipline deans | <input checked="" type="checkbox"/> District Student Services Program | <input checked="" type="checkbox"/> District Transportation Office |
| <input checked="" type="checkbox"/> Truancy office | <input type="checkbox"/> Homeless shelter | <input type="checkbox"/> Runaway shelter |
| <input type="checkbox"/> County health department | <input checked="" type="checkbox"/> Food pantry | <input checked="" type="checkbox"/> Parents and guardians of homeless children and youth |

For the current school year:

1. **Summarize how the LEA's homeless education program is organized and operates to identify and remove barriers to regular school attendance of homeless children and youth.**

The LEA works with the transportation department to ensure that students have transportation (to school of origin). This helps eliminate the largest barrier to attendance.

2. **Describe how HEP and school staff and district and community partners are engaged and equipped to identify barriers to attendance for HCY and to take steps to remove or overcome those barriers.**

Each box checked above work with the HEP liaison to assist students in overcoming barriers to their education. Some may learn of a new student who is struggling with homelessness while others may find that a homeless students is in need of clean clothing. The HEP takes the information and collaborates with community partners to assist students and their families to meet those needs.

3. **For each of the following partner groups, summarize 1) the strengths of their contributions to identifying and removing or overcoming barriers to regular school attendance by HCY and 2) the challenges they face in areas of knowledge, skills, abilities and material inadequacies to address in order to improve the effectiveness of their contributions.**

- a. **HEP Staff (as the program staff is described above)**

HEP Staff is very knowledgeable about the students and the area. This allows her to identify and help students faster than larger districts. She is able to remove transportation barriers with a quick phone call to transportation. However, because Madison is small it also offers less resources.

- b. **School-level Staff**

School level staff work hard to identify those in need of assistance, however their day to day duties sometimes cause them to not notice the signs of homelessness.

- c. **LEA-level Partnership Strengths**

LEA level partners are also very familiar with the students and the areas. However, they are also very busy and may miss signs of homelessness.

- d. **Community Partnership Strengths**

Community partners assist greatly. They give food, clothing, household items and even money when necessary to assist the students in homeless situations. However, this is an aging group that the numbers have declined greatly in the past few years.

4. Given this assessment of the LEA's homeless education program and capabilities:

- a. Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to strengthen staff and partner ability to identify and remove barriers to attendance by HCY? Why did you select this challenge? (Do not describe how you will do this work.)**

The easiest part of the program is setting up transportation, this is just a quick call to transportation to set up the arrangements for the students.

- b. Identify and describe the most important program operation or partner contribution challenge to address in the next year in order to achieve and sustain a high level of school attendance by homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work.)**

The program would like to add another community partner as the ones we have are shrinking in size. This will help more students get the assistance necessary to remove barriers to their education.

Need C: Homeless Student Academic Support Operations Assessment

Consider the current year when responding to the following questions.

Who are your homeless children and youth academic support partners? Check all that assist in working with the LEA to provide academic support.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> School homeless contacts | <input checked="" type="checkbox"/> School guidance counselors | <input type="checkbox"/> School social workers |
| <input type="checkbox"/> Instructional coaches | <input checked="" type="checkbox"/> District Student Services Program | <input checked="" type="checkbox"/> District Curriculum Office |
| <input type="checkbox"/> District Testing Support Office | <input checked="" type="checkbox"/> Local college | <input type="checkbox"/> Local technical school |
| <input checked="" type="checkbox"/> Parents and guardians of homeless children and youth | | |

For the current school year:

- 1. Summarize how the LEA's homeless education program is organized to support the academic achievement of HCY.**

The LEA's homeless education program works to remove barriers first, and then works with students who may be struggling by providing tutoring and family nights that allow for students and parents to learn about what academic supports are available for students experiencing homelessness.

- 2. Describe how HEP and school staff and district and community partners are engaged and equipped to support the academic achievement of HCY.**

By collaborating with one another they are able to give additional supports such as the study buddy technology that allows students to take the study buddy with them to work outside of school in areas they are struggling academically. Also, the HEP liaison works with students to help them after school when they are academically struggling.

- 3. For each of the following partner groups, summarize 1) the strengths of their contributions to supporting homeless children and youth to high academic achievement and 2) the areas of partner knowledge, skills, abilities and material inadequacies to address in order to improve the effectiveness of their contributions.**
 - a. HEP Staff (as the program staff is described above)**

HEP staff is available for after school tutoring on an as needed basis. Additionally, there are some technology tools that the HEP office can sign out to students that will allow them to work on areas they are struggling academically with.

- b. School-level Staff**

School level staff is always working on student achievement. They are willing to tutor before and after school as well as during lunch when necessary. They also refer the students to the HEP office for the additional supports that are available for outside classroom help.

- c. LEA-level Partners**

LEA level partners work with students to build various skills that assist students academically.

- d. Community Partners**

The community partners work with the HEP Liaison to provide materials that assist students academically.

- 4. Given this assessment of the LEA's homeless education program and capabilities:**

- a. **Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to strengthen academic support of HCY? Why did you select this challenge? (Do not describe how you will do this work.)**

The easiest program operation is signing out the study buddy, however, getting them back has been an issue. It would be nice to move to an app based academic booster for these students. The issue is finding an app that does what is necessary and allows for reports to be done that are shown it is used.

- b. **Identify and describe the most important program operation or partner contribution challenge to address in the next year in order to achieve and sustain a high level of academic performance by homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work.)**

Transportation home after attending after school tutoring is a challenge. There is a need to run an additional bus in the upcoming school year.

Project Design

Need A: Identifying HCY

1. Goals, Outcomes, and Objective

Instructions:

Fill in the LEA's Annual Objective goals for Years 1 and 2, or fill in the Alternative Outcome Description section instead.

Outcome and Objectives

Need A	Identification of Homeless Children and Youth
Goal	To identify all homeless children and youth in the LEA
Standard: Homeless Student Identification Rate (HSIR)	All Florida LEAs will identify a number of homeless children and youth in their community that is equal to at least 5% of their FRPL enrollment.
2014 - 2017 Three-year HSIR	10.75%
Three-year Outcome	The LEA's three-year HSIR was above the standard of 5%; by June 30, 2021, the LEA's HSIR will be at least 10.75%.
Year 1 HSIR Objectives	By June 30, 2019, the LEA's HSIR will be 10.00 %.
Year 2 HSIR Objectives	By June 30, 2020, the LEA's HSIR will be 11.25 %.

2. Within Year Progress Indicators

Instructions:

Identify at least one and up to three data elements that will be tracked during the school year to determine progress toward the annual objective for this sub-grant year.

- **Data Element Name:** a descriptor for the information that will be tracked.
- **Justification:** an explanation of how this data element is relevant to the project annual objective for Need A. (I.e. What will it tell you about whether you are on track to meet the annual objective for Need A?)
- **Collection Schedule:** a description of how the data is collected, who collects it, and when it is collected during the year.
- **Data Source:** a description of where the data is stored, and how it is made available to the program.

Data Element Name	Justification	Collection Schedule	Data Source
Percent of homeless students (as a percent of FRPL students by school)	This allows the program to ensure that all schools are appropriately identifying homeless students.	monthly	Student information system (skyward)
Percent of homeless students by grade level	This allows the program to ensure that homeless students are being identified in all grades.	monthly	Student information system (skyward)
Number of referrals received, by source (school, community, other)	This allows the program to monitor where there may be a need for information.	Quarterly	Program spreadsheet.

Need B: Regular School Attendance

1. Goals, Outcomes, and Objective

Instructions:

Fill in the LEA's Annual Objective goals for Years 1 and 2, or fill in the Alternative Outcome Description section instead.

Outcome and Objectives

Need B Goal	Enrollment and Attendance of Homeless Children and Youth All homeless students will attend school regularly.
Standard: Homeless Student Attendance Rate (HSAR)	The overall "days present" rate for homeless students for each Florida LEA will be at least 90%.
2014 - 2017 Three-year HSAR	92.53%
Three-year Outcome	The LEA's three-year HSAR was above the standard of 90%; by June 30, 2021, the LEA's HSAR will be at least 92.53%.
Year 1 HSAR Objectives	By June 30, 2019, the LEA's HSAR will be 94.00 %.
Year 2 HSAR Objectives	By June 30, 2020, the LEA's HSAR will be 95.00 %.

2. Within Year Progress Indicators

Instructions:

Identify at least one and up to three data elements that will be tracked during the school year to determine progress toward the annual objective for this sub-grant year.

- **Data Element Name:** a descriptor for the information that will be tracked.
- **Justification:** an explanation of how this data element is relevant to the project annual objective for Need B. (I.e. What will it tell you about whether you are on track to meet the annual objective for Need B?)
- **Collection Schedule:** a description of how the data is collected, who collects it, and when it is collected during the year.
- **Data Source:** a description of where the data is stored, and how it is made available to the program.

Data Element Name	Justification	Collection Schedule	Data Source
Out of school suspensions by homeless students	Allows program to track this barrier to attendance goals	Monthly	Student information system (skyward)
Number of days absent, by homeless student	Allows program to identify students with patterns of non-attendance	Monthly	Student information system (skyward)
Number of days absent, by grade level	Allows program to identify problematic patterns in attendance	Monthly	Student information system (skyward)

Need C: Academic Support

1. Goals, Outcomes, and Objective

Instructions:

Fill in the LEA's Annual Objective goals for Years 1 and 2, or fill in the Alternative Outcome Description section instead.

Outcome and Objectives

Need C Goal	Academic Achievement of Homeless Student All homeless students demonstrate academic progress.
Standard: Homeless Student Promotion Rate (HSPR)	The overall LEA grade promotion rates for homeless students in grades K through 8 in each Florida LEA will be at least 90%.
2014 - 2017 Three-year HSPR	92.96% (HSPM-AG [All Grades]) 94.77% (HSPM-HS [9-11])
Three-year Outcome	The LEA's three-year HSPR was above the standard of 90%; by June 30, 2021, the LEA's HSPR will be at least 92.96%.
Year 1 HSPR Objectives	By June 30, 2019, the LEA's HSPR will be 93.00 %.
Year 2 HSPR Objectives	By June 30, 2020, the LEA's HSPR will be 94.00 %.

2. Within Year Progress Indicators

Instructions:

Identify at least one and up to three data elements that will be tracked during the school year to determine progress toward the annual objective for this sub-grant year.

- **Data Element Name:** a descriptor for the information that will be tracked.
- **Justification:** an explanation of how this data element is relevant to the project annual objective for Need A. (I.e. What will it tell you about whether you are on track to meet the annual objective for Need A?)
- **Collection Schedule:** a description of how the data is collected, who collects it, and when it is collected during the year.
- **Data Source:** a description of where the data is stored, and how it is made available to the program.

Data Element Name	Justification	Collection Schedule	Data Source
Students in grades K-3 whose parents are notified of a substantial reading deficiency	Allows program to identify potential retainees	Quarterly	District Data
IReady Assessment scores	Allows program to identify elementary potential retainees early	3x a year	District Data
Achieve 3000	Allows program to identify secondary potential retainees early	3x a year	District Data

Program Operations Improvement Activities

Need A: Identification of Homeless Children and Youth

Easiest to address:

The easiest part of the program operation is sending out the questionnaire. However, getting them completed is time consuming as they come back with limited information causing the HEP liaison to have to follow up by phone or in person. We selected this challenge because we want to ensure that every single student is identified and helped along with removing all barriers for these students.

Most important to address:

Identification of homeless students is the most important program operation. Without identifying the students there would be no HEP in Madison County.

Need B: Regular School Attendance of Homeless Students

Easiest to address:

The easiest part of the program is setting up transportation, this is just a quick call to transportation to set up the arrangements for the students.

Most important to address:

The program would like to add another community partner as the ones we have are shrinking in size. This will help more students get the assistance necessary to remove barriers to their education.

Need C: Academic Support of Homeless Students

Easiest to address:

The easiest program operation is signing out the study buddy, however, getting them back has been an issue. It would be nice to move to an app based academic booster for these students. The issue is finding an app that does what is necessary and allows for reports to be done that are shown it is used.

Most important to address:

Transportation home after attending after school tutoring is a challenge. There is a need to run an additional bus in the upcoming school year.

1. Of the six operational weaknesses identified in the needs assessment, which two will be addressed in Project Year 1? Select one "easy" weakness to address and the "most important" weakness to address. How will the weaknesses be addressed?

Easiest to address: Need A

Most important to address: Need C

2. **Explain why these were selected and how overcoming these challenges will strengthen the homeless education program (do not describe how you will overcome the challenge).**

All of the weaknesses must be addressed to better support our homeless students, MCSD selected bringing additional community partners (for Need A, identification). because overall our partners are a weak areas and MCSD's staff need external support. This will help bridge the gap within the community and help the team to identify homeless students. MCSD chose the student information system for Need C and to data there has been no support in the transition over to Skyward. This year the team needs to have more PD on the system to be able to better track and monitor student progress and to ensure students are coded correctly in the system.

Project Implementation Plan

MVA Compliance and Achievement Summaries

Implementation Narrative

1. **Summarize the LEAs approach to identifying homeless children and youth to meet the provisions of the McKinney-Vento Act and achieve the identification outcome of this project. Include the activities that will be employed (and described in this application) and the roles that will be played by schools staff, district staff, community partners, and the homeless liaison and program staff.**

School staff. School staff function at 2 levels. The front office/guidance/registration staff are the front line. These staff ensure that each student receives a "pink sheet" residency form, and when such forms are received they ensure they quickly reach the SIT team. Instructional staff are the 2nd line. These staff are privy to information transmitted informally, such as changes in student behavior or hygiene, that may indicate that the student is experiencing homelessness. These staff provide information to the school level homeless liaison, who then follow up with the family and notifies the SIT team. District staff. Bus drivers and cafeteria workers function as the front line for the district. Each of these personnel has access to informal information such as students who show up at different bus stops (or stop showing up), seem exceptionally hungry or hoard cafeteria food. These staff are provided with referral forms that are dropped off to the school (when the bus unloads) or are given to the front office (in the case of cafeteria staff). District managerial staff provide access for the SIT program to include information in their trainings so that all district staff are aware of the warning signs of homelessness. Community partners function as the eyes and ears outside the formal district staff. They speak directly with the SIT team when they identify a family as potentially homeless and help to educate their membership about the warning signs of homelessness and the fact that the McKinney Vento definition includes students who are doubled up. Homeless Program Staff. SIT team staff process all referral information and screen students for eligibility based on a short interview. They ensure that all students are immediately coded as homeless in the student information system. They serve as a resource to front office staff regarding any enrollment issues.

2. **Summarize the LEAs approach to assuring that LEA meets the requirements of the school attendance and participation provisions of the McKinney-Vento Act and achieves the homeless student school attendance outcome of this project. Include the activities that will be employed (and described in this application) and the roles that will be played by schools staff, district staff, community partners, and the homeless liaison and program staff.**

School staff. School administrators and classroom teachers set the expectation that all students will attend school every day. They ensure that students who miss class receive make up work, and work with SIT team to determine the necessary supports in the case of homelessness. They also contact the SIT team directly if an activity is planned that requires fees or supplies, so that the SIT team can ensure participation by homeless students. District staff. The superintendent interfaces regularly with district and school staff as well as the community. The district has a truancy monitor that will contact parents of students who miss and remind them of the importance of school and to inquire about any issues that may be preventing students from attending. In the case of students already identified as homeless, the truancy monitor refers any information to the SIT team. The MIS department produces reports in the early warning system that identify students who are missed specific number of days and meet other at-risk criteria. Community Partners. Community partners receive information concerning the district calendar so that they can keep an eye out for students who are not in school but should be. Community partners also are asked to contribute incentives to reward homeless student attendance in specific situations. Homeless program staff. Homeless program staff regularly review homeless student attendance data to identify students who are missing school as early as possible in the school year. HEP staff also participate in parent meetings to emphasize the importance of school attendance, especially in the early grades. The primary role of the SIT team is to work directly with families to identify and remove barriers.

3. **Summarize the LEAs approach to supporting the academic progress of homeless students to meet the requirements of the McKinney-Vento Act and achieve the academic progress outcome of this project. Include the activities that will be employed (and described in this application) and the roles that will be played by schools staff, district staff, community partners, and the homeless liaison and program staff.**

School Staff. School staff review the academic achievement of all students regularly, particularly three times a year after students take either an iReady or Achieve3000 exam and over the summer after FSA and other state-level test data are available. These reviews are then used to recommend students for tutoring or other academic interventions. Homeless students are included in these reviews to the same extent as all other students. The MCSD Title C funded graduation coach is responsible for examining the progress of high school students to ensure that they are on track to graduation (have sufficient credit, pass required exams and have sufficient GPA). Students who are off track are provided with individualized support. District Staff. District staff review the academic achievement of all students regularly, particularly three times a year after students take either an iReady or Achieve3000 exam and over the summer after FSA and other state level test data are available. These reviews are used to change teachers placements, to pair teachers with mentors, to determine needs for PD, and to determine the success of various academic programs and initiatives. District staff make mid year corrections where necessary, and use the data for planning for the next academic year. Community partners. To date, community partners have played a limited role in supporting academic progress of homeless students. As noted elsewhere in the application, MCSD recognizes that this is a weakness and therefore this is an area that is targeted for year 2 of the grant. Homeless Program Staff. When the SIT team finds issues, staff bring these issues to the attention of district staff. The SIT team ensures that the unique needs of homeless students are addressed. The SIT team secures resources to address those needs.

4. **Explain how Title I, Part A funds will be used to meet ESSA Title IX, Part A, provisions to identify homeless children and youth, identify and remove barriers to regular school attendance, and support homeless students in their continued academic progress.**

School staff. Title I, Part A (TIPA) funds are used at the school level to defray costs of maintaining documentation for federally funded initiatives. Part of this documentation is the identification of homeless children and youth. District staff. Title I, Part A funds support the salary and benefits of the administrative secretary for federal programs. This individual processes funding requests and serves as a liaison between the district office and the SIT team. Additionally, TIPA funds support the salary of the coordinator of special projects, who works with all federal programs to support best practices and the truancy monitor that contacts parents on behalf of the SIT team. Community Partners. Title I, Part A funds are not used in this area. Homeless program staff. Title I, Part A funds provide 1/2 the salary and benefits for the homeless liaison. This individual directs efforts to identify homeless children and youth, to identify and remove barriers to regular school attendance, and support homeless students in their continued academic progress.

5. **Explain how Education of Homeless Children and Youth (EHCY) sub-grant funds will supplement or expand the LEA's homeless education program.**

The ECHY sub grant supports nearly half of the homeless liaison's salary. Without these funds, the MCSD would have only a 1/2 time person to fill this critical role, and schools would have a greater burden and less support. Title I, Part A also provides materials and support to the SIT team, including toiletries, school supplies, office supplies, travel funding, and administrative support.

Title I, Part A Set-Aside Summary

Amount of the Title I, Part A Homeless Set-Aside for Project Year 2018-2019: \$ 23114.40

1. Indicate how the amount of the Set-Aside was determined (select one).

- ☐ The needs of homeless children and youth were assessed and the LEA set aside funds accordingly.
- ☐ The number of homeless children and youth identified in the previous school year was multiplied by the Title I, Part A per pupil allocation.
- ☒ An amount equal to or exceeding the amount sought for this Education of Homeless Children and Youth sub-grant was set aside.
- ☐ A specific portion of the LEA's Title I, Part A allocation was set aside based on the LEA's poverty level.
- ☐ Other:

2. Describe how the Homeless Liaison will access the funds or services of the Title I, Part A Homeless Set-Aside.

The homeless liaison simply submits a purchase order to the administrative assistant and it is processed in the same way as any other federal expenditure (there is a review for necessary, reasonable, and allowable) and then the purchase order is sent to finance. One advantage of a small district is that there is very little red tape so student needs are addressed immediately.

3. Describe how Title I, Part A Homeless Set-Aside and local funds (not EHCY sub-grant funds) support HCY identification activities.

By supporting 55% of the HEP liaison's salary and materials/supplies it allows for personnel to assist in the identification of homeless children and youth. Local funds are used for the MIS system to record student data, for the salaries of other LEA staff who identify students and for the cost of training school staff on homeless warning signs. It is also used for all related supportive activities such as attendance of conferences, office supplies, etc.

4. Describe how Title I, Part A Homeless Set-Aside and local funds (not EHCY sub-grant funds) support HCY school attendance and participation.

By supporting the salary and materials/supplies it provides personnel to assist in efforts regarding the attendance and participation of homeless children and youth. Local funds support other school and district staff as well as the MIS system used to record students data. The TIPA program supports the truancy monitor, who contact the parents of homeless students who have missed school. Further the set aside provides funding for attendance at trainings/conferences, office supplies and all ancillary expenses.

5. Describe how Title I, Part A Homeless Set-Aside and local funds (not EHCY sub-grant funds) support HCY academic achievement.

By supporting the salary and materials/supplies the set aside provides personnel to assist in the identification of homeless children and youth as well as the support of other school and district staff who identify homeless children and youth. Local funds support numerous educational initiatives including tutoring, curriculum interventions, mentoring program for teachers who are new to the district or the grade level they are teaching. Without the set aside, activities toward this goal would be extremely limited. Such funds provide any identified supplemental academic supports, including the full inclusion of homeless students in school activities.

Homeless Education Activities

Instructions: Complete an Activity Entry Form for each primary homeless education activity to be conducted in 2019-2020 to 1) assure LEA compliance with the provisions of the McKinney-Vento Act and 2) to achieve homeless education outcomes. Together, the activities need to show that the applicant, with the help of sub-grant award, will carry out a homeless education effort that engages resources directly and through collaboration that is relevant to the identified needs of key target populations and will be implemented well enough and broadly enough to achieve annual homeless education objectives. It is expected that some activities will not be supported by EHCY sub-grant project funds, but are necessary to include here to assure that LEA resources are being used in a strategic manner so that homeless children and youth are given the same opportunities to succeed in their education as non-homeless children and youth and that sub-grant funds are being used properly to supplement or expand the LEA's federal homeless education compliance efforts.

Activity: 1													
Collaboration													
Activity Description:	Coordination between schools and agencies for the purposes of identifying homeless children and youth and identifying and removing barriers to attendance and full participation in school activities, supporting academic progress, and providing services to homeless children and youth. List the conferences or types of training in the description.												
Secondary Activities:	Collaboration Outreach and Identification Referral Services to the Community												
Need Area(s) this activity will address:	Need A: Identification and Enrollment												
Activity Target Group(s):	Community Partners												
Activity Reach:	There will be at least 210 students impacted by these partnerships by the end of the 2019-2020 school year.												
Implementation Summary:	The homeless liaison will present formally to the Methodist Women's group and the \$H and will personally solicit feedback on current services, including methods of identifying homeless students; donations, including food and clothings; and solicit contacts in other organizations to begin building out the network of community partners needed by MCSD. Beginning with the Methodist's Women's Group and the Extension Office 4H program, the liaison will expand the set of community partners that work with the SIT program to identify homeless children and youth. The homeless liaison is a member of the local faith based community and is ideally positioned to conduct this type of outreach, which has not been done as much in previous years. It is not anticipated to take any special materials or instructional supports. As a small rural disstrict, MCSD is not just the heart of the community-it IS the community. MCSD must work to connect with community partners in order to leverage its efforts and reach and serve more students more effectively. It is expected that working with this group and the faith based community will result in financial support for program expansion, an effective path for communications with a wider group beyond the LEA, and new ideas for better serving homeless children and youth. This is why the activity was identified as one of the two priorities for year 1.												
Annual Implementation Timeline Months in which Activity-related tasks will be conducted.													
Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Documentary Evidence:	Dated and labeled agendas Dated and labeled Sign-in sheets Dated and labeled meeting minutes/notes
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Activity Resources

Title I, Part A Homeless Set-Aside:	55% of homeless liaison salary; travel support
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Related Budget Items

Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated
6190	110	Administrators	Partial salary for homeless liaison to direct project, conduct all activities, provide direct services, document, write reports.	0.450	18212.00	45.00
6190	210	Retirement	Partial retirement benefits for homeless liaison calculated at 7.92%	0.000	1442.00	45.00
6190	220	Social Security	Social security calculated at 6.2%	0.000	1129.00	45.00
6190	221	Medicare	Medicare calculated at 1.45%	0.000	546.00	45.00
6190	230	Group Insurance	Group insurance (partial 45%) calculated at 45% of 4200 per year	0.000	1891.00	45.00
6190	240	Workers Compensation	Worker's Comp calculated at 1.26%	0.000	229.00	45.00

Activity: 2

Program Implementation	
Activity Description:	A common set of program activities conducted by a staff member or members that are reflected in the Secondary Activities selections and explained in the Implementation Summary of the Activity Description.
Secondary Activities:	Outreach and Identification Professional Development Technical Assistance to Schools
Need Area(s) this activity will address:	Need A: Identification and Enrollment Need B: Regular School Attendance and Full Participation Need C: Academic Support
Activity Target Group(s):	This activity targets all school staff who interface with the SIT program, the homeless liaison and other district staff.
Activity Reach:	This activity, the training of the new data system, is a critical foundational activity that is necessary for any other project activity to succeed. Data provides the basis for student driven decisions and must be accurate and accessible.
Implementation Summary:	The homeless liaison will be collaborating with NEFEC, in the refinement and proper implementation of all reporting requirements and data collection necessary under the ECHY grant. Because very little support has existed for the new system, it is anticipated that

this activity will involve significant work among all LEA staff who deal with data, from school based data clerks to District MIS staff and especially the homeless liaison. In addition the liaison will also mark the students in the system so that teachers and school staff have immediate access to see which students are homeless in the classroom at each school. They will be able to consult with the liaison as needed. School supply kits for each student identified homeless will be given out at least once per year to ensure that all students have the academic supplies necessary for classroom participation. Ongoing provision of toiletries are given as needed.

Annual Implementation Timeline

Months in which Activity-related tasks will be conducted.

Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Documentary Evidence:

Dated and labeled articles, letters, emails and/or other communications
Dated and labeled data reports

Activity Resources

Title I, Part A Homeless Set-Aside: 55% of liaison salary; office supplies

Related Budget Items

Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated
6190	110	Administrators	Partial salary for homeless liaison to direct project, conduct all activities, provide direct services, document, write reports.	0.450	18212.00	45.00
6190	210	Retirement	Partial retirement benefits for homeless liaison calculated at 7.92%	0.000	1442.00	45.00
6190	220	Social Security	Social security calculated at 6.2%	0.000	1129.00	45.00
6190	221	Medicare	Medicare calculated at 1.45%	0.000	546.00	45.00
6190	230	Group Insurance	Group insurance (partial 45%) calculated at 45% of 4200 per year	0.000	1891.00	45.00
6190	240	Workers Compensation	Worker's Comp calculated at 1.26%	0.000	229.00	45.00

Activity: 3

Case management/social work services for full participation

Activity Description:

Tracking enrollment, attendance, and participation of individual homeless students and arranging for expedited evaluation of educational needs, consulting with school staff and parents, referring to LEA programs or community services, providing school supplies, arranging transportation, or other services, as indicated.

Secondary Activities:	Assisting Parents, Guardians, and UHY in School Selection Extraordinary or Emergency Assistance Outreach and Identification Referral Services to the Community												
Need Area(s) this activity will address:	Need A: Identification and Enrollment Need B: Regular School Attendance and Full Participation Need C: Academic Support												
Activity Target Group(s):	The parents/guardians of homeless children and youth; unaccompanied youth, school staff, guidance counselor/specialist, homeless children and youth												
Activity Reach:	By the end of the 2019-2020 school year there will be at least 210 students identified that will receive services.												
Implementation Summary:	Interviews will be conducted with each eligible homeless student (or family member) to determine qualification (if not immediately known) and assess the academic and non-academic needs of the student. Non-academic needs will be determined upon the initial needs assessment and interview and will occur within one week of the student residency form being completed. Academic needs assessment will be completed upon meeting with teacher/student/parent/counselor/specialist to ensure that the academic needs and the service plans are being met. The information will be recorded for each identified homeless student within the MCSD MIS system as applicable including the completion date of assessment and will be accessible through the function of a report generated by the HEP staff. The HEP staff will monitor attendance quarterly through the MCSD MIS system in an attempt to resolve any issues that may perpetuate non-attendance of attendance for all identified homeless students within the program. The report will be pulled, analyzed and processed for further action at the end of each grading period.												
Annual Implementation Timeline Months in which Activity-related tasks will be conducted.													
Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Documentary Evidence:	Dated and labeled action record Dated and labeled after-action summary												
Activity Resources													
Title I, Part A Homeless Set-Aside:	55% of homeless liaison salary; any additional supplies not covered by this grant												
Related Budget Items													
Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated							
6190	110	Administrators	Partial salary for homeless liaison to direct project, conduct all activities, provide direct services, document, write reports.	0.450	18212.00	45.00							
6190	210	Retirement	Partial retirement benefits for homeless liaison calculated at 7.92%	0.000	1442.00	45.00							

6190	220	Social Security	Social security calculated at 6.2%	0.000	1129.00	45.00
6190	221	Medicare	Medicare calculated at 1.45%	0.000	546.00	45.00
6190	230	Group Insurance	Group insurance (partial 45%) calculated at 45% of 4200 per year	0.000	1891.00	45.00
6190	240	Workers Compensation	Worker's Comp calculated at 1.26%	0.000	229.00	45.00

Activity: 4**Outreach to identify homeless children and youth in the community**

Activity Description:	Services, activities, and assistance to attract, engage, and retain homeless children and youths, and unaccompanied youths, in public school programs and services that are also provided to non-homeless children and youths and for which they are eligible.
Secondary Activities:	Assisting Parents, Guardians, and UHY with Enrollment Outreach and Identification Parent Education and Training
Need Area(s) this activity will address:	Need A: Identification and Enrollment Need B: Regular School Attendance and Full Participation Need C: Academic Support
Activity Target Group(s):	Homeless children and youth; unaccompanied youth; family members; community members
Activity Reach:	This activity is estimated to target 75-80% of all school enrollees as well as their parents and family members.
Implementation Summary:	6 large group presentations will be provided again this year to parents and students during each school's open house on MVA including rights, contact information, services and an opportunity to complete student residency form during open house.

Annual Implementation Timeline

Months in which Activity-related tasks will be conducted.

Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Documentary Evidence:	Dated and labeled Sign-in sheets Handouts
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Activity Resources

Title I, Part A Homeless Set-Aside:	55% homeless liaison salary; any office expenses over and above what this grant pays for.
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Related Budget Items

Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated
6190	110	Administrators	Partial salary for homeless liaison to direct project, conduct all activities, provide	0.450	18212.00	45.00

			direct services, document, write reports.			
6190	210	Retirement	Partial retirement benefits for homeless liaison calculated at 7.92%	0.000	1442.00	45.00
6190	220	Social Security	Social security calculated at 6.2%	0.000	1129.00	45.00
6190	221	Medicare	Medicare calculated at 1.45%	0.000	546.00	45.00
6190	230	Group Insurance	Group insurance (partial 45%) calculated at 45% of 4200 per year	0.000	1891.00	45.00
6190	240	Workers Compensation	Worker's Comp calculated at 1.26%	0.000	229.00	45.00

Activity: 5													
Professional development (training, ta, consultation, coaching)													
Activity Description:	Professional development and other activities for educators and pupil services 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 this subtitle, and the specific educational needs of runaway and homeless youths.												
Secondary Activities:	Assisting Parents, Guardians, and UHY with Enrollment Outreach and Identification												
Need Area(s) this activity will address:	Need A: Identification and Enrollment Need B: Regular School Attendance and Full Participation												
Activity Target Group(s):	Registrars and front office staff at each school site												
Activity Reach:	This activity targets approximately 11 staff but these staff are critical gate keepers for HCY.												
Implementation Summary:	Training will be provided in small group setting of the registrars at each school site to learn how to identify if a student is eligible for McKinney-Vento services through the student residency form. Registrars will be trained to contact a school site liaison or the district liaison if there is a question about eligibility before sending the family away. Scenarios will be used to help facilitate understanding of key components of McKinney-Vento qualifications. 1 training for 11 registrars twice a year lasting 30 minutes to one hour depending upon discussion questions.												
Annual Implementation Timeline													
Months in which Activity-related tasks will be conducted.													
Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentary Evidence:	Dated and labeled agendas Handouts												
Activity Resources													

Title I, Part A Homeless Set-Aside:	55% of homeless liaison salary
Other funding sources:	Staff time for this training will be compensated by the district

Related Budget Items

Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated
6190	110	Administrators	Partial salary for homeless liaison to direct project, conduct all activities, provide direct services, document, write reports.	0.450	18212.00	45.00
6190	210	Retirement	Partial retirement benefits for homeless liaison calculated at 7.92%	0.000	1442.00	45.00
6190	220	Social Security	Social security calculated at 6.2%	0.000	1129.00	45.00
6190	221	Medicare	Medicare calculated at 1.45%	0.000	546.00	45.00
6190	230	Group Insurance	Group insurance (partial 45%) calculated at 45% of 4200 per year	0.000	1891.00	45.00
6190	240	Workers Compensation	Worker's Comp calculated at 1.26%	0.000	229.00	45.00

Activity: 6

Project Administration

Activity Description:	Time spent by the Homeless Liaison to meet school district and state requirements for administering the grant, including report writing, document organization and preparation, staff supervision, meetings with supervisors, district leadership, etc. The description should reflect an estimate of the amount of time dedicated to this work.
Secondary Activities:	
Need Area(s) this activity will address:	Need A: Identification and Enrollment Need B: Regular School Attendance and Full Participation Need C: Academic Support
Activity Target Group(s):	This activity is an underlying support service and does not directly target groups.
Activity Reach:	This activity is an underlying support service and does not directly target groups. However, it is necessary to maintain appropriate programmatic documentation and recordkeeping.
Implementation Summary:	The homeless liaison will conduct routine administrative tasks such as completing travel related paperwork, completing documentation logs, undating files, and completing purchase orders. it is estimated that this will comprise no more than 5% of the homeless liaison's time.

Annual Implementation Timeline

Months in which Activity-related tasks will be conducted.

Need Area	N/A	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
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Identification	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Academics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Documentary Evidence:		Dated and labeled articles, letters, emails and/or other communications Dated and labeled receipts											
Activity Resources													
Title I, Part A Homeless Set-Aside:		55% of salary; associated office expenses											
Other funding sources:		Title I, Part A (not set aside) funds administrative support for homeless liaison.											
Related Budget Items													
Function Code	Object Code	Object Title	Description	FTE	Amount	% Allocated							
6190	110	Administrators	Partial salary for homeless liaison to direct project, conduct all activities, provide direct services, document, write reports.	0.450	18212.00	45.00							
6190	210	Retirement	Partial retirement benefits for homeless liaison calculated at 7.92%	0.000	1442.00	45.00							
6190	220	Social Security	Social security calculated at 6.2%	0.000	1129.00	45.00							
6190	221	Medicare	Medicare calculated at 1.45%	0.000	546.00	45.00							
6190	230	Group Insurance	Group insurance (partial 45%) calculated at 45% of 4200 per year	0.000	1891.00	45.00							
6190	240	Workers Compensation	Worker's Comp calculated at 1.26%	0.000	229.00	45.00							

LEA Program Operations Activities

Instructions: Provide the following information:

Project Management

1. Who will manage the EHCY sub-grant project?

Homeless liaison

2. Describe the tasks that will be conducted by the EHCY sub-grant Project Manager, e.g., staff supervision, report writing, administration, dispute resolution, etc.?

In a small district, project managers are also project workers. In MCSD, the homeless liaison is responsible for conducting the activities described in this grant, including but not limited to staff supervision, report writing, and dispute resolution. The homeless liaison is supported by other district staff, including the federal programs coordinator and ESSE coordinator as well as the curriculum and school improvement coordinators.

Staffing

3. How will the homeless education staffing change under this sub-grant proposal?

This proposal recognizes that MCSD needs to incorporate more efforts to support secondary students. By providing a full time homeless liaison with connections to the outside community the students will benefit. There will not be any staffing changes at the moment, as the end of year review did not show a need for an additional person to be added at this time.

4. How will this staffing change enhance the capacity for the LEA to achieve the outcomes in the priority need area(s) identified above?

NA

Program Operations Improvement Activities

5. The following operational challenges were identified in the Program Design to address during the project.
a. Easiest to address:

The easiest part of the program operation is sending out the questionnaire. However, getting them completed is time consuming as they come back with limited information causing the HEP liaison to have to follow up by phone or in person. We selected this challenge because we want to ensure that every single student is identified and helped along with removing all barriers for these students.

b. Most important to address:

Transportation home after attending after school tutoring is a challenge. There is a need to run an additional bus in the upcoming school year.

6. How will the challenges be addressed in 2019-2020?
a. Easiest to address:

Expanding the base of our partnerships should be a relatively easy and critically important challenge to continue addressing in year 2. Two groups were brought on last year, and this year using those groups it is hoped that we can identify at least two more groups and add them to our resources.

b. Most important to address:

The most important program operation challenge is still the lack of training on Skyward. This challenge was chosen because it has continued. Using NEFEC this year, the district will be able to overcome this weakness in the program. The liaison has also been working on her own to learn the program better.

Evaluation Plan

Standard Evaluation Plan

The LEA will implement the following Standard Evaluation Plan:

1. The LEA will collect the following information as each project activity is implemented, document as described in the approved Project Implementation Plan, and report on project activities by need area in Project Progress Reports and Project End-of-Year Reports:
 - Title of activity
 - Name of the lead staff for the activity
 - Number of events.
 - A description of the participants or recipients
 - The number of participants or recipients
 - Deliverables completed
 - Narrative Summary
 2. The LEA will collect the data necessary to calculate the annual progress toward the Project Outcomes and related annual objectives for Need A, Need B, and Need C as described in the approved Project Implementation Plan. The LEA will report accordingly in the Project Progress and Project End-of-Year Reports:
 - Title of the project outcome
 - Baseline (2012-2015 average), Year 1, Year 2, Year 3
 3. The LEA will collect the data to calculate the annual progress toward standard indicators and related annual targets for Need D and Need E, as described in the approved Project Implementation Plan. The LEA will report accordingly in the Project Progress and Project End-of-Year Reports:
 - Title of standard per approved application
 - Baseline, per approved application, Year 1, Year 2, Year 3
 4. Identify who will be responsible for collecting the evaluation data, describe additional evaluation activities that will be conducted(not required), and describe how and when evaluation data will be collected and stored.
-

The homeless liaison will be responsible for collecting all evaluation data. The evaluation data will be collected throughout the year as the event occurs. Quarterly or at the end of the year, depending on the data source, the data will be reviewed with other district staff and with an external consultant to ascertain results, areas for improvement, and to verify the accuracy of the data. Particular attention will be given to the areas of need identified in this application, including the identification of secondary students/unaccompanied youth; the retention rates at key grade levels; the assessment of all EHY; and the participation and contributions of partner organizations. The data will be stored in paper format in a secure locked filing cabinet as well as in electronic format on the computer and a backup USB will be kept in the locked file cabinet.

Project Summary

Introduction

In the narrative, be succinct while letting your passion shine through, and covering the main parts of the proposal: needs, goals and outcomes, approach, and budget. The LEA Profile will give them context and the narrative is an opportunity to make a good first impression. While this section will not be scored, it will give the application reviewers and other readers a first impression.

Instructions

The purpose of the Project Summary is to answer two basic questions:

1. What is the project designed to do? (That is, what outcomes will be achieved?)
2. What will be implemented to achieve those outcomes? (That is, what kind of activities will be conducted with key target groups?)

A Project Summary for all three years of the project period is required to be considered for a sub-grant award. For the purpose of the initial application, summarize the project elements for all three project years. Summarize year one and then note anticipated changes to the project's goals, objectives, activities, or outcomes for the succeeding years.

Keep in mind that application reviewers will have familiarity with homeless education, but not necessarily with Florida's communities or school districts. Write the summary so that it accurately reflects the content of the rest of the application. **STRONG SUGGESTION:** Write the Project Summary after all other sections have been completed.

Suggested information to include in the Project Summary information:

- the trends of homelessness in your county/community, the needs of homeless families with school-age children, and the community's response to these needs
- the trends of the homeless student population enrolled in your LEA and their needs
- strengths of the LEA's homeless education program
- the outcomes the project is designed to achieve by the end of three years
- strategies that will be applied to achieve the outcomes
- partnerships within the LEA and the community that will contribute to the success of the project

Project Narrative Summary (Responses for all three years must be provided to be considered for grant.)

Year 1

Madison County, Florida is a small rural county in North Florida. It has five traditional public schools and two charter schools. The district serves 1,720 low-income students. Madison County School District homeless program, also known as Students in Transition (SIT), has returned an average of 10% for the years of 2014-2016. Although this figure is twice the expected identification rate, MCSD is not satisfied that this is an accurate number that captures all of the district's homeless students. In school year 2016-2017, the latest year for which data are available, the SIT program identified 159 homeless children and youth, and fewer than 11 unaccompanied youth. Because data have fluctuated rather dramatically across the three-year period, MCSD is committed to examining its policies and procedures to ensure that identification is taking place accurately, across all schools and grade levels. MCSD's SIT program has accomplished the following outcomes with its grant over the past three years: A homeless student average attendance rate of 92.53%, above the expected grant outcomes; A drop of more than half in the gap between homeless students and their housed peers for out of school suspensions, a threat to academic achievement; A 0% homeless dropout rate of homeless students and their housed peers; Eliminated the gap between homeless student retention and housed student retention. However, MCSD recognizes that it must continue to work towards continuing to increase the academic success of its homeless student. MCSD is a district in the midst of an academic transformation; and it is the primary goal of the SIT program to ensure that the transformation fully includes homeless students with their unique needs and ensures the best outcomes for these vulnerable students. This grant proposal provides six areas of focus, two which will be addressed in each grant

year with the intention of providing better and more effective services, including student identification, in each subsequent year. MCSD, as a small district, has limited capacity and staff wear many hats. For this reason, the proposal identifies as a year one priority, the development of additional community partners to enhance and enlarge MCSD's direct capacity to identify and serve homeless students. In recognition that data are the foundation to sound decisions, MCSD also is prioritizing the building of staff capacity to transition to a challenging new student information system. The SIT program is committed to ensuring that, throughout the transition, data on MCSD's homeless children and youth is collected, accurate, and maintained in a format that will provide access.

Year 2

Year two will build on year one activities, focusing intensively on student identification, having formed new community relationships and a secure and accurate data system in year one. The knowledge base of the program specialist will continue to grow through both training and experience, and the SIT team will focus on the best use of the early warning system to flag students as early as possible. Year two goals are: a minimum HSIR of 11.25% a HSAR of at least 95% and a HSPR of at least 95%.

Year 3

Year 3 activities will continue to build on the activities in year one and two, focusing intensively on student success, having solidified community relationships and student identification procedures. It is anticipated that, by working with District staff and external partners, it will be possible to create academic supports that can meet the unique needs of homeless students. Year three goals will continue to be ambitious but achievable.

Strategic Imperatives, Executive Order, GEPA

Support for Strategic Imperatives

Instructions: Incorporate one or more of the Priorities included in Florida's State Board of Education Strategic Plan For the Public School System and The Florida College System. Select at least one PreK-12 Student Priority below and describe how it is incorporated. See this link for details: <http://www.fldoe.org/core/fileparse.php/7734/urlt/0075039-strategicv3.pdf>

Criteria: The applicant has included effective methods for incorporating one or more of the Priorities from Florida's State Board of Education Strategic Plan For the Public School System and The Florida College System.

PreK-12 Student Priorities	Description of Incorporation
Increase the percentage of students performing at grade level	The proposed project incorporates Goals 1 and 2. Goal 1 is in part to increase the percentage of students performing at grade level. This is addressed throughout the application's description of academic supports to be provided to homeless students. Goal 2 is in part to increase high school graduation rates. This goal is formally built into the grant proposal throughout the measures of retention, dropout and graduation.

Executive Order

Instructions: Read the statement on Executive Order 11-116 and then select the checkbox to continue.

- ☒ The employment of unauthorized aliens by any contractor is considered a violation of Section 274A (e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-Verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-

Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term.

General Education Provisions Act (GEPA)

Instructions: Provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details refer to URL:
<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

Madison County School District has addressed equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the Title IX, Part C Education of Homeless Children and Youth Project subgrant and affect their ability to achieve high standards. The six types of barriers identified that can impede equitable access or participation; gender, race, national origin, color, disability, or age have been addressed. Accessible accommodations are available for all educational events and parental meetings at any designated place on school campus, even the playground. Another barrier that can impeded equitable access or participation may be national origin. To accommodate for this, announcements, brochures, and written materials will be sent home printed in both Spanish and English to accommodate Hispanic students and their parents. Through careful considerations, and being cognizant of the diversity of abilities within the school population, careful consideration has been given to the development of the Title IX, Part C Education of Homeless Children and Youth Project subgrant to ensure equitable access and participation for all students.