APPLICATION
American Rescue Plan Elementary and Secondary School Emergency Relief – Homeless Children and Youth (ARP-HCY I)

APPLICATION CONTENTS

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Due Date: On or before 4:00 p.m., Friday, February 11, 2022.

Submission: LEAs should upload the ARP-HCY application in the Consolidated Application under the General dropdown under the Attachment tab.

DISTRICT INFORMATION

Local Educational Agency (LEA): _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

HOMELESS LIAISON INFORMATION

Name: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Phone: _____ Email: _____

GRANT INFORMATION

FY22 Grant Award: $29,996

ASSURANCES

Select each box within each category of assurances. By checking the box beside each statement and by affixing my signature to these Assurances, I certify that I have read each and agree to be held accountable for the content of each of the following statements. NOTE: Selecting a checkbox is the digital signature for the specified local education agency (LEA) personnel in the assurance.

	An LEA that receives ARP-HCY funds will adhere to EHCY allowability. Uses of funds may include, when responding to the impact of the COVID-19 pandemic, expenses that are reasonable and necessary to facilitate the identification, enrollment, retention, and educational success of homeless children and youth. The LEA assures that ARP-HCY funds will be used for their intended purposes, with special consideration for increasing: • Access to non-school hour programming. • Identification and awareness.
	The LEA assures that it will comply with all reporting requirements during the period of the ARP-HCY funding availability in such manner and containing information as the Secretary may reasonably require under the McKinney-Vento Education for Homeless Children and Youth (EHCY) program, including but not limited to the: • Numbers of students experiencing homelessness. • Number of students experiencing homelessness supported through ARP-HCY funding. • Specific details about supports and services received by students.
	The LEA assures that ARP-HCY will supplement and not supplant current federal, state, or local funds used to provide services to homeless children and youth, including supplements the support and services provided with ARP ESSER funds.
	The LEA assures it will seek to award contracts to community-based organizations to help identify and support historically underserved populations experiencing homelessness.
	The LEA certifies that activities carried out by the applicant will not isolate or stigmatize children and youth experiencing homelessness.

I am authorized to sign and submit this application on behalf of the applicant. My signature certifies that all information included in the application is accurate. I understand that all information submitted is subject to verification. I understand that the information contained here may be made available for public inspection and/ or photocopying. I understand that submission of false or inaccurate information constitutes a felony and will disqualify the LEA from receiving the ARP-HCY I grant.

_____
Printed Name of Superintendent

_____   _____
Superintendent Signature   Date

LEA OVERALL PRIORITIES

Please provide the top 2-3 priorities the LEA has determined as the most pressing needs for students experiencing homelessness within the LEA as a result or in response to the COVID-19 pandemic. Please include the data sources that illustrate why these are the most critical and/or most widespread needs experienced by students and schools within the LEA.

PRIORITIES	DATA SOURCE

ACCESS and IDENTIFICATION

The McKinney-Vento Education for Homeless Children and Youth (EHCY) program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. The United States Department of Education (ED) purposed ARP-HCY I funds to address the needs of children and youth experiencing homelessness during non-school hour breaks; especially the summer months. Thus, GaDOE strongly encourages LEAs to increase access to non-school hour programming and supplemental services for children and youth experiencing homelessness.

Additionally, based on recent student record (SR) data, statewide identification of children and youth experiencing homelessness is an area that can be improved for non-grantees; therefore, the ARP-HCY I formula grant encouraged LEAs to use a portion of the ARP-HCY I funds to increase identification and awareness efforts. The awareness and identification efforts can include an awareness campaign.

Moreover, GaDOE requires LEAs to identify and implement other strategies to support the needs of students experiencing homelessness, as allowable by section 2001(b)(1) of the ARP Act. LEAs will submit an ARP-HCY I application to the GaDOE by uploading the application as a signed PDF in the Consolidated Application in the Attachments tab under the General dropdown. The GaDOE EHCY program office will review and approve the ARP-HCY I application prior to budget approval.

USE OF FUNDS

The LEA is strongly encouraged to reserve ***not less than 50 percent*** of such funds to:

   a. Increase access to non-school hour programming and supplemental services; especially, during the summer.
   b. Address identification of children and youth experiencing homelessness through the implementation of awareness activities.

Additional funds shall be used to address other allowable McKinney-Vento activities. The LEA should address the priorities outlined in the template above.

Please estimate the approximate percentage of the LEA's ARP-HCY I formula funds allocated for each of the allowable McKinney-Vento activities below.

Activities to Address Access and Identification:	Percent
ACCESS: Before and after-school, mentoring, and summer programs with educational activities. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of children and youth experiencing homelessness.	%
IDENTIFICATION: Conduct outreach to ensure families experiencing homelessness are aware of opportunities. Implement awareness and identification efforts including an awareness campaign. Provide multiple points throughout the year to identify children & families.	%

Allowable McKinney-Vento Activities:	Percent
Supplemental educational services, such as tutoring and other academic enrichment programs.	%
Expedited evaluations for various educational services, such as eligibility for educational programs for gifted and talented students, special education and related services for children with disabilities, English language acquisition, vocational education, school lunch, and appropriate programs or services under the Elementary and Secondary Education Act.	%
Professional development activities for educators and pupil services personnel working with homeless students.	%
Health referral services, such as medical, dental, and mental.	%
Defraying the excess cost of transportation to enable students to attend the school of origin.	%
Early childhood education programs for pre-school-aged homeless children.	%
Services and assistance to attract, engage, and retain homeless children and youth and unaccompanied youth in public school programs.	%
Payment of fees and costs associated with tracking, obtaining, and transferring records of homeless children and youth.	%
Education and training for parents of homeless children and youth about rights and resources.	%
Development of coordination between schools and agencies providing services.	%
Provision of pupil services (including violence prevention counseling) and referrals for such services.	%
Provision of pupil services (including violence prevention counseling) and referrals for such services.	%
Activities to address needs that may arise from domestic violence.	%
Adaptation of space and purchase of supplies for non-school facilities to provide services listed above.	%
Provision of school supplies, including those to be distributed at shelters or other appropriate locations.	%

Other extraordinary or emergency assistance needed to enable homeless students to attend school.	**%**
Activities under both ARP Homeless I and II may include any expenses necessary to facilitate the identification, enrollment, retention, or educational success of children and youth experiencing homelessness and to enable children and youth experiencing homelessness to attend school and participate fully in school activities, such as:	
Providing wraparound services (which could be provided in collaboration with and/or through contracts with community-based organizations, and could include academic supports, trauma-informed care, social-emotional support, and mental health services).	**%**
Purchasing needed supplies (e.g., personal protective equipment, eyeglasses, school supplies, personal care items).	**%**
Providing transportation to enable homeless children and youth to attend school and participate fully in school activities.	**%**
Purchasing cell phones or other technological devices for unaccompanied, homeless children and youth to enable such children and youth to attend school and fully participate in school activities.	**%**
Providing access to reliable, high-speed internet for students through the purchase of internet-connected devices/equipment, mobile hotspots, wireless service plans, or installation of Community Wi-Fi Hotspots (e.g., at homeless shelters), especially in underserved communities.	**%**
Paying for short-term, temporary housing (e.g., a few days in a motel) when such emergency housing is the only reasonable option for COVID-safe temporary housing and when necessary to enable homeless children and youth to attend school and participate fully in school activities (including summer school).	**%**
Providing store cards/prepaid debit cards to purchase materials necessary for students to participate fully in school activities.	**%**
Total	**%**

Additional Proposed Activities and/or Information (*Optional*):

Additional Research and Resources

Updates and Research on Accelerated Learning and Best Practices

- TNTP-Learning-Acceleration-Guide-Updated-Nov-2020.pdf– This is an updated guide from The New Teacher Project (TNTP) with specific goals and strategies that can help schools begin accelerating students back to grade level in any instructional format—in-person, virtual, or hybrid. TNTP has placed special emphasis on the two most important things schools should prioritize right now: grade-appropriate assignments and strong instruction.
- EdResearch for Recovery School Practices to Address Student Learning Loss (brown.edu) – This brief is one in a series aimed at providing K-12 education decision makers with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic. This brief looks at potential interventions for students who have fallen out of typical grade range, particularly those who were struggling before the pandemic. Evidence suggests that, although most students will experience some learning loss, the majority will still be able to engage with grade-level content.
- Broad-Based Academic Supports for All Students (brown.edu) – This brief provides research and resources to address academic supports schools should prioritize for all students, including strategies to consider and those to avoid.
- Best Practices for Learning Loss Recovery – This report explores research-based supports for student academic recovery from learning lost due to COVID-19 pandemic-related school closures. This report examines approaches to adding learning time within the structure of the regular academic calendar (e.g., school year, school days, and periods) and existing extended learning opportunities (e.g., after-school programs, acceleration academies, summer school).
- EdResearch for Recovery Bringing Evidence-Based Decision-Making to School Safety (brown.edu) – This brief provides research and resources to address how schools and districts can monitor students' social and emotional well-being throughout the year, including strategies to consider and those to avoid.
- Restart & Recovery: Considerations for Teaching and Learning: Academics - This resource is one part of a project designed to support states and school systems in addressing the critical set of challenges they will face as they plan for (and restart) teaching and learning amid the COVID-19 pandemic and in light of the moral imperative to actively redress racial and other inequities. It consists of customizable guidance and vetted resources.
- Review-of-Expanded-Learning-Opportunities.pdf (hanoverresearch.com) – Hanover Research expands its previous brief on extended learning time. An expanded discussion of extended school day/year models, summer school initiatives, pre-kindergarten programs, and out-of-school time programs is provided, to inform discussions about strategies to improve student achievement and educational outcomes.

Extended School Day

- [Extending the School Day-Year: Proposals and Results](#) – This review provides a review of research on the feasibility of extending the school day/year
- [Research Brief – Extended School Day](#) – This review summarizes what the research says about extending the school day, either starting early or staying later.
- [Do Students Benefit from Longer School Days? Regression Discontinuity Evidence from Florida's Additional Hour of Literacy Instruction](#)

Extended School Year

- [Extended School Day-Year Programs: A Research Synthesis](#) – This analysis reviews the data on two types of extended school programs--those that extend the number of hours per day students spend in school, and those that extend the school year.
- [Extended School Year](#) – This Information Capsule addresses research conducted on extended school years and their impact on student achievement.

High Frequency Tutoring

- [Accelerating Student Learning with High-Dosage Tutoring (brown.edu)](#) - Part of EdResearch's Design Principles series that outlines the evidence, design principles and considerations for high-frequency tutoring. Rigorous research provides strong evidence that high-dosage tutoring can produce large learning gains for a wide range of students, including those who have fallen behind academically.
- [Community Engagement in K-12 Tutoring Programs: A Research-Based Guide for Best Practices](#) – This document provides evidence from researchers across disciplines and synthesizes a set of best practices in tutoring for use by community engagement practitioners.

Summer Programming

- [Best Practices for Comprehensive Summer School Programs](#) – This report discusses best practices for summer learning and describes how districts structure summer enrichment, acceleration, and transition programs.
- [Effective Program Design for Elementary Summer Learning Programs](#) – This report investigates the impact of summer programs on student learning outcomes, discusses the features of effective summer programs for elementary school students, and outlines strategies for evaluating summer programs.
- [Getting to Work on Summer Learning – Recommended Practices for Success](#) – This guidance is intended for school district leaders and their partners across the United States who are interested in launching or improving summer learning programs. In this summary version, the authors distill lessons about implementation gleaned from a six-year study of voluntary summer programs in the five urban districts participating in the National Summer Learning Project.

- Summer Reading Camp Self-Study Guide – This guide is designed to facilitate self-studies of planning and implementation of summer reading camp programs for grade 3 students. It provides a template for data collection and guiding questions for discussion that may improve instruction and increase the number of students meeting the grade-level standard by the end of the summer reading camp.
- Summer School Design and Evaluation Framework – This report reviews best practices in summer school program design and discusses how districts can leverage multiple research methodologies (e.g., data analyses, surveys, in-depth interviews, classroom observations, etc.) to monitor the implementation and evaluate the effects of their summer school programs.

Virtual Learning

- Evaluation of Evidence-Based Practices in Online Learning – The goal of this study by the U.S. Department of Education is to provide policymakers, administrators and educators with research-based guidance about how to implement online learning for K–12 education and teacher preparation.
- Access to Algebra I=The Effects of Online Mathematics for Grade 8 Students – This study tested the impact of offering an online Algebra I course on students' algebra achievement at the end of grade 8 and their subsequent likelihood of participating in an advanced mathematics course sequence in high school.
- Strategies for Virtual Learning Implementation – This report by Hanover Research examines best practices in planning and implementing virtual learning programs. The report reviews literature on strategies for implementing successful virtual learning programs and profiles four school districts with exemplary programs.