

McKinney-Vento Subgrant Technical Guide

For FY26-FY28

Tennessee Department of Education | March 2025

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Overview

Application Contact

For questions or assistance with the subgrant application, contact:

Vanessa Waters | McKinney-Vento and Immigrant Grant Manager
Phone: (615) 917-3750
Email: Vanessa.Waters@tn.gov

Application Window

The application will open in **ePlan** on **April 17, 2025, and is due by 5 p.m. CT | 6 p.m. ET on May 21, 2025.** *A confirmation of submission will be emailed from ePlan to the LEA Title IX McKinney-Vento Director. Contact the state coordinator/McKinney-Vento grant manager identified above if you do not receive a confirmation email once the application has been submitted.*

McKinney-Vento Subgrant Purpose

The U.S. Department of Education's Education of Homeless Children and Youths (EHCY) Program allocates funds to each state annually. Each state education agency (SEA) then holds a competitive grant process to determine which local educational agencies (LEAs) will receive a McKinney-Vento subgrant to enhance the support provided to children and youth experiencing homelessness in their LEA.

All LEAs in Tennessee are eligible to apply for the McKinney-Vento subgrant, regardless of the number of homeless students served. The LEA that is applying must express the need for funding by submitting a quality application in ePlan to be awarded the McKinney-Vento subgrant. Funds provided by the McKinney-Vento subgrant may support the authorized activities outlined in the McKinney-Vento Act § 723.

McKinney-Vento Subgrant Fiscal Considerations

LEAs should consider the following when planning for the use of McKinney-Vento subgrant funds.

Period of Availability:

- Awarded LEAs will receive funds for FY26 (2025-26), FY27 (2026-27), and FY28 (2027-28).
- The application should include a plan for all three years of the grant.

Supplement, Not Supplant:

- McKinney-Vento Subgrant funds should add to (or supplement) and not replace (or supplant) other funds, including:
    - State or local funds
    - Other federal funding (i.e., ESSA, IDEA, Perkins, 21st Century, etc.)
- **IMPORTANT:** Narrative descriptions within the application must contain details, making it evident that all purchases and programs meet *supplement, not supplant* provisions.

Braiding Funds:

- When planning for the McKinney-Vento subgrant, consider how these subgrant funds can work together and coordinate with other funding streams such as the Title I, Part A homeless set-aside; Title IV, Part A; etc.

McKinney -Vento Allowable Use of Funds:

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)) authorizes the following allowable usages of McKinney-Vento subgrant funds:

Authorized Activities Under **§** 723(d) of the McKinney-Vento Act (42 U.S.C. 11433(d))
The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging state academic content standards and challenging state student academic achievement standards the State establishes for other children and youths.
The provision of expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, students with limited English proficiency, services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar state or local programs, programs in vocational and technical education, and school nutrition programs).
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.
The provision of referral services to homeless children and youths for medical, dental, mental, and other health services.
The provision of assistance to defray the excess cost of transportation for students under § 722(g)(4)(A), not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under § 722(g)(3).
The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.
The provision of services and assistance to attract, engage, and retain homeless children and youths, and unaccompanied youths, in public school programs and services provided to non-homeless children and youths.
The provision for homeless children and youths of before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities.
If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school, including birth certificates, immunization or medical records, academic records, guardianship records, and evaluations for special programs or services.
The provision of education and training to the parents of homeless children and youths about the rights of and resources available to such children and youths.
The development of coordination between schools and agencies providing services to homeless children and youths, as described in § 722(g)(5).
The provision of pupil services (including violence prevention counseling) and referrals for such services.
Activities to address the particular needs of homeless children and youths that may arise from domestic violence.
The adaptation of space and purchase of supplies for any non-school facilities made available under sub § (a)(2) to provide services under this subsection.
The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.

The provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school.

For more information on the allowable use of funds, see the Education for Homeless Children and Youths Program Non-Regulatory Guidance and the McKinney-Vento Toolkit.

IMPORTANT: Services provided with McKinney-Vento funds must not replace the regular academic program and must be designed to expand upon or improve services provided to homeless students as part of the school's regular academic program, including compliance with McKinney-Vento statutes.

Subgrant Focus Areas

As previously noted, the purpose of the McKinney-Vento subgrant is to facilitate the enrollment, attendance, and success in school of homeless children and youth. To help meet the intended purpose, all goals and activities funded with subgrant dollars must fall within three focus areas:

1. **Regular School Attendance by Students in Transition**
2. **Identification of Students In Transition**
3. **Reducing Academic Achievement Gaps**

In *Part III* of the application, applicants must identify **at least one goal and one activity in each of the three focus areas.** See later sections of this guide for more information on linking goals and activities to the three focus areas.

General Requirements

- The LEA homeless liaison or authorized representative (i.e., director of schools) for each LEA applicant must complete all sections of the subgrant. These persons must have the authority to ensure that the LEA will fulfill all statutory and regulatory requirements for reporting, auditing, and monitoring.
- In addition to existing quality criteria, subgrant applications will be judged on the extent to which the LEA uses the subgrant to leverage resources, including maximizing non-subgrant funds for the position of the LEA liaison and the provision of transportation, and how the LEA uses the Title I, Part A homeless set-aside funds to serve homeless children and youth.
- McKinney-Vento subgrant funds must be utilized to achieve goals in three focus areas as described above: Regular School Attendance, Identification, and Reducing Academic Achievement Gaps.
- McKinney-Vento subgrant funds may be used to attract, engage, and retain homeless children and youth who are not enrolled in school.
- McKinney-Vento subgrant funds may be used for extraordinary or emergency assistance needed to enable homeless children and youth to attend school and participate fully in school activities.
- All grant programs must maintain fiscal and program records for a minimum of five (5) years after the grant period is over. All grant programs must maintain current programmatic and fiscal records and make them available during monitoring visits, or as requested, by the Tennessee Department of Education (the department).
- All project funds must be spent according to the approved budget in ePlan in the proposed time frame. Any deviations from the approved project proposal must be requested in a budget amendment to the state coordinator at least 10 business days prior to the requested expenditure. The state McKinney-Vento Grant Manager will issue an approval or denial of the request within 10 business days of receipt.
- In the event that funds are carried over, the Tydings Amendment can extend the grant period to 27 months by allowing unexpended funds as of Sept. 30 to carry over for an additional 12 months. A request to carry over funds must be approved by the state McKinney-Vento Grant Manager by **Oct. 31**.

Please note that LEAs may *not* carry over more than 25 percent of the yearly award amount. More information about carry-over will be provided to subgrantees once final awards are issued.

Funding Amounts

Funds for the subgrant are contingent upon the annual state allocation, which is sourced by the U.S. Department of Education through the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. LEA allocation amounts are calculated on a per-pupil basis, based on the LEAs reported count of students experiencing homelessness in the FY25 school year (2024-25). Grants are expected to be in the following ranges:

Tier	Homeless Student Population	Funding Range
1	Less than 1-99 students	up to $37,000
2	100-299 students	up to $112,000
3	300-499 students	up to $188,000
4	500-699 students	up to $264,000
5	700-899 students	up to $339,000
6	900-1099 students	up to $415,000
7	1,100-1,299 students	up to $490,000
8	1,300-1,499 students	up to $566,000
9	1,500-1,699 students	up to $641,000
10	1,700-1,899 students	up to $717,000
11	1,900-2,099 students	up to $792,000
12	2,100 students and above	up to $810,000

LEAs may request additional funds beyond their tier bracket. ***NOTE****: Any additional funds will be awarded based on the availability of funds, the quality of the LEA's submitted grant application/homeless program, and the rationale used to support the request for additional funds.*

Applicants must satisfy the following criteria to express a need for additional funding on the *Part VIII Funding and Set-Aside* page of the application:

- The Title I, Part A, homeless set-aside amount provided must equal at least **10 percent** of the subgrant allocation request.
- The LEA must describe the process used to determine the amount of the Title I, Part A, homeless set-aside in the *Additional Questions for Title I, Part A Funds Set-aside for Homeless Children and Youth* box.
- The LEA must provide a narrative expressing the need for additional funding and how the funds will benefit the LEA homeless education program in the *Request for Funds* box.

McKinney-Vento Subgrant Required Yearly Monitoring and Reports

The purpose of the McKinney-Vento subgrant is to facilitate the enrollment, attendance, and success of homeless children and youth. Grantees are required to demonstrate improvement and success yearly to receive funding for all three years of the grant. Additionally, the state is required by the U.S. Department of Education to submit a data report to the secretary of education annually focused on the McKinney-Vento program. This report contains information regarding McKinney-Vento Act compliance, barriers to school access, the progress of homeless students integrating into the school environment, and progress in helping students meet state academic standards (42 U.S.C. § 11432(g)(6)(A)(i)). To fulfill all the above requirements, subgrant recipients are expected, at a minimum, to complete the following monitoring activities annually:

McKinney-Vento Mid-Year Performance Review

The Mid-Year Performance Review is an extension of the subgrant application. This review will allow LEAs to reflect on what has been working within the homeless program and areas that might need refinement**.** Liaisons will be required to complete this document utilizing goals and activities that were included in the original FY26 subgrant application. This report is typically due annually in January and is completed and submitted in the *Data and Information* area of ePlan. As part of the mid-year performance review, subgrantees are also required to hold a mid-year check-in call with the McKinney-Vento grant manager. This meeting will allow the LEA and the grant manager to look at relevant LEA and school-level data, discuss the implementation of the subgrant, and determine if any adjustments in grant programming are needed. The McKinney-Vento grant manager will contact subgrantees to schedule a check-in call once the mid-year performance review has been reviewed. More information about the mid-year performance review can be found here.

McKinney-Vento Closeout Report

The annual closeout report helps to provide information, data, and evidence of quality program implementation, opportunities for program development, and considerations for future funding. The annual reporting period is **July 1 through June 1**. This report is typically due annually in June and is completed and submitted in the *Data and Information* section of ePlan.

The initial grant application should provide a solid plan for all three years of the subgrant (FY26, FY27, and FY28). Subgrant recipients must express a need for continued funding each year of the grant cycle through the submission of the McKinney-Vento Closeout Report and satisfying the standards of the McKinney-Vento Statement of Assurances, which can be found in the subgrant application on the *Assurances* page. Failure to satisfy these requirements annually places the LEA at risk of losing funds in the sequential funding year, and the LEA may be required to reapply for the subgrant.

Renewing the Subgrant

LEAs that meet the annual requirements outlined above do not need to reapply for the grant; rather, they will simply complete the budget pages of the application in ePlan each year. If, however, at any time during the three years of the grant, the LEA wishes to make major changes to programming as it was written in the original grant application, the homeless liaison must contact the state McKinney-Vento grant manager to request a Title IX, McKinney -Vento Subgrant Plan Adjustment Justification Form.

Strategies for Submitting a Strong Application

This grant is highly competitive. Note that receiving a Title IX, McKinney-Vento Subgrant depends on several factors, including the availability of funds, the number of applications received, and the quality of the program/application. Applicants should follow the guidelines below to ensure a quality application:

- Read application instructions and procedures carefully and follow the guidelines outlined in this document.
- Provide all requested information for each section with detailed narratives where requested.
- Ensure clear alignment between the program needs and rationale, and the goals, activities, and outcomes outlined in the application.
- Develop measurable program goals and outcomes.
- Utilize the application rubric to ensure all sections of the application have been completed at a high-quality level.
- Ensure that only authorized, reasonable, and necessary activities are included.
- Involve collaborative programs and partners in the planning process.
- Allow time for colleagues to review the proposal before the submission deadline.

Accessing the Application

ePlan User Access

To access the application in ePlan, ePlan users must have the correct ePlan user access role (***LEA Title IX McKinney-Vento Director***). Users with existing ePlan access can check their current user access roles. To view existing access, visit ePlan.tn.gov navigate to the *Address Book* and *LEA Role Contacts*, and view who is listed with the ***LEA Title IX McKinney-Vento Director*** role.

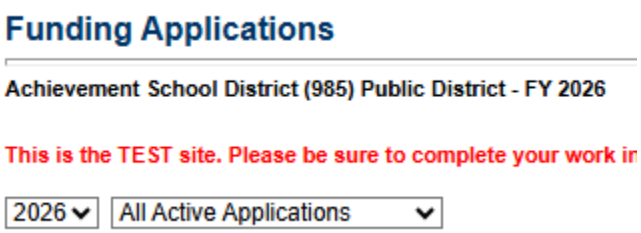
New ePlan users and existing ePlan users who need a new user access role must request the additional role using the ePlan User Access Form for LEAs. Access the form by navigating to ePlan.tn.gov > TDOE Resources > User Access Forms > ePlan User Access Form for LEAs. Users do not need to log in to ePlan to access this form. Follow the User Access Form instructions, then email the completed form to ePlan.Help@tn.gov. User access requests may take up to two (2) business days to process. Users will receive an email reply when access has been granted.

ePlan Role	ePlan Function
LEA Title IX McKinney-Vento Director ***LEA Fiscal Representative*** ***LEA Authorized Representative***	Click ***Draft Started*** (or ***Revision Started*** for revisions) Respond to application questions, enter budgets.
LEA IX McKinney-Vento Director	Click ***Draft Completed*** (or Revision Completed for revisions)
LEA Fiscal Representative (CFO or treasurer)	Click ***LEA Fiscal Representative Approved*** (or ***LEA Fiscal Representative Not Approved***) (may also request funds after ARP Homeless 2.0 application is approved)
LEA Authorized Representative (director of schools)	Click ***LEA Authorized Representative Approved*** (or ***LEA Authorized Representative Not Approved***)
TDOE Title IX McKinney-Vento Director	Click ***Title IX McKinney-Vento Director Approved*** (or ***Title IX McKinney-Vento Director Not Approved***)

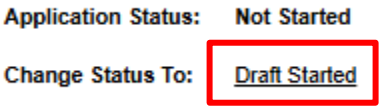
After each status change, ePlan automatically sends a notification email to all users in the LEA who have the ePlan role of the next step in the process. For example, after the *LEA IX McKinney-Vento Director* clicks *Draft Completed*, ePlan automatically sends an email to all users in the LEA who have the role of *LEA Fiscal Representative*.

McKinney-Vento Subgrant Application Access

- Navigate to the Title IX, McKinney-Vento application from the ePlan homepage by hovering your mouse over the ***Funding*** tab on the left menu bar and then selecting **Funding Applications**.



- Select the desired fiscal year (2025) in the upper left corner of the screen. Funding applications are stored in ePlan according to the **state fiscal year**. For example, *2025* indicates the 2024–25 school year.
- Click on the **application name** to open the application.
- Click ***Draft Started*** to begin the application.



Sections Page

- Access each section of the Title IX, McKinney-Vento Subgrant application from the *sections page*. For easy navigation, users may return to the *sections* page by going to the ***Funding*** tab on the ePlan blue menu bar and selecting ***sections***.
- To submit the Title, IX McKinney-Vento Subgrant application when complete, click the ***Messages*** link on the *sections* page in the column labeled *Validation*. This link provides an overview of the validations that ePlan is running behind the scenes.



- Items marked *Warning* are validations that users are not required to address prior to submitting the Title IX, McKinney-Vento Subgrant application. Examples of warnings are not uploading an optional related document or budgeting an entire allocation.
- Items marked *Error* are incorrect, and users **must** address each one before submitting the Title IX, McKinney-Vento Subgrant application.
    - Click on the link to the left of the word *Error* to go to the identified page to make corrections. If the LEA does not address all *Error* validations, ePlan will not allow a user to submit the application.
    - Examples of errors are (1) budgeting for more than the allocation, (2) not budgeting in a section where there is an allocation, and (3) not responding to a required question.
- Once the user clears all errors, the user with *LEA McKinney-Vento Homeless Director* access must click ***Draft Completed*** at the top of the *sections* page.
- This generates an email to the *LEA Fiscal Representative,* who must review the draft and click ***LEA Fiscal Representative Approved*** (or ***Not Approved***) at the top of the *sections* page.
- This generates an email to the *LEA Authorized Representative,* who must review the draft and click ***LEA Authorized Representative Approved*** (or ***Not Approved***) at the top of the *sections* page.
- When an application is submitted in the status of ***LEA Authorized Representative Approved***, an email notification is sent to the state McKinney-Vento grant manager who will begin review of the application.

History Log

The *History Log* documents status changes, along with the name of the user who prompted the change, and the date of the change. Use it to review who submitted or reviewed an application or the date when it was last approved or returned.

- Users may place a note in the *History Log* by clicking on the ***Create Comment*** link.
    - Use ***Create Comment*** with caution, as comments remain part of the application's permanent record and are viewable by the public on approved applications.
- To create a comment, click on ***Create Comment***. A narrative box appears. The user may type or paste a comment in the narrative box. Once the comment is complete, click ***Save and Go To > Current Page*** at the top of the screen to save.

McKinney-Vento Subgrant Checklist

LEAs must review the Title IX, McKinney-Vento Subgrant Application Checklist for general checklist comments from each application reviewer, if applicable.

- After the LEA submits the application, the department reviews the application and marks each section as ***OK, Not Applicable***, or ***Attention Needed***. If the application contains no items that are marked as *Attention Needed*, the application is approvable.
- If the application contains items that are marked as ***Attention Needed***, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked *Attention Needed* and make the necessary changes to those items. Only the checked items in the areas marked *Attention Needed* need correction. Each section marked ***Attention Needed*** also has a place where the department may provide notes to explain items needing attention. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA resubmits the application for approval. If the department determines that the area is correct, ***Attention Needed*** will be changed to *O*K by the state McKinney-Vento grant manager. If the items needing attention still have not been corrected, the application will be returned to the LEA with a status of ***Not Approved***.
- Applications that contain no items that are marked ***Attention Needed*** will be approved.

Each section will be designated with one of these statuses:

- ***Not Reviewed***: No review occurred.
- ***OK***: The section has no corrections and is approvable.
- ***Coordinator Reviewed***: The section has been reviewed by the grant manager.
- ***Attention Needed***: The section has items that need to have corrections completed.

Initial FY26 Grant Application Review

To submit an application, the LEA must complete the sections below and follow the instructions for submission by May 17, 2025. See later sections of this guide for more information about all application components.

- Cover Page
- Budget
- Part I: Need and Rationale for Program
- Part II: Education Program Description
- Part III: Goal, Activities, and Outcomes
- Part IV: Coordination and Collaboration
- Part V: Personnel – Systemwide (as applicable)
- Part VI: Personnel – School (as applicable)
- Part VII: Training & Awareness
- Part VIII: Funding and Set-asides
- Assurances
- Related Documents

- After the LEA submits the initial FY26 Title IX, McKinney-Vento Subgrant application in ePlan, the state McKinney-Vento grant manager will review all applications for general allowability under the McKinney-Vento Act.
    - A list of allowable uses of funds can be found on page 6 of this document, in the McKinney-Vento Toolkit, or on the National Center for Homeless Education Website.
- If revisions are needed, the state McKinney-Vento grant manager will mark **Attention Needed** in the applicable section of the *Title IX McKinney-Subgrant Checklist* and will return the application to the LEA in ePlan. The LEA will be notified through an email from ePlan that the application has been returned.
- The LEA will make any requested revisions and resubmit the application. This process will repeat itself until the application is ready for final review by the grant review team.
    - **IMPORTANT:** Once the initial application is submitted, LEAs should be prepared to make any requested revisions quickly and before **May 30, so as not to delay the** review of the final application by the grant review team.
- Once ready for final review, the application will be scored against a rubric (see Appendix A) by the grant review teams. Each application will be evaluated by a minimum of two (2) grant reviewers.
- The highest scoring applications will be recommended for funding.
- Applicants will be notified of final application status by email on or before **July 3, 2025**.

Application Components

Cover Page

An LEA user must enter the following information on the *Cover Page*:

- LEA #
- LEA Name
- LEA Official Address
- Phone #
- LEA Website
- Director of Schools Name
- Director of Schools Email
- Director of Schools Phone #
- McKinney-Vento Liaison Name
- McKinney-Vento Liaison Email
- McKinney-Vento Liaison Phone #
- DUNS #
- Unique Entity Identifier (UEI)

Budgeting in ePlan

The ePlan process for entering the Title IX, McKinney-Vento Subgrant application budget is consistent with all other grants in ePlan. Each LEA must have a department-approved budget in ePlan before requesting reimbursement.

***IMPORTANT**: For the initial FY26 subgrant application, **LEAs should provide a budget for the total amount of funds being requested**. For example, if the LEA is requesting $75,000 in FY26, a budget for the full request should be entered in the budget pages as described below.*

Adding Budget Details on the Budget Page

- To access a budget, click the ***Budget*** link from the *sections page*.
- For each budget line that the LEA plans to use, click *modify* located to the left of the account number to open the *Budget Detail* page for that line item.
- On the *Budget Detail* page for the line item, Click Add a Budget Detail.
- For each *Budget Detail,*
  - The Account Number auto-populates for the line item that is being modified.
  - Select the appropriate line item number from the dropdown menu.
  - Identify the appropriate focus area and most appropriate school type.
  - If desired, enter the Optional Program Codes.
  - Add a narrative description for each entry.
- ePlan auto-populates the Location Code field with the LEA's name and identification number.
- Enter the Quantity and Cost for the Budget detail. The quantity is most commonly 1.00.
- ePlan auto-calculates the Line Item total as Quantity multiplied by Cost.
- Continue to add additional Budget Details as needed for the budget line item. To edit existing Budget details, click the pencil icon. To delete an existing Budget Detail, click the trash can icon.
- Navigate back to the Budget Page and repeat this process for each budget line. ePlan auto-calculates the budget totals as budget items and details are entered. ePlan deducts the budgeted amounts from the awarded allocation.
- Once complete, confirm that the amount in the *Remaining* area at the bottom of the page is $0.00,

Budget Expectations

Indicate full-time equivalents (FTEs) for all staff paid with grant funds within the budget narratives and match the FTEs within all other areas of the grant application. Items and amounts budgeted must be reasonable and necessary for the implementation of grant activities.

Major Function Codes

When placing expenditures within the budgets for all grants, use the following general guidelines:

- *71100—Regular Instruction Program*: Expenditures for the direct instruction of students (K–12) in this major function (i.e., salaries and benefits for teachers and educational assistants; contracted services to provide direct instruction; and supplies, materials, and equipment used in direct instruction)
- *72120—Health Services:* Expenditures to provide physical and mental health services that are not direct instruction, including medical and nursing services (i.e., salaries and benefits for providing support for instructional programs in health matters; contracted services for health services for students; supplies, materials, equipment to support health educators; and professional development [PD] costs)
- *72130—Other Student Support:* Expenditures for services to students such as attendance, health services, guidance, evaluation, and testing services for general education students, special education students, and vocational education students.
- *72210—Support Services/Regular Instruction Program*: Expenditures for assisting instructional staff in direct instruction for students (in grades K–12); this includes activities such as curriculum development, instructional media, coaching, child development, and staff professional development (PD) (i.e.,salaries and benefits for staff providing instructional support services; contracted services for support services; supplies, materials, equipment related to staff support services; and PD costs).
  NOTE: *Administrative expenditures for ESEA programs are typically included in 72210.*
- *72710—Transportation:* Expenditures include activities concerned with conveying students for regular, vocational, and special educational instruction, as provided by state and federal law. This includes trips between home and school and trips to school activities. Transportation includes operating expenses for system-owned vehicles involved in the transportation function. This category should also record vehicle servicing, maintenance, and contracts for transporting services.

Object Codes

- *100—Personnel Services*: Amounts paid to employees of the LEA
- *200—Employee Benefits*: Amounts paid on behalf of employees for benefits; LEAs must budget benefits within the function in which the corresponding salary is recorded
- *300—Contracted Services*: Amounts paid for services rendered by individuals and/or companies who are not employed by the LEA
- *400—Supplies & Materials*: Amounts paid for items that are consumed, worn out, or deteriorated through use (consumables) such as classroom teaching supplies, office supplies, etc.
- *500—Other Charges*: Amounts paid for goods and services not falling into any other object code classification; funds carried over to the next fiscal year must be budgeted in 599
- *524—In-Service/Staff Development Services*: Amounts paid in relation to PD, including travel expenditures, must be budgeted in this object code. Amounts paid for substitute teachers for personnel attending PD activities cannot be budgeted here.

Program Details

Part I: Need and Rationale for Program

- Reflect on the prioritized educational, social, emotional, and/or mental health needs of homeless children and youths served by the LEA. In the response, (1) consider challenges and needs around

identification, transportation, housing, delivery of resources and services, school/extra-curricular attendance, etc. (2) How were these needs determined? (3) What data was used and what stakeholders were involved?
    - Applicants must address **all parts** of the prompt above.
- *Current subgrant recipients only.* Describe how the subgrant supported the needs of children and youth experiencing homelessness during the most recent grant cycle (FY23-25). Please provide data and trends to help support your claim.
- Enter the Number of (H) Homeless Students Enrolled in LEA in 2024-25 (LEA Student Count) in the first column of the chart.
- The Number of (H) Homeless Students Reported in EIS in 2024-25 will auto-populate in the second column of the chart.
- Enter the data for nighttime residence of homeless students in 2024-25 (LEA Student Count) in the top row of the next chart.
- The data for nighttime residence of homeless students in 2024-25 as reported in EIS will auto-populate in the second row of the chart.
- If there are discrepancies between LEA Student Count data and the data reported in EIS, provide an explanation and how the LEA will remedy the discrepancy. How will the LEA ensure alignment with all data systems in the future?

Part II: Education Program Description

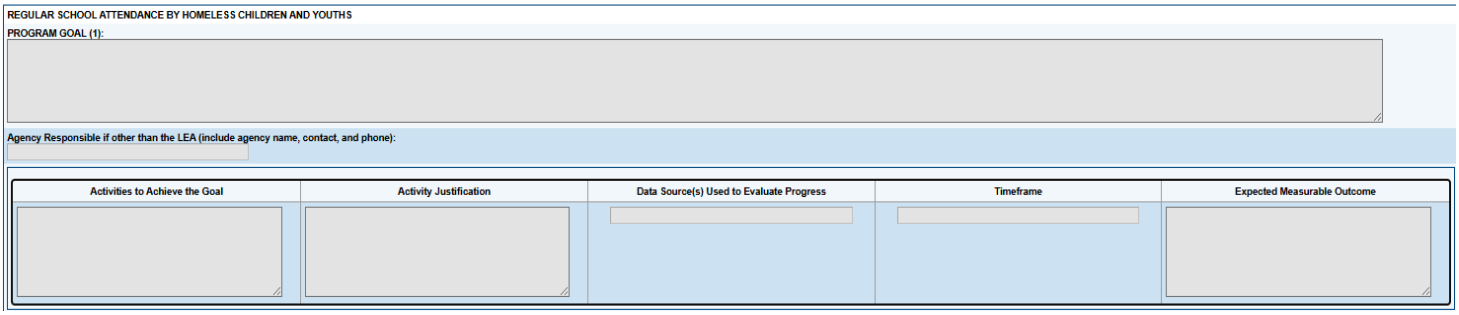
- Describe how the educational programs and services provided by this grant will meet the identified needs of the LEA's homeless children and youths.
- Describe the strategies to promote the participation of students in transition in nonacademic programs.
- Describe how the LEA will promote meaningful engagement of parents, families, or guardians in the education of homeless children and youths.
- Explain the LEA policies and procedures in place to ensure students in transition are not isolated or stigmatized.
    - In the Related Documents Section, upload all policies and procedures adopted by the homeless education program that support this claim and show the strength and structure of the McKinney-Vento program.
        - **Required** documents to upload include:
            - McKinney-Vento Dispute Resolution Procedure
            - Homeless Policy or Procedure
            - Transportation Policy and Procedure
        - **Optional** documents to upload include, but are not limited to:
            - Best Interest Determination Procedure
            - Nighttime Residency Form/Housing Questionnaire
            - Printed information pertaining to the McKinney-Vento program that is shared with families of homeless children and youth or other stakeholders
            - Any other documents used in the McKinney-Vento program

Part III: Goals, Activities, and Outcomes

- Identify **at least one goal and one activity in each of the three focus areas** (i.e. Regular School Attendance by Students in Transition, Identification of Students in Transition, and Reducing Academic Achievement Gaps) in a separate chart and provide a detailed description of each planned activity.
- Include in the response:
    - At least one (1) program goal linked to focus area
    - The agency responsible, if other than the LEA

- A description of at least one (1) activity that will be implemented to meet the program goal
- A justification for the need of the activity
- The data source(s) utilized to measure the effectiveness of the activity
- A general timeframe for the activity
- Expected **measurable** outcomes for the activity

- Add rows as needed to list all activities for each focus area/goal.



NOTE: *Narrative descriptions should be detailed enough for reviewers to gain a complete understanding of all activity components, including specific details of what is being purchased or implemented. If positions are being funded, include position titles and full-time equivalents (FTEs) in the description*

Part IV: Coordination and Collaboration

- Describe how this program will supplement the programs and services provided through other federal, state, and local programs.
- Complete the two tables focused on collaboration:
  - Collaborations Within the LEA: Describe how grant funds/services will coordinate with funds/services provided under other programs within the LEA. Include details around funding and program coordination with Title I, Part A, and other applicable programs such as CTE, Migrant Education Program, preschool, IDEA, 21st Century/LEAPS, school nutrition, Family Resource Center, etc.
    Note: *Coordination with the Title I, Part A programs and homeless set-aside is a required condition of the grant.*
  - Collaborations Within the Community: Describe how the LEA will collaborate with community partners and other organizations to optimize and/or supplement grant funds/services/programs. Examples of outside collaborations include: local childcare facilities, Head Start, local food banks, local churches, community based organizations (CBOs), local government, etc.

Part V: Personnel (System-Wide)

- Complete the table as applicable for any system-wide instruction and/or support positions funded by the grant.
- System-wide staff are employees not assigned to a building and work across the LEA in multiple school sites as necessary, but not as part of a planned assignment. Be sure to also reference identified staff within the narrative descriptions on the *Part III: Goals, Activities, and Outcomes* page.
  - Enter both a headcount and an FTE for all system-wide instructional and support staff supported with the McKinney-Vento Subgrant.
    - Headcounts must always be whole numbers.
    - Round FTEs to the nearest hundredth as necessary.

NOTE: *FTEs must match FTEs identified in budget narratives (individually and sum). Titles of staff must match titles identified within budget narratives.*

Part VI: Personnel (School)

- Complete the table as applicable for any school-based, regular school year, or summer school instructional and/or support positions funded by the grant.
- School-based staff are employees assigned to one or more schools for a pre-determined time. These staff may work full-time at one school or may split their time across two or more schools, but LEAs may not duplicate schools. Be sure to also reference identified staff within the narrative descriptions on the *Part III: Goals, Activities, and Outcomes* page.
    - Enter headcounts and FTEs for staff assignments within schools across the system. School names are pre-populated and numerous staff titles are pre-populated as well. Enter any staff not falling into these pre-populated categories in the "Other" column(s) provided and provide a position title.
        - Headcounts must always be whole numbers.
        - Round FTEs to the nearest hundredth as necessary.

NOTE: *FTEs must match FTEs identified in budget narratives (individually and sum). Titles of staff must match titles identified within budget narratives.*

Part VII: Training & Awareness

Note: *The McKinney-Vento Assistance Act states that each LEA liaison for homeless children and youths shall ensure that school personnel providing services under the act receive professional development and other support. (42 USC §11432(g)(6)(A)(ix))*

- Complete the chart to explain how professional development (PD) opportunities will be demonstrated to district staff and/or community partners.
    - For each PD opportunity, provide the audience, topic, mode of delivery, and expected date of delivery.
    - Add rows as needed to include all professional development opportunities.
- Describe how the LEA will ensure a homeless liaison or designee attends the National Association for the Education of Homeless Children and Youth (NAEHCY) annual conference.

Part VIII: Funding and Set-Asides

- The Title I, Part A homeless set-aside amount for 2024-25 will be auto-populated. Provide details on the activities that were provided with the Title I, Part A homeless set-aside funds in 2024-25.
- Provide the planned amount and activities for Title I, Part A set-aside funds for 2025-26, 2026-27, and 2027-28.
- What percentage of the 2024-25 Title I, Part A, homeless set-aside funds were spent on activities for homeless children and youths? (If less than 100 percent, please provide an explanation).
- What is the process used to determine the amount of the Title I, Part A, homeless set-aside?
- Complete the Request for Funds table. Include the amount of funds being requested and provide a rationale for this amount. Discuss funding needs and base requests on (1) coordination with other funds, (2) the number of homeless students served, and (3) program needs, goals, and activities. Requests should be based only on the amount needed to support the LEA's homeless program.

Request for Funds

Complete the table below. Include the amount of funds being requested and provide a rationale for this amount. Discuss funding needs and base requests on (1) coordination with other funds, (2) the number of homeless students served, and (3) program needs, goals, activities. Requests should be based only on the amount needed to support the LEAs homeless program. *Note that the approval of funding requests is subject to various factors such as application/plan quality, per-pupil expenditure amounts, and the availability of funds.*

McKinney-Vento Subgrant Funding Request for FY26	* $
Funding Request Rationale	*

Note: *Please refer to the table on page 6 of this guide for funding tier guidelines. The approval of funding requests is subject to various factors such as application/plan quality, per-pupil expenditure amounts, and the availability of funds.*

Assurances

Title IX McKinney-Vento Subgrant Assurances

Carefully read over all assurances and check the box that the LEA hereby assures the SEA that the LEA meets each of the following conditions:

1. The project will be operated in compliance with the guidelines set forth under Title IX, Part C, otherwise known as the McKinney-Vento Act of 1990, as amended by ESSA, and use requested funds to comply with paragraphs three (3) through seven (7) of § 722(g) and in accordance with other state and department statutes, regulations, and policies.
2. The LEA will use funds received under the grant to supplement, not supplant, funds used before the grant's award to provide services to homeless children and youth.
3. The LEA will prepare and submit to the department, reports and data as might be required.
4. The LEA will keep such records and provide such information to the department as may be required for fiscal audit and program evaluation.
5. The LEA's combined fiscal effort per student, or the aggregate expenditures of that agency and the State with respect to the provision of free public education by such agency 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.
6. Submit annual programmatic and budget reports to the department.
7. The LEA will designate a homeless liaison to ensure that homeless children and youth enroll and succeed in school; and homeless families, children, and youth receive educational services for which such families, children, and youth are eligible, including Head Start and Even Start programs and preschool programs administered by the LEA; and referrals to health care services, dental services, mental health services, and other appropriate services.
8. The LEA will use fiscal control and accounting procedures that will ensure proper disbursement of and accounting for federal funds paid to the agency under this program and will observe all applicable grant requirements.
9. The LEA shall 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, at the request of the liaison) to and from the school of origin.
10. The LEA shall review and revise any policies that may act as barriers to the enrollment of homeless children and youth in school.
11. The LEA shall provide the department with a description of policies and procedures consistent with

§ 722(e) (3) and will ensure that activities will not isolate or stigmatize homeless children and youth.
12. The LEA will coordinate with state and local housing agencies responsible for developing the comprehensive housing affordability strategy described in § 103 of the Cranston-Gonzalez National Affordable Housing Act to minimize educational disruption for children who become homeless.
13. The LEA will designate a homeless liaison or designee annually to attend in-person or virtually the National Association for the Education of Homeless Children and Youth (NAEHCY) Conference.
14. The LEA will monitor data in their local student management system and EIS as well as to conduct data quality checks at least quarterly.
15. The LEA will ensure the participation of the homeless liaison or designee in all quarterly McKinney-Vento training calls as well as the Mid-Year Check-in meeting.

Related Documents

As indicated in the *Part II: Education Program Description* section, LEAs must provide federal and state mandated documents currently being utilized to support the LEA's McKinney-Vento program. Additionally, LEAs have the option to upload any other documents that illustrate the policies associated with the McKinney-Vento program.

Required documents to upload include:
- McKinney-Vento Dispute Resolution Procedure
- Homeless Policy or Procedure
- Transportation Policy or Procedure

Optional documents to upload include:
- Nighttime Residency Form and/ Housing Questionnaire
- Best Interest Determination Procedure
- Printed information pertaining to the McKinney-Vento program that is shared with families of homeless children and youth or other stakeholders
- Any other documents used in the McKinney-Vento program

LEAs seeking resources focused on the creation of such documents may reference:
- McKinney-Vento Toolkit – this resource contains samples and templates for many of the documents listed above
- McKinney-Vento Brief: Dispute Resolution
- McKinney-Vento Brief Transporting Children and Youth Experiencing Homelessness
- McKinney-Vento Best Practice Brief: Confirming Eligibility for McKinney-Vento Rights and Services
- McKinney-Vento Brief Guiding the Discussion on School Selection

Resources

- ePlan > TDOE Resources > ESSA Information, Guidance, PPTs, & Webinars > Title IX, Part A Education for Homeless Children & Youth > McKinney-Vento Toolkit and Resources
- McKinney-Vento Toolkit
- U.S. Department of Education
- The National Center for Homeless Education (NCHE)
- SchoolHouse Connection
- Education for Homeless Children and Youths Program Non-Regulatory Guidance

Appendix A: FY26 McKinney-Vento Subgrant Application Rubric

LEA Name: _____ Reviewer Name: _____ Date: _____

Part I: Need & Rationale for Program				
Item	**1 Point (Below Expectations)**	**5 Points (Satisfactory)**	**10 Points (Exceptional)**	**Pts**
Reflect on the prioritized educational, social, emotional, and/or mental health needs of homeless children and youths served by the LEA. In the response, consider the (1) challenges and needs around identification, transportation, housing, delivery of resources and services, school/extra-curricular attendance, etc. (2) How were these needs determined? (3) What data was used, and what stakeholders were involved?	The application ***lacks evidence*** of how the LEA prioritized educational, social, emotional, and/or mental health needs of homeless children and youths served by the LEA and lacks evidence of the challenges and needs around identification, transportation, housing, delivery of resources and services, and school/extra-curricular attendance; and how these needs were determined.	The major needs of homeless children and youth are ***specific and clearly identified;*** challenges and needs around identification, transportation, housing, delivery of resources and services, school/extra-curricular attendance, how the needs were determined, and the data evidence supports this claim.	"Satisfactory" criteria are met; the major needs of homeless children and youth are specific and clearly identified; challenges and needs around identification, transportation, housing, delivery of resources and services, school/extra-curricular attendance; how the needs were determined; and ***compelling*** data trends are provided; evidence supports this claim.	
Item	**1 Point (Below Expectations)**	**3 Points (Satisfactory)**	**5 Points (Exceptional)**	**Pts**
Current subgrant recipients only. Describe how the subgrant supported the needs of children and youth experiencing homelessness during the most recent FY23, FY24, and FY25 grant cycles. Cite data and trends to help support your claim.	The application ***lacks evidence*** of how the previous subgrant supported the needs of homeless children and youth, and/or little to no data is provided.	The application ***clearly states*** how the previous subgrant supported the needs of children and youth experiencing homelessness, and data and trends are provided.	It is clear how the previous subgrant supported the needs of children and youth experiencing homelessness, and ***compelling*** data trends are provided.	
Data: Number of Homeless Students Enrolled	Data ***is not*** provided in this section.	Data is present but is ***significantly inaccurate*** (x>20) based on the EIS report.	Data is ***present*** and is ***accurate*** based on the EIS report (x<15).	
Data: Nighttime Residence of Students in Transition	Data ***is not*** provided in this section.	Data is present but is ***significantly inaccurate*** (x>20) based on the EIS report.	Data is ***present*** and is ***accurate*** based on the EIS report (x<15).	

Part II: Education Program Description				
Item	**1 Point (Below Expectations)**	**3 Points (Satisfactory)**	**5 Points (Exceptional)**	**Pts**
Describe how the educational programs and services provided by this grant will meet the identified needs of the LEA's homeless children and youths.	The application contains an ***inadequate*** description of the educational programs and services provided by this grant to meet the identified needs of the LEA's homeless children and youths.	The application ***provides evidence*** of how the educational programs and services provided by this grant will meet the identified needs of the LEA's homeless children and youths.	Evidence provides ***explicit details,*** and evidence states how the educational programs and services provided by this grant will meet the identified needs of the LEA's homeless children and youths.	
Describe the strategies to promote the participation of students in transition in non-academic programs.	The application ***lacks evidence*** of the strategies to promote the participation of students in transition in non-academic programs.	The application ***clearly states*** the strategies used to promote participation in non-academic programs.	***"Satisfactory"*** criteria are met, and ***a plan is developed to track the students*** that are participating in non-academic programs.	
Describe how the LEA will promote meaningful engagement of parents, families, or guardians in the education of homeless children and youths.	The application ***lacks evidence*** of how the LEA will promote meaningful engagement of parents, families, or guardians in the education of homeless children and youths.	The application ***clearly states*** a plan of how the LEA will promote meaningful engagement of parents, families, or guardians in the education of homeless children and youths.	Evidence provides ***explicit details*** (date, name of program, etc.) of how the LEA will promote meaningful engagement of parents, families, or guardians in the education of homeless children and youths.	
Explain the LEA policies and procedures in place to ensure students in transition are not isolated or stigmatized.	The application ***lacks evidence*** that the LEA has policies and procedures in place to ensure students in transition are not isolated or stigmatized.	Policies and procedures appear to be ***logical*** in preventing isolation or stigmatization, and most relevant documents are uploaded.	***All relevant documents*** are uploaded. Individual policies that address transportation, dispute resolution, best interest policy & procedure, and nighttime housing questionnaire are ***clearly stated***.	

Part III: Goals, Activities, and Outcomes				
Item	**1 Point (Below Expectations)**	**3 Points (Satisfactory)**	**5 Points (Exceptional)**	
Identify at least one goal and one activity in each of the three focus areas (i.e., Regular School Attendance by Homeless Children and Youths; Identification of Homeless Children and Youths; and Reducing Academic Achievement Gaps) in a separate chart and provide a detailed description of each planned activity.	The application ***lacks a detailed*** description of at least one goal and one activity in each of the three focus areas (i.e., Regular School Attendance by Homeless children and youths; Identification of Homeless children and youths; and Reducing Academic Achievement Gaps).	The ***detailed description*** of goals, activities, and outcomes in the section appears to be attainable and realistic, and the data source(s) chosen by the LEA are reliable measures to determine the achievement of the goals, activities, and outcomes.	***"Satisfactory"*** criteria are met, and the expected goals, activities, and outcomes provide a ***direct impact*** on supporting the needs identified for Homeless children and youths in the LEA.	

Part IV: Coordination & Collaboration				
Item	**1 Point (Below Expectations)**	**3 Points (Satisfactory)**	**5 Points (Exceptional)**	**Pts**
Describe how this program will supplement the programs and services provided through other federal, state, and local programs.	The application ***lacks evidence*** of how the program will supplement the programs and services provided through the federal, state, and local programs.	The application ***clearly states*** how the program will supplement the programs and services provided through federal, state, and local funds.	The application contains ***clear and robust*** evidence showing how the program will support homeless children and youths by supplementing federal, state, and local programs.	
Collaborations within the LEA: Describe how funds/services will coordinate with funds/services provided under other programs within the LEA. Include details around funding and program coordination with Title I, Part A, and other applicable programs such as CTE, Migrant Education Program, preschool, IDEA, 21st Century/LEAPS, school nutrition, Family Resource Center, etc.	The application ***lacks sufficient evidence*** of the collaborations with funds/services within the LEA that will help to meet the LEAs program goals, activities, and outcomes.	The application ***clearly states*** how the collaborations with funds/services within the LEA will help to meet the LEAs goals, activities, and outcomes.	The application ***clearly states*** and ***provides a comprehensive plan*** of how the collaborations with funds/services within the LEA will help to meet the LEAs goals, activities, and outcomes.	
Collaborations within the Community: Describe how the LEA will collaborate with community partners and other organizations to optimize and/or supplement grant funds/services/programs.	The application ***lacks sufficient evidence*** of the collaborations within the community and how they will have an impact on the LEAs program goals, activities, and outcomes.	The application ***states*** the collaborations within the community and how they will have an impact on the LEAs program goals, activities, and outcomes.	The application ***clearly states*** how the collaborations with community partners and other organizations will optimize and/or supplement grant funds services/programs to impact the LEAs program goals, activities, and outcomes.	

Part V: Personnel				
Item	**1 Point (Below Expectations)**	**3 Points (Satisfactory)**	**5 Points (Exceptional)**	**Pts**
Systemwide Instruction & Support: Staff in this table, are those who are supported with subgrant funds and work across multiple school sites as needed.	The application ***lacks sufficient evidence*** of how the responsibilities of the staff and/or subcontractors will achieve the goals of the LEA.	The application ***clearly states*** how staffing and/or subcontractors are justified to help achieve the goals of the LEA.	The application provides ***exemplary evidence*** and details of how the staff and/or subcontractors will help achieve the goals of the LEA.	

Part VI: Personnel (School)				
Item	**1 Point (Below Expectations)**	**3 Points (Satisfactory)**	**5 Points (Exceptional)**	**Pts**
Regular and Summer School-Year: Staff in this table are funded with subgrant funds and work in schools during regular and summer school.	The application ***lacks sufficient evidence*** of how the responsibilities of the staff and/or subcontractors will achieve the goals of the LEA.	The application ***clearly states*** how staffing and/or subcontractors are justified to help achieve the goals of the LEA.	The application provides ***exemplary evidence*** and details of how the staff and/or subcontractors will help achieve the goals of the LEA.	

Part VII: Training & Awareness				
Item	**1 Point (Below Expectations)**	**3 Points (Satisfactory)**	**5 Points (Exceptional)**	**Pts**
Explain how professional development opportunities will be demonstrated to district staff and/or community partners.	The application ***lacks sufficient evidence*** of the professional development that will be offered.	The application ***states*** its plan to provide professional development to its district staff and/or community partners.	The application ***clearly states*** the topic of the professional development, the mode of delivery, and the expected date of the professional development.	
Describe how the LEA will ensure a homeless liaison or designee attends the National Association for the Education of Homeless Children and Youth (NAEHCY) annual conference.	The application ***lacks sufficient evidence*** of a plan to ensure a homeless liaison or designee attends the National Association for the Education of Homeless Children and Youth (NAEHCY) annual conference.	The application ***clearly states*** a plan to ensure that a homeless liaison or designee attends the National Association for the Education of Homeless Children and Youth (NAEHCY) annual conference.	Evidence of a ***comprehensive plan*** for attending the NAEHCY Conference and participating in other professional development opportunities offered by various agencies that focus on the homeless education program.	

Part VIII: Funding & Set-Asides				
Item	**1 Point (Below Expectations)**	**3 Points (Satisfactory)**	**5 Points (Exceptional)**	**Pts**
Title I, Part A Set-Aside for Homeless Children and Youth: Title I, Part A Set-Aside from the total amount of Actual Set-aside for 2024-25 and activities	The application ***lacks sufficient evidence*** of Title I, Part A Set-Aide from 2024-24 and activities.	The application **clearly states *sufficient evidence*** of Title I, Part A Set-Aide from 2024-25, and activities are clearly shown.	***"Satisfactory" criteria are met, and*** sufficient evidence of Title I, Part A Set-Aide from 2024-25 activities shows a ***direct impact*** on supporting the needs identified for homeless children and youths in the LEA.	
Title I, Part A Set-Aside for Homeless Children and Youth: The total Amount of Planned Set-aside for FY 2026, 2027, and 2028 and activities.	The application ***lacks sufficient evidence*** of the total amount of planned set-aside for FY 2026, 2027, and 2028 and activities.	The application ***clearly states*** sufficient evidence of the total amount of planned set-aside for FY 2026, 2027, and 2028, and activities are clearly shown.	***"Satisfactory" criteria are met, and*** sufficient evidence is provided that the total amount of planned set-aside for FY 2026, 2027, and 2028 and activities will provide a ***direct impact*** on supporting the needs identified for homeless children and youths in the LEA.	
What percentage of the 2024-25 Title I, Part A, set-aside funds were spent on activities for homeless children and youths? (If less than 100 percent, please provide an explanation).	The application ***lacks sufficient evidence*** of how the homeless education program used funds to address all necessary program components of the EHCY program.	The application ***states*** how funds were used to address all necessary program components.	***"Satisfactory"*** criteria are met, and ***clear and sufficient evidence*** is provided on how funds were used to address all necessary program components, including specific details about activities that were supported with homeless set-aside funds.	
What is the process used to determine the amount of the Title I, Part A, homeless set-aside?	The application ***lacks sufficient evidence*** on what process is used to determine the amount of the Title I, Part A, homeless set-aside.	The application ***states*** the process used to determine the amount of the Title I, Part A, homeless set-aside.	***"Satisfactory"*** criteria are met, and ***clear and sufficient evidence provides an in-depth explanation of a thorough*** process used to determine the amount of the Title I, Part A, homeless set-aside.	

Total Points Possible	**100**
Points Earned	