ARP HCY
Allowable Uses/Activities and Examples

Examples of targeted activities for this subgrant include, but are not limited to the below list. Activities that require funding must be described in the Program Activity Plan and all associated budgeted costs must be included in the Budget Detail in the ARP HCY Application in the EWEG system.

Note: All costs must be necessary, reasonable, and allocable to be funded under the ARP HCY I Grant.

Activity Number	Allowable Uses/Activities	Examples
1	Build capacity to strengthen the LEA MKV program to enable it to address the urgent and complex needs of students experiencing homelessness so they may improve their success in school **Questions to Consider:** • Do grantees/subgrantees have the capacity to meet the requirements of the law? • Does your MKV liaison have the capacity to meet the duties listed in the law?	• Increase the percent FTE for the District Homeless Liaison (DHL), if applicable • Hire new LEA staff • Hire bilingual shelter-based staff • Supplemental salaries/stipends for liaison/other staff • Increase work time for MKV liaison/support staff before/during the school year to assist with reevaluations, identification, setting up transportation, providing supplies to students, and connecting families to needed services • Increase identification, outreach, and reengagement for students experiencing homelessness • Hire current/part time staff to provide outreach and maintain connections through weekly check-ins to students over the summer and throughout the year • Hire a graduation/academic coach for MKV students • Hire a Community System Navigator to connect students and families to federal, state, and local resources

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2	Provide tutoring services before-school, after-school, or during other times when students are not in school session **Questions to Consider:** • Do grantees/subgrantees have sufficient staff to provide these services? • How do grantees/subgrantees inform parents of these out-of-school time activities?	• Provide summer camps, virtual tutoring, educational enrichment programs to homeless students. • Contract with community partners offering summer programs with educational components (e.g., YMCA, YWCA, Boys & Girls Clubs, etc.)
3	Provide wrap-around 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) **Questions to Consider:** • How does your MKV liaison establish partnerships with community-based organizations (CBOs)? • Does your MKV liaison obtain parent input on the types of wrap-around services that are needed for their children?	• Award subgrants or create MOAs/MOUs with community-based organizations (CBOs) to help provide urgent, immediate needs for students experiencing homelessness, including the identification of such children and youths, connecting these children and youths to educationally related supports and wraparound services, and establishing more direct communication and relationships among teachers, parents, district homeless liaisons, and staff in shelters and community based organizations • LEAs may pay for services/supports that will support a student's mental health by supporting their social emotional learning/growth. (e.g., mental health services, mindfulness activities, one-on-one small group sessions facilitated by social workers/guidance counselors, and positive behavior support services) • LEAs may implement trauma informed training and practices by approved sources that are evidenced based

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4	Pay for the excess cost of transportation for homeless students to and from their school of origin **Question to Consider:** Do the grantees/subgrantees provide transportation services for all students?	• Expand transportation program for homeless students for all school activities (i.e. academic summer programs, summer camps, after-school programs, and extra-curricular activities) • Create policy and procedures for inter-/intra-district transportation agreements • Create MOAs/MOUs with transportation vendors • Braid ARP HCY I funds with Title I, Part A Homeless Reserve to pay for additional excess costs of transportation for homeless students
5	Provide professional development to MKV staff and other school staff on the McKinney-Vento Act to heighten the awareness of and the capacity to respond to, the specific needs of children and youths experiencing homeless, and the district's protocols for identifying and serving these students **Question to Consider:** How do grantees/subgrantees inform staff of the McKinney-Vento Credentialing courses available through the New Jersey Department of Education (NJDOE)?	• Attendance at the National Association for the Education of Homeless Children and Youth (NAEHCY) Conference (November 12–16, 2021) • Provide professional development to school staff on the McKinney-Vento Act and the district's protocols for identifying and serving homeless children and youths • Designated MKV and related staff may attend training to heighten their capacity to respond to the specific needs of students experiencing homelessness • Provide specific MKV training for LEAs that are not existing McKinney-Vento subgrantees

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6	Provide training to community partners on the McKinney-Vento Act and develop an MOA/MOU for working together to meet the needs of students experiencing homelessness **Question to Consider:** How do grantees/subgrantees assess the professional development needs of community partners?	• Provide professional development activities on the McKinney-Vento Act to support community partnerships and increase identification, enrollment, collaboration, and services to students in need
7	Review and improve policies, procedures, and the process for identifying, referring, and serving homeless children and youths for services in the district and community **Question to Consider:** Do grantees/subgrantees annually evaluate their MKV policies, procedures, and processes?	• Form an ad hoc committee comprised of appropriate stakeholders to review and improve policies, procedures, and processes for identifying, referring, enrolling, retaining, and serving homeless children and youths • Obtain office supplies, including technology/connectivity devices, etc. needed to run the MKV program effectively
8	Develop communication tools, resources, an MOA/MOU, policies, and other best practices with local Head Start Programs and Institutions of Higher Education **Question to Consider:** Do grantees/subgrantees include stakeholders from the fields of early childhood education and higher education programs when assessing the needs of homeless children and youths?	• Collaborate with pre-K programs, Head Start programs, and other early education programs in the area to identify homeless children and youths and develop age-appropriate services • Collaborate with Institutions of Higher Education to create bridge programs (high school to postsecondary) and possibly fund a .5 FTE Campus Homeless Liaison

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9	Provide 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 Hot spots (e.g., Homeless shelters), especially in underserved communities **Question to Consider:** How do grantees/subgrantees assess the technology needs of homeless children and youths?	• Partner with local shelters in your community to ensure each has Wi-Fi access/technology supports for students to complete academic assignments • Partner with community organizations, such as local libraries, YMCA, YWCA, Boys and Girls Clubs, to establish academic centers that provide free access to Wi-Fi/technology supports for homeless students
10	Provide educational provisions to support the academic success of students experiencing homelessness **Questions to Consider:** • How do grantees/subgrantees include parents and families as they determine the academic and non-academic needs of their children? • Do grantees/subgrantees partner with stakeholders in the medical and small business communities to provide services to homeless children and youths and their families?	• Obtain and distribute school supplies/materials for summer tutorial services, summer learning packets, and/or return/back to school. • Address emergency medical needs • Provide stipends to teachers to tutor their students outside of school time • Hire tutors to support students in remote settings and/or virtual learning settings • Provide workshops/training sessions to families on ways to support academic learning outside the school day
11	Increase communication and support for unaccompanied homeless children and youths **Question to Consider:** Do grantees/subgrantees have established policies, procedures, and processes for the identification of unaccompanied homeless children and youths?	• Use technology to stay connected with youth over the summer months or during times when students are not in session • Send care packages to homeless students as a way to remain connected throughout the school year • Develop & implement awareness campaigns that may help increase identification within the community

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12	Other activities **Question to Consider:** Do grantees/subgrantees combine funding sources for the provision of existing and/or enhanced services to homeless children and youths?	• Additional academic supports, increased community outreach to build awareness, and increased identification • Offer training to families on career counseling/readiness, resume building, financial literacy, etc.

Uniform Grant Guidance — All funded costs under ARP HCY I & II must be reasonable, necessary, and allocable. Please refer to the Uniform Grant Guidance (2 CFR, Part 200) for further information.