

Request for Applications Regional Coordination of Services for Children and Youth Experiencing Homelessness

*Pennsylvania Education for Children and Youth Experiencing Homelessness
(ECYEH) Program*

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Availability of Request for Application

I. Introduction

The mission of the Pennsylvania Department of Education (PDE) is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.

PDE administers the Education for Children and Youth Experiencing Homelessness (ECYEH) Program to ensure that children and youth experiencing homelessness have equal access to a free and appropriate public education, consistent with the [McKinney-Vento Homeless Assistance Act](#).

To ensure compliance with the McKinney-Vento Act, the primary goal of Pennsylvania's ECYEH program is to educate local education agencies (LEAs) and other entities who work with children, youth and families on the rights of children and youth experiencing homelessness. Therefore, through a statewide regional model, the ECYEH Program supports LEAs and community partners in identifying eligible students, removing barriers to enrollment and attendance (including special student populations such as preschool-aged children, unaccompanied youth, and out-of-school youth), and promoting school stability and academic success. Program activities focus on training, technical assistance, interagency collaboration, and targeted supports that enable children and youth experiencing homelessness to enroll in school immediately, attend regularly, and fully participate in educational programs.

To fulfill these requirements, the ECYEH Program requires the commitment of a full-time, 12-month regional coordinator to fulfill all necessary duties as outlined in [Pennsylvania's Children and Youth Experiencing Homelessness State Plan](#).

II. Authorization

The ECYEH Program is authorized by Title VII, Subtitle B of the Stewart B. McKinney Homeless Assistance Act of 1987, and more recently amended [2015 Every Student Succeeds Act](#). The program is authorized to provide funds through PDE to coordinate the enrollment and delivery of services to support the educational success of children and youth experiencing homelessness.

III. Background

In 1987 the Stewart B. McKinney Homeless Assistance Act was signed into law, requiring states to review and revise residency requirements for the enrollment of homeless children and youth. In 1990, the McKinney Act was amended, requiring states to eliminate all enrollment barriers and provide school access and support for academic success for students experiencing homelessness. McKinney funds could then be used to provide direct educational services for eligible students. In 1994 the education portion of the McKinney Act was included

in the Elementary and Secondary Education Act, adding preschool services, greater parental input, and an emphasis on interagency collaboration. In 2002 the McKinney Act was reauthorized as the McKinney-Vento Act (Title X, Part C of Elementary and Secondary Education Act), strengthening legislative requirements and requiring all school districts to appoint a local liaison to ensure the law is implemented effectively at the local level. The 2015 Every Student Succeeds Act, effective October 1, 2016, increases state and local/LEA responsibility for the identification, enrollment, stability, and school success of children and youth experiencing homelessness through amendments to the McKinney-Vento Act.

The McKinney-Vento Act outlines how state education agencies ensure that each child of an individual experiencing homelessness and each youth experiencing homelessness has equal access to the same free and appropriate public education, including a public preschool education, as provided to other children and youth and details the rights offered for those students meeting the definition of homelessness. Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (Title X, Part C, of the No Child Left Behind Act) defines "homeless" as follows:

"The term "homeless children and youths"--

- a. means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
- b. includes--
 - (i.) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
 - (ii.) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
 - (iii.) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - (iv.) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii)."

In the [Education for Homeless Youth Basic Education Circular](#), issued Feb. 3, 2010, and revised October 1 2016, Pennsylvania further defines "homeless children and youth" as follows to ensure the prompt and accurate identification of these students in order to provide all needed services that support their educational success:

- (i) "children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) "migratory children" who qualify as homeless under federal law because the children are living in circumstances described in clauses (i) through (iii) above. The term "migratory children" means children who are (or whose parent(s) or spouse(s) are) migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work.
- (v) "Unaccompanied homeless youth" including any child who is "not in the physical custody of a parent or guardian." This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason."

Services for children, youth and families experiencing homelessness may be provided directly or indirectly through programs on school grounds or at other facilities (e.g., shelters and nonprofit community social service centers) and/or in collaboration with community partners. When offered on school grounds, these services may also support students identified by the LEA as being at risk of academic failure or dropping out. However, priority must always be given to children and youth experiencing homelessness.

To the greatest extent possible, services should integrate children and youth experiencing homelessness with their housed peers and avoid any activities that could isolate or stigmatize them. Services provided under this program are designed to complement, not replace, the regular academic program. Grant funds may be used to supplement existing services, but they cannot be used to supplant services which the school division has been providing through other means.

Collaboration with other local and state agencies that serve homeless children and youth is required to ensure a coordinated and comprehensive approach to meeting student needs.

Across Pennsylvania, the ECTEH program operates through eight regional program sites, each with at least one full-time regional coordinator. Funds are available to establish and sustain local ECTEH programs, with a minimum of 1,000 children and youth experiencing homelessness per region.

Intent

PDE intends to award and administer competitive grants to one LEA in each of the eight ECTEH program regions to serve as a regional ECTEH program site. Funded programs will address barriers to enrollment, attendance, school stability, and educational success through

regional coordination, policy support, outreach, and collaboration with community agencies, as outlined in [Pennsylvania's Children and Youth Experiencing Homelessness State Plan](#).

Grant awards will be based on the need for assistance and quality of application submitted. Each region must serve all LEAs, including charter schools, school districts, comprehensive full-time career and technical centers, and intermediate units, in their geographic area. The following allocations assigned to each region cannot be exceeded:

- **Region 1. (\$679,423)** Philadelphia County
- **Region 2. (\$807,254)** Schuylkill, Berks, Chester, Lancaster, Lebanon and Dauphin counties
- **Region 3. (\$364,404)** Huntingdon, Mifflin, Juniata, Perry, Cumberland, Franklin, Adams and York counties
- **Region 4. (\$445,756)** Fulton, Bedford, Somerset, Fayette, Greene, Washington, Westmoreland, Allegheny and Beaver counties
- **Region 5. (\$270,431)** Erie, Crawford, Warren, McKean, Forest, Clarion, Venango, Mercer, Butler and Lawrence counties
- **Region 6. (\$224,347)** Armstrong, Indiana, Jefferson, Elk, Clearfield, Cambria, Cameron, Potter, Clinton, Centre and Blair counties
- **Region 7. (\$282,739)** Tioga, Lycoming, Bradford, Sullivan, Susquehanna, Wyoming, Wayne, Lackawanna, Pike, Monroe, Carbon, Luzerne, Columbia, Montour, Snyder, Union and Northumberland counties
- **Region 8. (\$458,650)** Northampton, Lehigh, Bucks, Montgomery and Delaware counties

Children and youth experiencing homelessness can only benefit from educational programs and services when they attend school consistently and are fully included in school life. Targeted identification and outreach efforts are essential to ensure enrollment, promote regular attendance, and maintain school stability. Educators must understand and address barriers to school access, revise local policies and practices as needed, and plan responsive support that meet the unique academic and social-emotional needs of these students. School staff, particularly the district of LEA homeless liaison, play a critical role in coordinating efforts with human and social service agencies in their communities to prevent disruptions in the educational lives of children and youth experiencing homelessness.

Funded services must specifically aim to address and remove barriers to school enrollment, attendance, and academic achievement. Efforts should also consider the impact of housing instability and mobility on student learning, health, and safety. Training and outreach activities should strengthen collaboration among LEAs and partner agencies that serve children, youth, and families experiencing homelessness.

Goals and Objectives

The overarching goal of the PA ECYEH Program is to ensure children and youth experiencing homelessness receive a free and appropriate public education on an equal basis with all other children in the state.

To achieve this goal, the ECYEH program will pursue the following objectives through a regional coordination model:

1. Reduce educational disruption for children and youth experiencing homelessness by supporting timely enrollment, consistent attendance, and school stability across LEAs.
2. Increase awareness about barriers to school enrollment, access and full participation for children and youth experiencing homelessness and support LEAs in removing related systemic and procedural barriers including those related to transportation, residency, guardianship, documentation, and immunization.
3. Increase identification and outreach to ensure children and youth experiencing homelessness—including preschool aged children, unaccompanied, and out-of-school youth—are accurately identified and connected to educational services.
4. Build LEA and community capacity to meet the educational needs of children and youth experiencing homelessness through coordinated partnerships and data-informed practices.
5. Build the capacity of others to identify, enroll, and ensure educational success of children and youth experiencing homelessness.
6. Promote cross-system collaboration with other statewide and local initiatives (e.g., Title I, special education, and Response to Intervention) to improve academic outcomes and continuity of services.

Duration of Projects

The term of the grant agreement will be from July 1, 2026, to June 30, 2027. ECYEH funding is contingent upon availability.

Funding

As noted in the Section IV, Intent, above, the PA ECYEH Program is designed to provide regional coordination of services for children and youth experiencing homelessness; however, efforts also directly relate to coordination with providers of service, such as LEAs and other agencies. As such, funding will consider the goals, purpose and needs of the program.

Funding for each region is based on available statewide data related to the number of children and youth experiencing homelessness and the scope of regional coordination required. Final award amounts are contingent upon the availability of federal funds received by PDE under the McKinney-Vento Homeless Education Assistance Improvements Act of 2001.

Applicants may request funding up to the maximum allocation for their assigned region for the 2026-27 school year. Requests must not exceed the regional allocation listed below. PDE will notify successful applicants in writing of the final award amount, approved budget, and period during which funds may be expended.

Table 1: Expected Annual Allocations by Region (2026-27; subject to change)

Region	Counties Served	Maximum Allocation Amount
1	Philadelphia	\$679,423
2	Schuylkill, Berks, Chester, Lancaster, Lebanon, Dauphin	\$807,254
3	Huntingdon, Mifflin, Juniata, Perry, Cumberland, Franklin, Adams, York	\$364,404
4	Fulton, Bedford, Somerset, Fayette, Greene, Washington, Westmoreland, Allegheny, Beaver	\$445,756
5	Erie, Crawford, Warren, McKean, Forest, Clarion, Venango, Mercer, Butler, Lawrence	\$270,431
6	Armstrong, Indiana, Jefferson, Elk, Clearfield, Cambria, Cameron, Potter, Clinton, Centre, Blair	\$224,347
7	Tioga, Lycoming, Bradford, Sullivan, Susquehanna, Wyoming, Wayne, Lackawanna, Pike, Monroe, Carbon, Luzerne, Columbia, Montour, Snyder, Union, Northumberland	\$282,739
8	Northampton, Lehigh, Bucks, Montgomery, Delaware	\$458,650

Grant funds may be used only for authorized activities under the McKinney-Vento Homeless Assistance Act and must directly support the objectives and activities described in the approved application. Funds must not replace the regular academic program and must not supplant services previously supported through other funding sources.

Submission of Application

Applicants must submit their application through the Pennsylvania Department of Education eGrants Management System by **noon on June 2, 2026**. Requests for additional information should be addressed to: ra-edhomeless@pa.gov.

All applicants are required to apply and upload necessary attachments in eGrants. Applications not submitted by the deadline will not be reviewed and will be disqualified from the competitive process. Failure to submit and complete all components of the application will result in the disqualification of the grant application and will not proceed to peer review

General Application Information

Eligibility

Eligible applicants are intermediate units and local education agencies (LEAs) located within Pennsylvania that can serve as the regional coordinator for one of the eight ECYEH regions.

Eligible applicants must be able to provide regional coordination of services for all LEAs, intermediate units, comprehensive career and technical centers, and charter schools within the geographic boundaries of the assigned region.

To be eligible for funding, applicants must demonstrate the capacity to:

- Employ, at a minimum, a full-time, 12-month regional coordinator dedicated to the ECYEH Program
- Serve a minimum of 1,000 children and youth experiencing homelessness annually across the region
- Ensure the ability to provide adequate staff coverage if any LEA in the region serves more than 1,000 students identified as experiencing homelessness annually
- Coordinate services and support for all required student populations, including preschool-aged children, unaccompanied youth, and out-of-school youth
- Enter into letters of agreement with all LEAs in the region ([see Appendix B](#))
- Comply with all federal and state requirements under the McKinney-Vento Homeless Assistance Act and Pennsylvania’s Children and Youth Experiencing Homelessness State Plan

Program Requirements for ECYEH Program Grants

Experience has shown that the McKinney-Vento Act has had the greatest impact in those communities with a dedicated regional coordinator. Regional coordinators review LEA policies and practices that may create barriers to enrollment, educational success, or school stability of children and youth experiencing homelessness, and they work with LEAs to implement needed changes to mitigate these barriers.

Coordinators provide necessary links for children and families experiencing homelessness to services and programs that can stabilize their lives. In many instances, they help establish and/or strengthen relationships between the school, shelters, housing providers, and social service organizations—connections that significantly improve coordination during pre-enrollment, enrollment, attendance and assessment/tracking processes.

Regional coordinators funded through the ECYEH program grants are required to collaborate with all LEAs within the region, as well as with local, county, regional and state agencies to eliminate barriers affecting children and youth experiencing homelessness. This coordination is demonstrated through development of a letter of agreement with all LEAs within the region ([see Appendix B](#)). Common barriers include transportation challenges, guardianship, residency, immunization requirements and/or lack of specific documentation, such as birth certificates or school records. When agency or LEA boundaries cross regional lines, cross-regional collaboration is also required. All signed letters of agreement must be uploaded to the eGrants System.

Regional coordinators oversee all data collection required by the state evaluation through coordination with all LEAs, early childhood providers, and shelters/housing providers in their

region. Data submission requirements are ongoing throughout the program year for the statewide report which includes:

- Information on children and youth experiencing homelessness by region and across the state,
- Professional development, technical assistance, and bulk supplies provided to LEAs or community agencies by ECYEH staff, and
- ECYEH staff participation in meetings, committees, and consortiums.

Applicants are **required to use funds from the grant to employ a full-time, 12-month regional coordinator** to serve as the primary link between all counties, intermediate units, school districts, shelter staff and community agencies in the region for issues related to school enrollment, academic success, school stability, and full participation for at least 1,000 students experiencing homelessness.

Regional coordinators function as school and community-based specialists who identify and mitigate educational barriers and educate and support LEAs regarding all responsibilities related to children and youth experiencing homelessness. They must communicate current laws and policies that reduce barriers, assist LEAs in revising practices that hinder timely enrollment, and promote evidence-based strategies for supporting these students.

While applicants have flexibility in developing their regional program model, all essential program components must be addressed. Services for children and youth experiencing homelessness should be integrated with statewide education initiatives wherever possible.

Finally, applicants must specify the expected number of children and youth experiencing homelessness expected to be identified and served on the application cover sheet. Data for each applicable item must include:

- The number of LEAs to be served by the grant; and
- The number of children and youth experiencing homelessness to be served in high school and junior high, elementary school, preschool (ages 3 and 4), and birth through age three levels.

Essential Program Components

Applicants seeking funding to establish an ECYEH Program grant must:

- Designate a **full-time**, 12-month regional coordinator to facilitate regional enrollment and full participation in school for children and youth experiencing homelessness and to coordinate needed services within the counties, schools, shelters and community;
- Use tools provided by the state evaluation team to identify and document student information, needs (barriers) and service delivery for children and youth identified as homeless within the region, in accordance with federal and state requirements;

- Address the barriers identified through both a local needs assessment and in [Pennsylvania's Children and Youth Experiencing Homelessness State Plan](#);
- Develop procedures to ensure that children and youth experiencing homelessness who meet the eligibility criteria are able to participate in federal, state and local food programs, preschool programs and before- and after-school programs, through effective collaboration with other programs that support student academic success;
- Plan with the LEAs to establish or revise local enrollment policies and practices to comply with federal and state requirements as outlined in the [Education for Homeless Youth Basic Education Circular](#);
- Facilitate an LEA letter of agreement with each LEA in the region;
- Plan and participate in awareness professional development sessions to educate LEA personnel (especially designated contacts) and community agency personnel regarding the needs and educational rights of children and youth experiencing homelessness;
- Provide educational services and resources that minimize the disruption to the educational lives of children and youth experiencing homelessness;
- Facilitate interagency collaboration and/or referrals to address the needs of children and youth experiencing homelessness;
- Annually, attend bi-monthly regional coordinator trainings, semi-annual coordinator trainings (fall and spring), one statewide conference, and the National Association for the Education of Homeless Children and Youth (NAEHCY) conference;
- All sub-grantees (whether a school district or intermediate unit) must comply with the [Pennsylvania's Children and Youth Experiencing Homelessness State Plan](#);
- Comply with all annual monitoring and/or programmatic review requirements conducted statewide;
- Assist all regional LEAs with the collection of required documentation and other necessary preparations for annual monitoring;
- Encourage and facilitate collaboration between LEA homeless liaisons and Title I Coordinators to ensure the appropriate use of the homeless set-aside;
- Comply with the provision of services focused within the 19 authorized activities specified by the [McKinney-Vento Homeless Assistance Act](#); and
- Create an annual plan and submit it to the ECTEH state office upon request.

Authorized Activities

To carry out the purpose of the McKinney-Vento Homeless Assistance Act, grantees may use grant funds for the following authorized activities (from SEC. 723. of the Stewart B. McKinney Homeless Assistance Act Act):

1. The provision of tutoring, supplemental instruction, and enriched educational services 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.
2. 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, and 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).
3. 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.
4. The provision of referral services to homeless children and youths for medical, dental, mental, and other health services.
5. The provision of assistance to defray the excess cost of transportation for students under section 722(g)(4)(A), not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under section 722(g)(3).
6. The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.
7. 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.
8. 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.
9. 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.

10. The payment of fees for Advanced Placement and International Baccalaureate (APIB) coursework.
11. The payment of fees for entrance exams such as SAT or ACT.
12. Providing High School Equivalency Testing for school-age students.
13. 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.
14. The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 722(g)(5).
15. The provision of pupil services (including violence prevention counseling) and referrals for such services.
16. Activities to address the particular needs of homeless children and youths that may arise from domestic violence.
17. The adaptation of space and purchase of supplies for any non-school facilities made available under subsection (a)(2) to provide services under this subsection.
18. The provision of school supplies, including supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.
19. The provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school.

Application Guidelines

Program Category

The ECYEH Program provides funding for LEAs to secure highly qualified full-time, 12-month regional coordinators to develop and coordinate enrollment, school attendance, and educational and related services for children and youth experiencing homelessness.

ECYEH Program regional sites serve as best practice models and function as the primary mechanism through which educators across the Commonwealth develop and implement appropriate local enrollment policies and educational practices. McKinney-Vento funds are used to support a regional coordinator who works with school districts, shelters and community agency staff to resolve enrollment and school placement issues for students experiencing homelessness. Applicants are required to address all Essential Program Components described in this application.

Duration of Grant

The term of the grant cycle will be from July 1, 2026, to June 30, 2031. The term of the grant agreement will be from July 1, 2026 to June 30, 2027.

Reporting Requirements

Grantees are required to submit multiple reports during the program year. All reports must be submitted to PDE or its designee in a complete and timely manner. Failure to comply with reporting and data submission requirements may result in a mandated remedial workshop, follow-up on-site monitoring, delays in payment, and/or termination of funding.

At a minimum, reporting requirements include the following:

- **Monthly student-level data submissions**
Regions must submit individual child and youth information, identified needs, and service delivery data to the state evaluator in the format provided and according to submission timelines established by PDE. Regions must also support LEAs in submitting student-level data into the statewide data collection system, the ECYEH Reporting App (ERA).
- **Weekly service delivery data submissions**
Regions must submit service delivery data related to student activities, parent activities, technical assistance, and other supports. This includes documentation of professional development activities and technical assistance provided to LEAs and community agencies, in the format provided and according to timelines established by PDE.
- **Other required reports or surveys**
Regions must submit other reports or survey as required by the United States Department of Education and/or the Pennsylvania Department of Education.

Access to eGrants

What is eGrants?

PDE's eGrants Grant Management system provides licensed education agencies and community-based programs with online access to grant applications. **All requests for applications must be submitted in the eGrants Management system.**

All applicants are required to complete the application and upload all required attachments in eGrants. Applications not submitted by the deadline will **not** be reviewed and will be disqualified from the competitive process. Failure to submit or complete all required components of the application will result in disqualification and will prevent the application from proceeding to peer review.

eGrants User Roles

There are two primary roles within the eGrants Application:

- **Authorized Applicant Representative**
An individual with legal authority to enter into a contract on behalf of the organization. This is typically the superintendent or executive director of the LEA. This individual

serves as the primary contact for the grant application and should request the Signature Authority role.

- **Regional Coordinator**

An individual responsible for entering information into the grant application. This individual may serve as a secondary contact.

Both the Authorized Applicant Representative and the Regional Coordinator must have an **active eGrants accounts** to access and submit the application. For non-LEA applicants, roles may be assigned during the registration process.

Required Registration Information

All applicants must provide the following information to gain access to eGrants:

- Unique Entity Identifier (UEI)
- Administrative Unit Number (AUN)
- PA Vendor Number
- Agency Administrator with signatory authority

Application Narrative

Each application must include the eight RFA sections described below. The point values shown indicate the maximum number of points that may be awarded by PDE during the selection process. The total points possible equals 100.

1. Program Need (20 points)

Applicants must respond using data obtained from a **current needs assessment and/or program report**. The narrative must relate to the population to be served, linkages with other agencies, and priorities to be addressed.

The narrative must address the following:

- Current educational needs of children and youth experiencing homelessness in the region, using the most recent available data, including:
 - Enrollment trends
 - Attendance and stability challenges
 - Key barriers to enrollment, attendance, and educational success
- Based on your needs assessment, identify up to three priority needs that will be addressed through this grant. Describe how these priorities were determined.
- Provide an estimate for the unduplicated number of children and youth experiencing homelessness expected to be served annually, including preschool-aged children, unaccompanied youth, and out-of-school youth. At minimum, each region must identify and serve at least 1,000 students experiencing homelessness per year. Also include available demographic information such as age, grade level, ethnicity, race, gender,

income, parental status, and participation in public assistance programs, where applicable.

- Provide an estimate and rationale for the total number of families to be served annually.
- Briefly describe the proposed program and how it was developed, including the role of data, stakeholder input, and coordination with LEAs and community partners.
- Discuss your ability to facilitate a signed letter of agreement outlining LEA responsibilities under the McKinney-Vento Homeless Assistance Act with each LEA in the region ([see Appendix C](#)).
- Total budget amount requested.
- Counties that will be served.
- List of potential partners and vendors.
- Total number and names of LEAs to be served (including school districts, charter schools, CTCs, intermediate units, etc.).

2. Management and Organizational Capacity (10 points)

This section describes the applicant's organizational structure, staffing, and experience relevant to the effective management and implementation of the proposed ECYEH regional program. The applicant will demonstrate its capacity to implement the program in compliance with federal and state requirements, including clear lines of supervision, qualified personnel, and established administrative support. Information provided will illustrate the organization's experience managing McKinney-Vento or comparable programs, its ability to deliver services on time and within budget, and its systems for ensuring full-time, year-round accessibility to LEAs, shelters, community agencies, and families. The section will also describe how the organization supports LEAs in identifying, tracking, and serving children and youth experiencing homelessness across all required subpopulations.

The narrative must address the following:

- Describe your organization's chain of command and how this program fits within the organizational structure. (*You may upload an organizational chart separately.*)
- Describe the organization's and assigned personnel's relevant experience supporting children and youth experiencing homelessness, including experience coordinating services across schools, shelters and community agencies.
- Explain available administrative supports that ensure effective program oversight, coordination, and compliance with program requirements.
- Provide evidence of organizational capacity to support sustained collaboration and responsiveness across the region served.
- Identify the key staff roles including responsibilities and qualifications responsible for implementing the program (including summer programming), including the 12-month, year-round regional coordinator and plan to recruit and train volunteers.
- Briefly discuss staff training and professional development that will support effective program implementation.

- Provide examples/evidence demonstrating the organization’s capacity to manage the program (including summer programming) effectively, on time, and within budget.
- Describe how the regional coordinator and assigned staff will ensure full-time, year-round accessibility to LEAs, shelters, community agencies, and families.
- Describe how your organization will assist LEAs with identifying and tracking children and youth experiencing homelessness, including preschool-aged children, unaccompanied youth, and out-of-school youth.

3. Program Design/Plan of Action (20 points)

This section describes the overall design of the proposed program and the authorized McKinney-Vento activities that will be implemented to address identified priority needs. Applicants will explain how program activities align with federal and state requirements and how services will be coordinated across the region. The information provided should demonstrate a coherent plan for implementing authorized activities, clearly identify responsible staff and partners, and describe how enrollment, attendance, and educational support services will be coordinated across all LEAs in the region, including charter schools and intermediate units.

The narrative must address the following:

- Identify the authorized McKinney-Vento activities that will be implemented to address each priority need. (*Applicants should reference authorized activities.*)
- Describe the major program activities that will be implemented over the full grant term (July 1, 2026 – June 30, 2027), including:
 - Timeline
 - Responsible staff (by title)
 - LEAs and partners involved
- Describe how the program will coordinate enrollment, attendance, and educational support services across all LEAs in the region, including charter schools, CTCs, and intermediate units. Include activities aligned with the Essential Program Components outlined in the application and in the Pennsylvania’s Children and Youth Experiencing Homelessness State Plan. Be sure to address authorized activities including:
 - Services and support provided to students experiencing homelessness, including academic, social, behavioral, and health-related support provided to promote student success.
 - Family-focused services, including parent education, outreach, and referral activities, and estimate the number of family members to be served.
 - Summer programming and services offered.
- Describe how your proposed services align with the needs in your region.
- Describe how your program activities directly support improvement in student academic achievement.

4. Collaboration and Coordination (10 Points)

This section describes the applicant's approach to collaboration and coordination with LEAs and community partners to support program implementation. Applicants will identify current and planned partnerships and describe how partners contribute to program activities, including financial or in-kind support where applicable. The section should also explain how the program coordinates with other local, state, and federal initiatives to avoid duplication of services and maximize impact for children and youth experiencing homelessness.

The narrative must address the following:

- Describe the role of school district staff (e.g., homeless liaisons, Title I Coordinators) in program implementation.
- Describe current and planned partnerships that will support program implementation, including LEAs, community-based organizations, shelters, and other agencies. Describe how partners/vendors will provide support (i.e., financial, in-kind, etc.).
- Describe how the program will coordinate with other local, state, and federal programs (e.g., Title I, special education, early childhood, workforce programs) to avoid duplication and maximize impact.
- Describe how you will support LEAs in your region with raising awareness about the ECYEH program.

5. Performance Measures and Outcomes (20 points)

This section outlines how the applicant will define, measure, and track progress toward addressing identified priority needs. Applicants will identify performance objectives and performance indicators aligned with authorized activities and describe the data sources, timelines, and staff responsible for monitoring progress. The information provided should demonstrate how selected performance indicators align with identified needs, the purpose of the ECYEH Program, and statewide priorities, and how performance data will be used to support continuous program improvement.

The narrative must address the following:

- Complete and upload the Performance Framework Table for each priority need. Performance Indicator Bank/Table is provided in [Appendix A](#). Applicants may select and customize indicators from the bank and/or establish additional indicators based on unique local needs described in the needs assessment. Applicants must establish:
 - Performance Indicators they will track
 - Targets for each Performance Indicator, defined as the expected degree of change. Targets should be appropriate and challenging, informed by needs assessment data and past performance. Progress toward performance indicators must be addressed annually.
 - Data source
 - Timeline

- Responsible staff
- Explain how the selected performance indicators align with identified needs, the purpose of the ECYEH program, and statewide priorities.
- Describe how performance data will be reviewed and used for continuous program improvement during the grant period.

6. Evaluation and Continuous Improvement (10 points)

This section describes the evaluation methods and processes that will be used to assess program effectiveness over the grant period. This section should also describe protocols to ensure timely and accurate student-level data collection from participating LEAs, how evaluation results will be shared with PDE and other stakeholders, and how findings will be used to support continuous improvement and address identified program challenges or risks.

The narrative must address the following:

- Describe the evaluation methods that will be used to assess program effectiveness, including data collection tools and timelines.
- Identify staff responsible for data collection, analysis, and reporting.
- Describe the protocols used to ensure timely and accurate collection of student-level data from participating LEAs.
- Describe how evaluation results will be shared with PDE and other stakeholders, and how it results will be used for continuous improvement.
- Identify potential program challenges or risks and describe strategies you would use to mitigate them.

7. Budget (10 points)

The budget must be reasonable, sufficiently detailed and aligned with the objectives and expected outcomes described in the narrative. All budgeted items must be clearly referenced in the application narrative.

All budget lines must be itemized and include sufficient detail to fully describe the proposed expenditures.

Uniform Guidance

The [Uniform Guidance \(2 CFR § 200\)](#) established requirements for receiving and managing federal funds and is intended reduce administrative burden while safeguarding against waste and misuse of federal funds. These requirements apply to all ECYEH program grants. Applicants are encouraged to become familiar with these regulations.

The narrative must address the following:

- Describe how grant funds will be used to support program activities and outcomes, ensuring funds supplement and do not supplant existing services.

- Describe any additional resources available including other funding sources, in-kind contributions, and partner support.
- Identify opportunities to streamline program operations while maintaining service quality and scope.

Table 2: RFA Scoring Criteria (Total Points Possible is 100)

RFA Section	Scoring Criteria	Points
Program Need	<p>Reviewers will assess the extent to which the application:</p> <ul style="list-style-type: none"> • Presents a current, data-informed needs assessment related to children and youth experiencing homelessness in the region; • Demonstrates understanding of enrollment trends, attendance and stability challenges, and key barriers to enrollment, attendance, and educational success; • Identifies up to three priority needs grounded in needs assessment data and clearly explains how these priorities were determined; • Provides a well-supported estimate of the unduplicated number of children and youth expected to be served annually, including preschool-aged children, unaccompanied youth, and out-of-school youth, and meets the minimum annual service requirement; and • Describes how program design was informed by data, stakeholder input, and coordination with LEAs and community partners, including the ability to facilitate letters of agreement with LEAs. <p>Applications that clearly connect data, identified needs, priorities, and projected service levels will score higher.</p>	20
Management and Organizational Capacity	<p>Reviewers will assess whether the applicant demonstrates the organizational structure, staffing, and experience necessary to effectively implement the proposed program, including:</p> <ul style="list-style-type: none"> • Clear lines of supervision and placement of the program within the organizational structure; • Relevant experience of the organization and assigned personnel supporting children and youth experiencing homelessness and coordinating services across schools, shelters, and community agencies; • Clearly defined staff roles, responsibilities, and qualifications, including the full-time, year-round regional coordinator; • Evidence of completed staff training that supports effective program implementation; • Demonstrated capacity to manage the program effectively, on time, and within budget; • Systems ensuring full-time, year-round accessibility to LEAs, shelters, community agencies, and families; and • Administrative supports and organizational capacity to support sustained collaboration, compliance, and responsiveness across the region. <p>Applications that demonstrate readiness, stability, and sustained implementation capacity will score higher.</p>	10

RFA Section	Scoring Criteria	Points
Program Design / Plan of Action	<p>Reviewers will evaluate whether the application:</p> <ul style="list-style-type: none"> Identifies authorized McKinney-Vento activities aligned to each identified priority need; Describes major program activities to be implemented over the full grant term, including timelines, responsible staff (by title), and participating LEAs and partners; Demonstrates alignment with federal and state requirements, the Essential Program Components, and Pennsylvania’s Children and Youth Experiencing Homelessness State Plan; Clearly explains how enrollment, attendance, and educational support services will be coordinated across all LEAs in the region, including charter schools and intermediate units; and Includes services and supports for students and families, including academic, social, behavioral, health-related, family-focused, and summer programming activities. <p>Applications with clear, coherent, and feasible plans aligned to authorized activities will score higher.</p>	20
Collaboration and Coordination	<p>Reviewers will assess the extent to which the application</p> <ul style="list-style-type: none"> Clearly defines the role of school district staff, including homeless liaisons and Title I Coordinators, in program implementation; Identifies current and planned partnerships with LEAs, shelters, community-based organizations, and other agencies, and describes how partners will support program activities (financially or in-kind); and Demonstrates coordination with other local, state, and federal programs to avoid duplication of services and maximize impact for children and youth experiencing homelessness. <p>Applications that demonstrate strong, intentional coordination and meaningful partnerships will score higher.</p>	10
Performance Measures and Outcomes	<p>Reviewers will examine whether the application:</p> <ul style="list-style-type: none"> Completes the Performance Framework Table for each priority need; Identifies appropriate performance indicators aligned with authorized activities and local needs, using the Performance Indicator Bank or justified alternative indicators; Establishes clear, appropriate, and challenging performance targets informed by needs assessment data and prior performance; Identifies data sources, timelines, and responsible staff for tracking performance; and Demonstrates alignment between selected indicators, the purpose of the ECYEH Program, identified needs, and statewide priorities. <p>Applications with clear, measurable, and well-aligned performance frameworks will score higher.</p>	20

RFA Section	Scoring Criteria	Points
Evaluation and Continuous Improvement	<p>Reviewers will assess whether the application:</p> <p>Describes appropriate evaluation methods, data collection tools, and timelines to assess program effectiveness;</p> <p>Clearly identifies staff responsible for data collection, analysis, and reporting;</p> <ul style="list-style-type: none"> • Includes protocols to ensure timely and accurate student-level data collection from participating LEAs; • Explains how evaluation results will be shared with PDE and other stakeholders; and • Demonstrates how evaluation findings will be used for continuous improvement and to address potential program challenges or risks. <p>Applications with thoughtful, feasible, and actionable evaluation plans will score higher.</p>	10
Budget	<p>Reviewers will assess whether:</p> <ul style="list-style-type: none"> • Proposed costs are reasonable and appropriate in relation to the number of individuals served, services provided, and anticipated outcomes; • The budget is clearly aligned with the program design, activities, and expected outcomes described in the narrative; • All costs are allowable, adequately detailed, and clearly itemized; and • The budget narrative explains the use of grant funds and any additional resources, including other funding sources, in-kind contributions, and partner support. <p>Budgets that are transparent, well-justified, and clearly aligned with proposed activities will receive higher scores.</p>	10

Table 3: Application Score Ranges and Rating Descriptions

Score Range	Rating Description
Score = 95 to 100	All application sections are fully addressed, and complete documentation is provided for all sections.
Score = 90 to 94	All application sections are addressed, and most sections include complete documentation.
Score = 85 to 89	Most application sections are addressed, and some sections include complete documentation.
Score = 80 to 84	Some application sections are addressed, and some sections include limited documentation.
Score = 0 to 79	Few application sections are addressed and limited documentation is provided across sections.

Appendix A: PA ECYEH Performance Indicator Bank for Regional Grantees

Background

The following performance indicators are designed to help regional grantees measure progress toward statewide goals for children and youth experiencing homelessness. Indicators are outcome-focused and align with PDE's expected program outcomes: identification, enrollment and attendance, access to supports, regional coordination, student achievement, and data-driven continuous improvement.

Performance indicators are not compliance measures (e.g., "did outreach happen?"). They measure the degree of improvement or change resulting from regional program efforts.

Grantees should select indicators based on their local needs assessment, focusing on areas they actively influence. Targets should be challenging yet achievable, with baseline data from 2026–27 (or first year of participation).

Instructions for Applicants

- Review the indicators below and select those that align with your regional priorities.
- For each indicator selected, provide:
 - Performance Indicator – the measurable change you aim to achieve for the goal/objective
 - Related Activity
 - Data Source(s) – how you will collect data on the performance indicator
 - Annual Performance Targets – 2026-27 baseline based on current data/needs assessment, 2027-28, 2028-29, 2029-30, 2030-31
- Only select indicators you can reasonably influence through your program. You do not need to use all indicators.
- Local indicators may also be added to address region-specific needs in the blank rows.

Example

PDE Goal/Objective 1: Reduce educational disruption for children and youth experiencing homelessness by supporting timely enrollment, consistent attendance, and school stability across LEAs.

Performance Indicator	Related Activity	Data Source(s)	2026-27 Baseline	2027-28 Target	2028-29 Target	2029-30 Target	2030-31 Target
1A. By the end of each program year, in collaboration with LEAs and partners, increase or maintain the percentage of students experiencing homelessness who are enrolled in school. Current statewide baseline is 86%.	Outreach and coordination with LEAs and shelters	LEA enrollment/attendance reports	80% maintain enrollment	81% maintain enrollment	83% maintain enrollment	84% maintain enrollment	86% maintain enrollment

PDE Goal/Objective 1: Reduce educational disruption for children and youth experiencing homelessness by supporting timely enrollment, consistent attendance, and school stability across LEAs.

Performance Indicator	Related Activity	Data Source(s)	2026-27 Baseline	2027-28 Target	2028-29 Target	2029-30 Target	2030-31 Target
1A. By the end of each program year, increase or maintain the percentage of students experiencing homelessness who are enrolled in school. Current statewide baseline is 86%.							
1B. By the end of each program year, increase or maintain the percentage of enrolled students experiencing homelessness who remain in the same LEA/school combination from the prior-year baseline. Current statewide baseline is 80%.							
1C. By the end of each program year, in collaboration with LEAs and partners, reduce the chronic absenteeism rate among enrolled students experiencing homelessness from the prior year baseline. Current statewide baseline for chronic absenteeism is 51%.							

Performance Indicator	Related Activity	Data Source(s)	2026-27 Baseline	2027-28 Target	2028-29 Target	2029-30 Target	2030-31 Target
1D. By the end of each program year, increase the percentage of identified school-age students experiencing homelessness who participate in at least one ECYEH supported summer academic or enrichment program from the prior year baseline.							
1E. By the end of each program year increase or maintain the number of pre-K children (birth to 5, including non-LEA programs) identified from the prior year baseline through collaboration with shelters, early childhood providers and other partners compared to baseline.							
1F. By the end of each program year increase the number of shelters and non-LEA pre-kindergarten programs who agree to report data on children under 5 and not yet in kindergarten that they serve compared to baseline or prior year.							
1G. By the end of each program year, increase or maintain the number of unaccompanied youth and out-of-school youth identified as experiencing homelessness from the prior year baseline through collaboration with shelters and other partners compared to baseline or prior year.							

PDE Goal/Objective 2: Increase awareness about barriers to enrollment, access, and full participation for children and youth experiencing homelessness, and support LEAs in removing related systemic and procedural barriers including those related to transportation, residency, guardianship, documentation, and immunization.

Performance Indicator	Related Activity	Data Source(s)	2026-27 Baseline	2027-28 Target	2028-29 Target	2029-30 Target	2030-31 Target
2A. Annually provide at least 12 regional professional development or awareness activities focused on barriers to enrollment, attendance, and participation, reaching educators, shelters, and community partners.							

Performance Indicator	Related Activity	Data Source(s)	2026-27 Baseline	2027-28 Target	2028-29 Target	2029-30 Target	2030-31 Target
2B. By the end of each program year, increase the percentage of professional development participants that demonstrate an increased understanding of barriers to educational access for children and youth experiencing homelessness and their families, including those under 5 years of age and unaccompanied/out-of-school youth, compared to the baseline or prior year.							
2C. By the end of each program year, increase the number of individuals from various partner groups including but not limited to LEAs, charter schools, CTCs, social service agencies, shelters, early childhood providers, etc. that participate in regional professional development, training or awareness opportunities.							
2D. By the end of each program year, increase the percentage of LEA partners staff participating in training or professional development who correctly identify core rights of children and youth experiencing homelessness (including birth-5/pre-K and unaccompanied/out-of-school youth) and requirements of the program.							
2E. By the end of each program year, support the development, revision, or implementation of LEA or regional policies / procedures that address a documented enrollment, attendance or transportation barrier.							

PDE Goal/Objective 3: Increase identification and outreach to ensure children and youth experiencing homelessness—including preschool aged children, unaccompanied, and out-of-school youth—are accurately identified and connected to educational services.

Performance Indicator	Related Activity	Data Source(s)	2026-27 Baseline	2027-28 Target	2028-29 Target	2029-30 Target	2030-31 Target
3A. By the end of each program year, increase or maintain the percentage of newly identified children and youth experiencing homelessness who are enrolled in school or connected to an appropriate educational program within established timelines compared to the prior year baseline.							

Performance Indicator	Related Activity	Data Source(s)	2026-27 Baseline	2027-28 Target	2028-29 Target	2029-30 Target	2030-31 Target
3B. By the end of each program year, increase or maintain the number of outreach activities conducted in collaboration with LEAs, shelters, and community-based organizations to improve identification of children and youth experiencing homelessness compared to the prior year baseline.							
3C. By the end of each program year, increase or maintain the percentage of referrals received from shelters, community agencies, or other partners that result in confirmed identification of a child or youth experiencing homelessness compared to the prior year baseline.							
3D. By the end of each program year, increase or maintain the number of children and youth—including preschool age youth, unaccompanied, and out-of-school youth--experiencing homelessness across participating LEAs compared to the prior year baseline through coordinated outreach and identification efforts.							

PDE Goal/Objective 4: Build LEA and community capacity to meet the educational needs of children and youth experiencing homelessness through coordinated partnerships and data-informed practices.

Performance Indicator	Related Activity	Data Source(s)	2026-27 Baseline	2027-28 Target	2028-29 Target	2029-30 Target	2030-31 Target
4A. Annually, provide technical assistance and information to LEA, shelter, or community partner staff on the use of technology including the Finding your Way in PA app, the ECYEH Reporting App (ERA) and other technology tools that can be used to support identification and referral.							
4B. By the end of each program year, increase or maintain the percentage of LEAs and community partners receiving technical assistance that demonstrate improved capacity to identify, enroll, and support children and youth experiencing homelessness compared to the prior year baseline.							

Performance Indicator	Related Activity	Data Source(s)	2026-27 Baseline	2027-28 Target	2028-29 Target	2029-30 Target	2030-31 Target
4C. Annually, provide targeted technical assistance to 100% of LEAs that report zero identified students, incomplete data, or other documented gaps in identification or reporting.							
4D. By the end of each program year, increase or maintain the number of LEAs or partners that use homelessness-related data (e.g., identification trends, attendance, stability) to inform program decisions, practices, or supports compared to the prior year baseline.							
4E. By the end of each program year, increase or maintain the number of active coordinated partnerships between LEAs and community partners (e.g., shelters, early childhood providers, social service agencies) that support the identification, enrollment, or educational success of children and youth experiencing homelessness compared to the prior year baseline.							
4F. By the end of each program year, increase or maintain the percentage of children and youth experiencing homelessness who receive at least one service, referral, or support through a coordinated partnership between an LEA and a community agency compared to the prior year baseline.							

PDE Goal/Objective 5: Build the capacity of others to identify, enroll, and ensure educational success of children and youth experiencing homelessness

Performance Indicator	Related Activity	Data Source(s)	2026-27 Baseline	2027-28 Target	2028-29 Target	2029-30 Target	2030-31 Target
5A. By the end of each program year, increase or maintain the percentage of LEAs, shelters or community partners receiving technical assistance to enhance their ability to identify, enroll, and support students experiencing homelessness over the baseline or prior year.							
5B. Annually, provide targeted technical assistance to 100% of LEAs who report zero identified students or missing data.							

Performance Indicator	Related Activity	Data Source(s)	2026-27 Baseline	2027-28 Target	2028-29 Target	2029-30 Target	2030-31 Target
5C. By the end of each program year, increase or maintain the percentage of identified children and youth experiencing homelessness who receive at least one documented individual support or service. Current statewide percentage is 85%,							
5D. By the end of each program year, provide targeted technical assistance to LEAs and other partners on assisting youth experiencing homelessness (including unaccompanied/out-of-school youth) with receiving credits, obtaining their diploma/GED, learning about post-secondary options including financial aid, etc., over the baseline or prior year.							

PDE Goal/Objective 6: Promote cross-system collaboration with other statewide and local initiatives (e.g., Title I, special education, Response to Intervention, etc.) to improve academic outcomes and continuity of services.

Performance Indicator	Related Activity	Data Source(s)	2026-27 Baseline	2027-28 Target	2028-29 Target	2029-30 Target	2030-31 Target
6A. By the end of each program year, implement at least 2 cross-system collaboration initiatives (e.g., special education, early childhood, Title I, attendance, etc.) that directly support students experiencing homelessness.							
6B. By the end of each program year, in collaboration with LEAs and partners, increase participation of students experiencing homelessness in state academic assessments from the prior year baseline. Current statewide baseline is below the 95% state target.							

Appendix B: Local Education Agency Letter of Agreement

LOCAL EDUCATION AGENCY LETTER OF AGREEMENT

Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program

Roles and Responsibilities

Name(s) of Participating School District or Schools:

and

Name of ECYEH Region:

are committed to complying with the requirements and goals of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program to educate entities/staff who work with children, youth and families, on the rights of children and youth experiencing homelessness and will work collaboratively to eliminate the barriers that may impede enrollment, attendance, or receipt of services that support academic success.

The collaborators will strive to accomplish Pennsylvania's Education for Children and Youth Experiencing Homelessness Program objectives that are specific to their own area(s) of involvement. The above-named public/private entity pledges to collaborate with the above-named region to provide the following specific items/services:

1. Identification of a full-time school employee to serve as homeless liaison.
2. Ensure that McKinney-Vento students enroll in and have full and equal opportunity to succeed in school.
3. Ensure that children/youth in homeless situations are identified by school personnel through outreach and coordination with other entities and agencies.
4. Ensure that public notice of McKinney-Vento rights is disseminated in locations frequented by parents, guardians, and unaccompanied youth, in a manner and form understandable to them.
5. Ensure that school personnel providing McKinney-Vento services receive professional development and other support.
6. Ensure that children/youth/families have access to and receive educational services for which they are eligible, including Head Start, early intervention (IDEA Part C) and other preschool programs.
7. Ensure that children/youth/families receive referrals to health care, dental, mental health, substance abuse, housing and other services.
8. Ensure that disputes are resolved and assistance to access transportation is provided.
9. Ensure that unaccompanied youth are enrolled in school and experience no barriers that prevent them from receiving credit for full or partial coursework satisfactorily completed at a prior school.
10. Participate in appropriate professional development and technical assistance.

Signed (Superintendent/Executive Director or designee)

Typed Name

Title

School District/School/Intermediate Unit

Date

Signed (Homeless Liaison)

Typed Name

Title

School District/School/Intermediate Unit

Date

Signed (Regional Coordinator)

Typed Name

Title

School District/School/Intermediate Unit

Date

Appendix C: Uniform Grant Guidance Assurances

Uniform Grant Guidance Assurances

The following assurances represent changes in grants administration requirements that were issued in the new [Uniform Grant Guidance](#) on December 26, 2014. The requirements pertain to all federal grant awards issued after that date. The written policies must be submitted with the grant application.

Please check the boxes next to each item that you agree to. Regional Coordinator must sign and date this document and submit with the grant application.

The grantee will agree to:

- Establish written procedures for procurement of goods/services, as defined in the Uniform Grant Guidance. The grantee understands that this policy is subject to review upon request by monitors and/or single auditors.
- Establish written policies pertaining to travel approval and reimbursement, as defined in the Uniform Grant Guidance. The grantee understands that this policy is subject to review upon request by monitors and/or single auditors.
- Establish written policies pertaining to determining the allowability of costs in accordance with Cost Principals in order to meet the intent of all federal grant awards, as defined in the Uniform Grant Guidance 200.403. The grantee understands that this policy is subject to review upon request by monitors and/or single auditors.
- Establish written procedures for implementing the requirements related to Cash Management, in accordance with the Cash Management Act, and defined by the Uniform Grant Guidance 200.302(b). The grantee understands that these procedures are subject to review upon request by monitors and/or single auditors.
- Submit required performance reports for each federal grant award as often as required, but no less frequently than annually and no more frequently than quarterly for the duration of the grant, in accordance with Uniform Grant Guidance and defined by the Pennsylvania Department of Education (PDE).
- Seek prior written approval from the PA Department of Education in advance of incurring special or unusual costs in order to avoid subsequent disallowances in accordance with Uniform Grant Guidance 200.407.
- Conduct a single audit if the amount of federal funding is \$750,000 or more. Refer to Uniform Grant Guidance, Subpart F-Audit Requirements 200.501 for additional audit requirements.

- Seek prior written approval from the PA Department of Education (PDE) in advance of any Pennsylvania's Education for Children and Youth Experiencing Homelessness Program (ECYEH) related out of state travel.
- The grant recipient agrees to collect and enter required data including doing so within established timelines as per ED and/or PDE Regulations and/or Guidelines.
- The grant recipient agrees to ensure all personnel abide by all Federal, State and Local laws, regulations and guidelines for the protection of private Personally Identifiable Information (PII).
- Ensure services to those students failing or most at risk of failing to meet the state reading and math standards who have had their schooling interrupted during the regular school year due to the child or family homelessness.
- Ensure services to preschool children age 3 through 5 whether through direct services, placement in developmentally appropriate programming, or family literacy models.
- Ensure services for those students that need help toward grade promotion and graduation.
- Ensure services that address issues of retention and appropriate age in grade, admission to postsecondary educational institutions, and the transition to employment or gaining survival skills in the case of unaccompanied youth.
- Ensure services to those students at risk of dropping out of school.
- Ensure student support and outreach efforts that coordinate with existing programs first, including access to support services in the areas of academic, health, nutrition and social services.
- Administer and/or support high-quality, comprehensive educational programs for children experiencing homelessness to help reduce the educational disruptions and other problems that result from repeated moves.
- Design programs to help children experiencing homelessness overcome educational disruption, cultural and language barriers, social isolation, various health related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to post-secondary education or employment.
- Ensure that children experiencing homelessness benefit from state and local systemic reform.
- Administer and/or support educational programs for children and families experiencing homelessness through culturally and linguistically appropriate settings and activities.

- Administer and/or support educational programs for children experiencing homelessness such as extended-day, preschool, summer, secondary and out-of-school youth programs.
- In providing educational support programs, the role of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program (ECYEH) will supplement and not supplant what is offered by school districts through other funds.
- Administer support programs for children and families experiencing homelessness, including health, parent involvement, education and state-initiated efforts.
- Coordinate services with school district programs.
- To support programs and projects, including the acquisition of equipment, in accordance with the McKinney-Vento Assistance Act.
- To coordinate such programs and projects with similar programs and projects in the designated area of the project as well as other federal, state and community programs that can benefit children and their families experiencing homelessness.
- To supplement, not to supplant, programs that are being offered through other funds.

Regional Coordinator's Signature

Print Name

Region #

Date

Appendix D: ECYEH Fiscal Instructions

This federal grant is effective from **July 1, 2026 through June 30, 2027**.

Grantees will submit a new scope of work and budget annually. During the five-year cycle, the annual budget will vary from year to year depending on the number of students served and the allocation received at the Pennsylvania Department of Education from the United States Education Department.

The Fiscal Project Officer is:

David Boyer

PA Department of Education
Bureau of School Support
Division of Student Services
607 South Drive, Forum Building 3rd Floor East
Harrisburg, PA 17120

Applicants should complete the Budget Summary, Detailed Budget Narrative, Equipment, and Contracts worksheets/tabs in the 2026-2031 ECYEH Program Fiscal Budget Spreadsheet and upload it in eGrants. The first tab in the workbook contains detailed instructions for additional worksheets/tabs to be completed if the grant is awarded. Instructions provided are below.

The grant will be in eGrants, the Original Application and subsequent Budget Revision, will be completed in eGrants. Only the Expenditure reports will be submitted outside the eGrants application.

All payment terms are stated in Exhibit C of the Grant Agreement.

Funding Adjustments

All funding adjustments will be processed in eGrants.

Budget Revisions

A budget revision is a change to the program's budget that does not increase or decrease the original budget total amount. The purpose of a budget revision is to reallocate funds from cost function or object codes to other cost functions or object codes.

Budget revisions will be submitted in eGrants. Budget revisions can be submitted anytime in eGrants during the grant period, but not later than 10 days prior to the grant's expiration date of the contract. Usually, grantees submit one budget revision close to the end of the performance period of the grant to balance out the lines before submitting the final expenditure report.

Revisions shall be initiated by submitting the following:

1. A completed Budget Revision in eGrants to be reviewed by the Program Officer.

2. A revised Detailed Budget Narrative, if there are new services or purchases, differing materially from the initial budget.

Upon approval by the Fiscal Officer, the Revised Budget will be available in eGrants.

Actional expenditures that were not approved in the grant application budget or budget revision may be disallowed.

The final expenditure report must be signed by the same person (Executive Director or President) who signed the original grant agreement. Once signed, send this report to the fiscal project officer to close out the grant.

Grant detailed budget narrative will be in eGrants.

All grants must be similar in the calculations. If there is an exception, please contact your fiscal project officer.

100 - Salaries

For salaries of employees, indicate the percentage, the amount per hour x number of hours per week x number of weeks.

Function	Object	Description	Explanation	# of Instructors	\$ Per Hour	Hours Per Wk	# of Wks	Total Amount

200 - Benefits

For the benefits for full-time employees, indicate the percentage and the amount of each benefit type (i.e. medical, dental, life insurance, etc.) The percentage for FICA and Retirement must be indicated but calculations are not required.

Function	Object	Description	Explanation	Salary Amount	Benefit Percent Rate (Example 50% enter .50)	Total Amount	# of Wks	Total Amount

300 - Purchased Professional and Technical Services

Professional & Technical Services provided by non-employees.

Function	Object	Description	# of Staff Paid	\$ Per Hour	# Hours Per Wk	# of Wks	Total Amount

400 - Purchased Property Services

Property Services provided by non-employees.

Function	Object	Description	Cost per Month	Number of Months	Total Amount

500 - Other Purchased Services

Other Services provided by Non-Employees.

Function	Object	Detailed Explanation fo Service	Amount

600 - Supplies

Supplies purchased for Grant Program

Function	Object	Supply Category	Description	# of Items	Price	Total Amount

700 - Property

Property Expenses for the Grant Program

Desc of Property	# of Items	Price	Total Amount

Indirect Cost Rate

Indirect Cost Rate: Current Fiscal-Year "Restricted Rate"

Function	Object	Amount