

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

This draft is being shared to request input for revisions prior to its submission to the U.S. Department of Education. Please send any feedback to Patricia Popp, EHCY State Coordinator, at pxpopp@wm.edu. Please be sure to include your name and contact information. Thank you for your interest.

1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

Since 1995, the Virginia Office of the State Coordinator for the Education of Homeless Children and Youth (EHCY) program has been housed at the College of William and Mary School of Education through a grant from the Virginia Department of Education. The program is called Project HOPE-Virginia. Many of the activities listed in this plan already occur and will be ongoing. ***New items are bolded and italicized.***

Identification

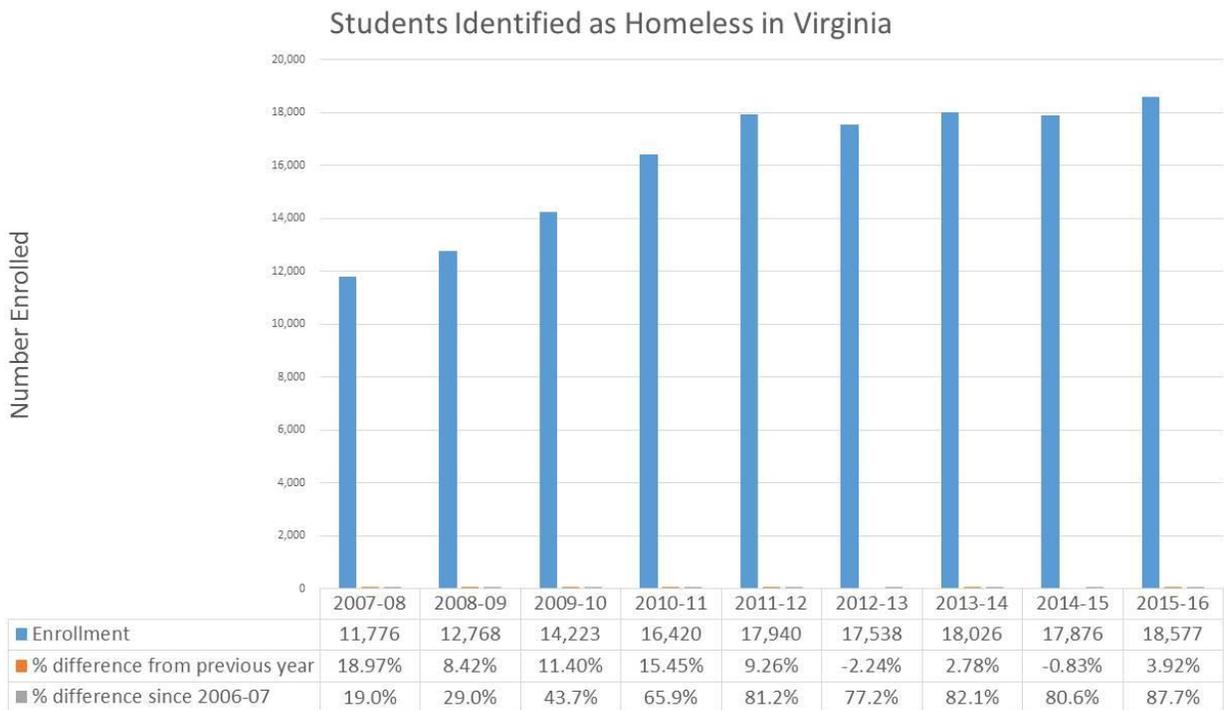
To ensure proper identification, an accurate understanding of the definition of homelessness in the EHCY program is needed. This information is provided via:

- information briefs developed by Project HOPE-VA,
- posting on the HOPE Web site (the first link takes visitors to the definition)
- extensive presentations across the commonwealth, including (but not limited to):
 - annual regional liaison trainings
 - housing/homeless conferences
 - early childhood through higher education conferences
 - teacher, administrator, and school social worker conferences
 - child welfare conferences
 - guest lectures by the state coordinator to university classes (including teachers, school psychologists, social workers, school counselors, and school leadership programs)
 - invited lectures for community organizations
- ***Project HOPE-Virginia has contracted with Edify and is currently reviewing/revising the on-line liaison training system to meet the needs of Virginia liaisons. The system should be functional before the end of the 2016-17 school year and will be ready for full implementation for 2017-18. This tool will address training on identification and assessing needs.***

A systematic process and infrastructure to capture, track, and verify counts also is required.

- Students experiencing homelessness are flagged in school division data systems and reported to VDOE with a unique student identifier through the student information system.
- Liaison trainings and McKinney-Vento monitoring of school divisions include discussion of ways localities ensure students are flagged.
- Residency questionnaires at enrollment and during back-to-school events are encouraged; samples forms are collected and shared.
- Project HOPE-VA distributes posters and family brochures to all liaisons at the beginning of each school year to increase school and community awareness. These are updated, as needed, and have been revised to align with ESSA. The HOPE posters now have a QR code which, when scanned by a phone, links directly to the HOPE Web site. Additional supplies of posters and brochures are available upon request.

- During training and monitoring, coordination with school personnel and community agencies to improve identification is discussed. This includes systems for verifying data, such as triangulating with school nutrition or having schools confirm their students are identified properly.
- Data provided directly to the state coordinator by subgrants is compared to VDOE data and discrepancies in counts are explored and reconciled prior to the CSPR submission.
- During training and monitoring, liaisons are asked to look at the “reasonableness” of their child count data based on the local poverty rate. As community eligibility programs make it more difficult to use free school meals as a measure, the Census Bureau Small Area Income and Poverty Estimate (SAIPE) data have been shared with liaisons for comparison.
- An identification rate that appears significantly lower than might be expected (e.g., less than three percent of the SAIPE rate) has been a trigger to prioritize a monitoring visit.
- Using the December 2105 SAIPE for Virginia (Census Bureau, 2016), approximately 10.0 percent of children ages 5-17 estimated to be living in poverty were identified as experiencing homelessness by Virginia public schools in 2015-16 (18,577/186,603). In the 1990’s, while at the Urban Institute, Martha Burt suggested that approximately ten percent of children living in poverty will experience homelessness. Given this suggestion, the rate of identification by Virginia public schools appears to be reasonable.
- Longitudinal statewide identification rates are posted on the HOPE homepage in graphic format, and school division level data have been posted annually since 2010-11 (for LEAs with at least 10 students reported).



Current graphic on HOPE homepage.

- *The state coordinator will continue consultation with the Office of Educational Information Management staff at VDOE to ensure processes are coordinated to verify the accuracy of child count data.*

Assessing Needs:

- Common needs are included in trainings and presentations.

- Liaison trainings and monitoring provide opportunities to share sample intake/needs assessment forms.
- During trainings and monitoring, liaisons are encouraged to disaggregate achievement data for students experiencing homelessness and to use these data as part of a needs assessment when determining the appropriate Title I, Part A, reservation for McKinney-Vento students.
- In addition to McKinney-Vento monitoring, Title I, Part A, monitoring now includes a discussion of how the reservation is made and how needs are assessed.
- The state coordinator has had an Advisory Board since the late 1990s. This Board is comprised of state and local representatives, including liaisons, school staff, and shelter and other housing providers who represent different geographical areas of the commonwealth. One role of the Board is to identify unmet needs and emerging needs that will need a state-level response.
- ***As achievement data is disaggregated by homeless status for Report Cards, identify potential statewide needs and state-initiated supports. Include query of needs during trainings and monitoring. (Note: the 2016 NCHE report, “Federal Data Summary School Years 2012-13 to 2014-15,” provided data on student achievement by state. Virginia was one of only three states that scored above a 50 percent pass rate in English/Language Arts, Mathematics, and Science.)***

2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

Virginia developed its previous dispute resolution process in 2003, using the ED Non-regulatory Guidance and National Center for Homeless Education (NCHE) briefs as resources. The process was announced via a Superintendent’s Memo. The process was amended in 2005. In addition to posting on the VDOE Web site for Supt Memos, they are included in the Virginia Liaison Toolkit which is posted on the HOPE Web site. The process included the following:

- Worksheet for Determining Feasibility for School Placement with directions
- Written Notification of Enrollment Decision
- Enrollment Dispute Resolution Process for Virginia Public Schools

The state coordinator worked with the Virginia School Board Association (VSBA) whose sample Homeless Education Policy includes a local dispute process. VSBA policies are adopted by many school divisions across Virginia. Local dispute resolution processes are reviewed during monitoring.

During fall 2016 and winter 2017, following passage of ESSA and the inclusion of eligibility as a disputable issue, the state coordinator worked with the HOPE Advisory Board to amend the dispute resolution process. The following changes were made:

- the feasibility form was revised to focus on best interest
- a separate dispute resolution process for eligibility issues was created with a streamlined appeal
- the timelines for school of origin/school selection appeals were shortened
- all prior forms were reworded based on experience and legislative changes
- more extensive directions were developed

Eligibility appeals will be decided by the state coordinator or designee while school selection decisions will be investigated by the state coordinator, and forwarded to the State Superintendent with a recommendation for final resolution. The HOPE Advisory Board assists with appeals that are subjective to provide more perspectives in making a final determination or recommendation.

The new forms have been piloted by liaisons on the Board. The forms also were shared with liaisons who contacted the state office for technical assistance that addressed the dispute process. The process has been reviewed by the VDOE Director of Student Services. All forms and the revised dispute resolution process are being prepared for initial dissemination through a Superintendent's Memo during spring 2017. The new process includes the following:

- McKinney-Vento Best Interest Determination (BID) for School Placement
- Written Explanation of McKinney-Vento Determination
- Dispute Resolution Process for Virginia Public Schools: Eligibility for McKinney-Vento Services
- Dispute Resolution Process for Virginia Public Schools: School Selection or Enrollment

Following the Superintendent's Memo, the process will be posted to the HOPE Web site, emailed to liaisons, and explained to liaisons via Webinar. The state coordinator has reached out to the VSBA to offer assistance as it updates its local policies. A breakout session on the new process is planned for the fall 2017 Virginia Association of Federal Education Program Administrators (VAFEPA) state conference. The process will be embedded in future regional liaison trainings, Edify modules, and an updated liaison toolkit.

All disputes that have been appealed to the state level have been resolved within the timeframe outlined in the process.

The office of the state coordinator provides technical support to prevent disputes by proactively working with liaisons, lawyers, parents, other school administrators to ensure different parties have the same information when making decisions and to ensure all processes are followed. All such correspondence is documented in emails or case notes from phone conversations.

3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

- Annual regional liaison trainings specifically target all liaisons. However, these trainings are open to all staff and community representatives. In addition, subgrant meetings are held annually. The state coordinator was a co-author of the original NCHE Liaison Toolkit and has been developing and providing liaison (and other personnel-focused) training for more than 15 years.
- Emails are sent to all liaisons for any trainings that are provided by the state coordinator and others provided by related agencies that may be of interest and assistance. For example, liaisons were provided notification of a Virginia Housing Alliance training on landlord and tenant rights.
- Homeless Education stand-alone state conferences are provided when fiscally feasible.
- When a stand-alone conference is not held, the state coordinator partners with other conferences to provide a homeless education strand. For example, the 2017 VAFEPA Conference will include an extensive homeless education strand, with keynote and concurrent sessions on McKinney-Vento.
- The state coordinator is included in the VDOE Coordinators Academy each year which provides training to school division federal program administrators. In addition, the state coordinator frequently presents at conferences for school nurses and school social workers
- Every few years, the state coordinator presents at the Virginia Pupil Transportation conference, including June 2017. In addition, the state coordinator recently presented at the National Association for Pupil Transportation when hosted in Virginia.

- Webinars are recorded and posted to the HOPE Web site for later viewing by anyone interested in the topic. Recent webinars include an overview of the transition to ESSA and Virginia’s approach to McKinney-Vento changes, how to prepare for local McKinney-Vento federal program monitoring, and the 2017-20 McKinney-Vento subgrant application process.
- Project HOPE-Virginia has developed a variety of information briefs with specific audiences in mind, including teachers, special education staff, school social workers, enrollment staff, school nurses, administrators, school counselors, and school psychologists.
- McKinney-Vento posters and family brochures are sent to all liaisons for dissemination during the beginning of each school year. These and other materials are available at conferences when HOPE has a displays, and at all trainings and monitoring visits.
- When invited, the state coordinator provides local school division training for staff targeted by the liaison.
- The state coordinator assists students working on their dissertations related to homeless education. The most recent dissertation, currently pending defense, focused on the training needs in Virginia through a survey of liaisons.
- The state coordinator co-authored a 2016 article in *Preventing School Failure* for special educators regarding the intersection of McKinney-Vento and IDEA.
- All 132 school divisions in Virginia have been monitored multiple times since the 2002 reauthorization of McKinney-Vento. This provides an opportunity for 1-1 training and ensures that ALL school divisions have been provided such personalized training.
- The office of the state coordinator tracks Project HOPE-VA training of ALL liaisons, regardless of subgrant status. ***This system is being updated for ease of access and analysis.***
- ***As noted previously, Project HOPE-Virginia has contracted with Edify and is currently reviewing/revising the on-line liaison training system to meet the needs of Virginia liaisons. The system should be functional before the end of the 2016-17 school year and will be ready for full implementation for 2017-18. The initial focus will be liaisons. Depending upon capacity, the training will be made available to other interested staff.***
- ***With input from the HOPE Advisory Board, formalize a process for liaison induction when the Office is notified of a liaison change by a school division.***
- ***Develop and distribute sample plans for local staff training by liaisons; include sessions for liaisons related to their responsibilities to train staff at future conferences. Concurrent session is planned for the 2017 VAFEP Conference.***
- ***Request access to participate in additional conferences for school principals and other administrators (e.g., VASSP, VAESP, VASCD, and VCASE).***

4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:
- i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
 - ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
 - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

i. Public Preschool Programs

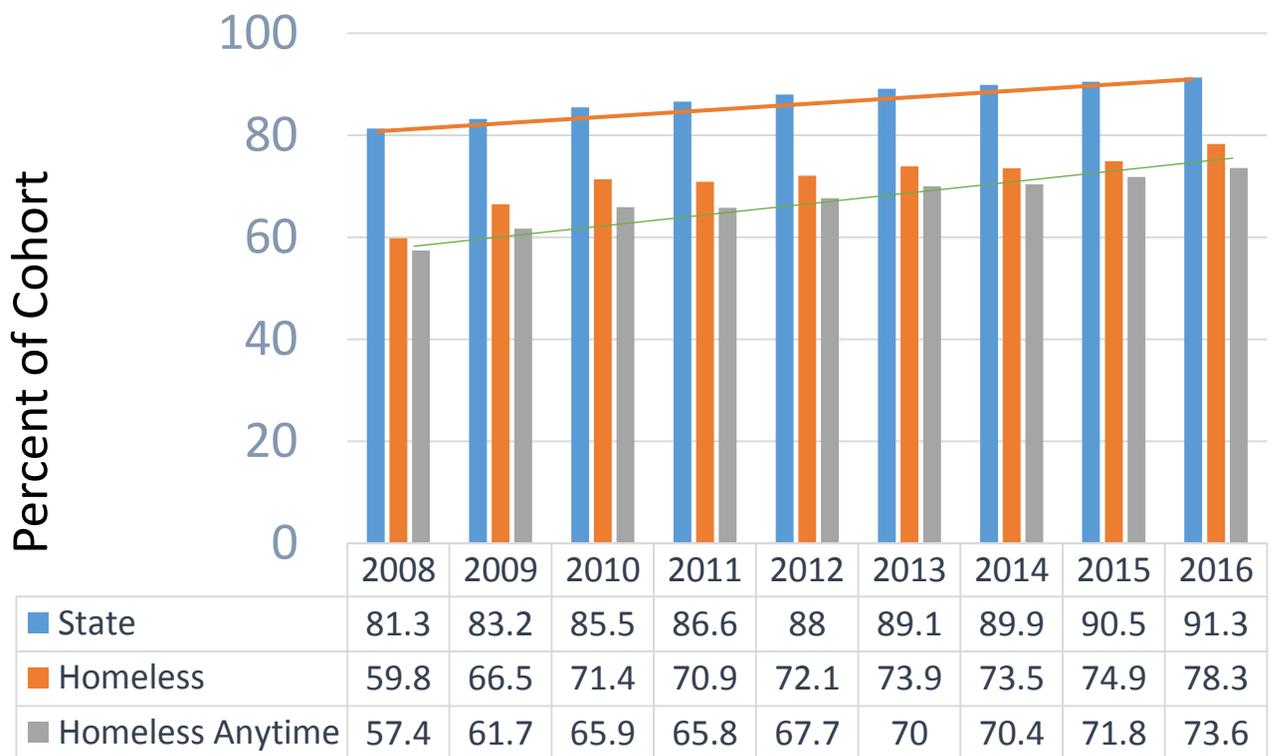
- The state coordinator is an active member of the following boards and committees that serve young children:
 - Virginia Head Start State Collaboration Office Advisory Council
 - Virginia Interagency Coordinating Council (VICC) (Part C infant and toddler program under IDEA)
 - Virginia Cross-Sector Professional Development Team (providing professional development across early childhood systems)
 - Creating Connections to Shining Stars Conference Planning Team (VCPD-hosted statewide conference)
 - Early Childhood Special Education (ECSE) Network
 - Handle With Care (state team exploring substance-exposed infants and substance-affected children)
- The Head Start Collaboration Coordinator is a member of the HOPE Advisory Board.
- The state coordinator addresses homeless education issues at the following events:
 - Virginia Head Start Conferences
 - Creating Connections to Shining Stars
 - Virginia Preschool Initiative (VPI) and Virginia Preschool Initiative Plus (VPI+, federal early childhood expansion grant) – conferences and webinars
 - Early Intervention Webinar – Talks on Tuesday
- Applications and enrollment processes have been reviewed to ensure children experiencing homelessness are prioritized in statewide early childhood programs; LEA-administered preschool programs are reviewed during monitoring to ensure coordination is occurring.
- The VPI+ grant specifically addressed serving students experiencing homelessness and the state coordinator has worked with the grant administrator on implementation and outreach.
- Project HOPE-Virginia has created several information briefs that discuss early childhood education and homelessness. All are available on the HOPE Web site.
- A young child Parent Pak, modeled on the NCHE Parent Pak for school-age children, was developed with input from state and local representatives of homeless education and early childhood programs. The text on the Pak was revised during the winter 2017 to align with ESSA. The Pak is a sturdy folder to maintain important records with basic information about the McKinney-Vento program in Virginia. These can be ordered by any school or early childhood program in the commonwealth. They have been shared with local Head Start, Early Intervention, ECSE, VPI/VPI+, Title I preschool programs, and homeless liaisons. When possible, Spanish versions of these items are included in a Spanish Parent Pak. The Pak includes:
 - a Developmental Wheel (provided by the state’s ECSE program)
 - a HOPE family brochure
 - a “Learn the Signs. Act Early” resource from CDC
 - a safe sleep brochure from NIH
 - bookmarks with tips for reading to your child
 - a children’s book
- ***Conduct a mass-mailing of the updated Parent Pak to all early childhood programs and homeless liaisons. Include resources for administrators of the programs (e.g., October 2016 joint “Policy Statement on Meeting the Needs of Families with Young Children Experiencing and At Risk of Homelessness”).***
- ***Expand publicizing of recent Head Start regulations related to students experiencing homelessness, including the October 2016 joint policy statement referenced above.***
- ***Encourage more formal participation of liaisons at the local level to advocate for referrals when students with younger/older siblings are identified by the early childhood program or the school.***

- *Publicize, include in training, and encourage practices that increase access for young children. For example:*
 - *reserving slots for children experiencing homelessness, when allowed*
 - *contacting families with young children in January to encourage completion of prekindergarten applications*
 - *maintaining school of origin and providing transportation when it is in the child’s best interest (citing promising practices at the local level)*
- *Clarify school of origin mandate in blended and braided programs.*
- *Develop guidance to address families identified as homeless during the time of application who become permanently housed before the program begins and identify options to fill reserved slots.*

ii. Homeless Youth and Youth Separated From Public Schools

- Virginia was one of the first states to disaggregate its on-time graduation rate for students experiencing homelessness. The data are pulled in two ways: 1) “homeless” captures youth who were flagged as homeless at the time of graduation or when the youth was lost to the system (a potential dropout); 2) “homeless anytime” captures students who were flagged as homeless at any point during their high school career. The following graph illustrates the progress made by Virginia’s public schools in supporting these students. Since 2008, the overall state on-time graduation rate has increased ten percent; for students experiencing homelessness, the increase is more than 16 percent. The closing gap is visible in the graph below. *The adjusted cohort graduation rate (ACGR) required in ESSA is being calculated to provide the same longitudinal tracking.*

Virginia's On-Time Graduation Rate



- The state coordinator is a member of the Governor’s Interagency Partnership to Prevent and End Youth Homelessness and co-chair for Goal 3 in the strategic plan: Increase Access to and Success in Education and Employment. Major activities that are part of this initiative are listed below.
 - The State Council of Higher Education in Virginia (SCHEV) was awarded a GEAR UP grant with a pilot project targeting seniors experiencing homelessness and transitioning to higher education. This is underway in four school divisions. Promising practices to support these youth are being identified to share.
 - The state coordinator has created a Higher Education Network. One initiative is identifying single points of contacts (SPOCs) in public colleges across Virginia. This is being done in collaboration with SCHEV.
- In 2017, the state coordinator worked with the VDOE High School Equivalency Specialist to create a form that youth without a driver’s license may use to take the GED test. This form was shared with liaisons.
- Several statewide initiatives for all students in Virginia have the potential to benefit older youth experiencing homelessness.
 - 2015 legislation passed by the Virginia General Assembly addressed expanded opportunities to learn as related to graduation requirements, including the flexibility to waive seat time requirements. This addresses some of the credit accrual challenges experienced by homeless youth.
 - The 2016 Virginia General Assembly approved, and the governor signed, House Bill 895 and Senate Bill 336, which directed the Board of Education to develop and

- implement a Profile of a Virginia Graduate. This includes identifying the knowledge and skills that students should attain during high school in order to be successful and establishing multiple paths toward college and career readiness for students to follow in the later years of high school, which could include opportunities for internships, externships, and credentialing. This work is under development.
- *Continue the initial conversation with the school counselor specialist in the Department of Student Services regarding the new Profile to identify issues that may help or hinder youth experiencing homelessness; offer support/suggestions as plans are developed; assist with implementation by informing liaisons of the changes.*
 - *Identify credentialing programs and online courses that have been successful with youth experiencing homelessness.*
 - *Explore initiatives in adult education and migrant education that may be adopted for youth experiencing homelessness (e.g., migrant PASS).*
 - *Transitioning between block and traditional schedules continues to be a challenge when students must change schools. Continue to look for options that lessen the impact of such changes.*
 - During monitoring visits, liaisons are asked to describe efforts to reach older youth, including those separated from public schools. Anecdotal stories suggest a variety of efforts to meet a broad array of student needs, including online learning options for credit accrual and referrals for health, housing, and other needs. Liaisons share that students who move out of state and are no longer in proximity for outreach account for many of the students that are not tracked to graduation. *Explore the possibility of disaggregating graduation/dropout data to track youth who remain in state versus those who leave Virginia. Identify promising practices to support youth both in-state and those who move out-of-state.*
 - Anecdotal reports suggest some schools still may be reluctant to enroll older youth, especially those who are unaccompanied homeless youth. Unless these youth become known to the liaison or reach out to the state coordinator, they may not be supported. The following efforts have been identified to address this concern:
 - *Focus efforts on reaching older youth through the use of youth posters and building Word-of-Mouth momentum with youth groups in schools and communities.*
 - *Update 211 to ensure resources will meet the needs of this population.*
 - *Check Web sites for searches youth would use to find resources.*
 - *Monitor use of the new process for written explanation and maintaining school of origin for older youth.*
 - *For youth accessing shelter, contact shelters who serve youth to explore current processes to notify schools that youth are not in school and identify any barriers shelters have observed.*

iii. Barriers to Accessing Academic and Extracurricular Activities

- The 2016 NCHE report, “Federal Data Summary School Years 2012-13 to 2104-15,” provided data on student achievement by state. Virginia was one of only three states that scored above a 50 percent pass rate in English/Language Arts, Mathematics, and Science. While the state compares well nationally, achievement on the Standards of Learning assessments by students experiencing homelessness continues to lag behind most other subpopulations of students. Ongoing coordination is needed to ensure appropriate supports are provided. Key partners include:

- Title I, Part A
- Special Education
- Virginia’s Tiered Systems of Support (VTSS)
- The state coordinator is consulted to review the Title I, Part A, application for localities each year and has assisted in crafting the wording for the reservation of funds for students experiencing homelessness and the description of coordination between McKinney-Vento and Title I. ***Continue to monitor actual reservations made and use of funds; compare to needs assessments shared by liaisons.***
- The state coordinator participates in the State Special Education Advisory Committee.
- HOPE information briefs that address the intersection of IDEA and McKinney-Vento have been broadly disseminated and the content included in trainings and at conferences. ***Request access to address special education directors, e.g., through a VCASE conference.***
- The state coordinator is part of the same department that administers VTSS. ***Continue to support PBIS and RtI initiatives; explore ways to evaluate effectiveness of these initiatives for students experiencing homelessness.***
- The state coordinator met with the VDOE liaison to the Virginia High School League more than a decade ago. The League’s regulations were modified to prevent homelessness from being a barrier to participation.
- Participation in extracurricular activities is known to be a factor in retention and graduation rates. Liaisons have been encouraged to support participation in extracurricular activities. ***The modified language regarding extracurricular activities in ESSA has been shared with liaisons. Promising practices are being identified and will be shared through trainings and information briefs.***

5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—

- i. requirements of immunization and other required health records;
 - ii. residency requirements;
 - iii. lack of birth certificates, school records, or other documentation;
 - iv. guardianship issues; or
 - v. uniform or dress code requirements.
- Immediate enrollment is included in all McKinney-Vento trainings, is explained in the family brochure, and stated on the Project HOPE-VA posters. The HOPE posters now have a QR code which, when scanned by a phone, links directly to the HOPE Web site.
 - The Code of Virginia is consistent with the immediate enrollment requirements of McKinney-Vento.
 - The Code of Virginia, Section 22.1-271, was amended in 2004 to require immediate enrollment of students experiencing homelessness who lacked proof of immunizations and referral to the local liaison to assist in obtaining missing documents and/or completing needed immunizations.
 - The Code of Virginia, Section 22.1-270, was amended in 2000 to require schools to enroll students experiencing homelessness who lack physicals and refer them to the appropriate local health department.
 - Residency requirements listed in the Code of Virginia, Section 22.1-3, were amended to address students experiencing homelessness in 2000.
 - The Code of Virginia, Section 22.1-3.1, addresses birth certificates and includes the option to use an affidavit when the birth certificate is not available. Such flexibility in state code has been highlighted in training.

- Handling student records is consistent with the current Code of Virginia and school division practice.
- The state coordinator has not receive complaints regarding delays in receiving school records from Virginia schools. When Project HOPE is contacted regarding the lack of records for enrollment needed from another state, staff assists schools in acquiring the needed information; however, enrollment is not delayed during the interim.
- Sample NCHE Parent Packs have been shared with liaisons to assist families in maintaining copies of important school documents.
- Uniform or dress code requirements are addressed locally. For example, when school uniforms are required, school divisions may set aside funds through McKinney-Vento or Title I, Part A, or maintain school-based clothes closets.
- In recent years, instances of denial of immediate enrollment are rarely brought to the attention of the state coordinator.
 - Local monitoring also suggests liaisons face fewer challenges and much less resistance from schools regarding immediate enrollment.
 - Should an instance where denial of immediate enrollment be brought to the attention of the state coordinator, the coordinator immediately contacts the liaison to provide technical assistance and ensure enrollment takes place and ensure the dispute resolution process is followed, if there is a disagreement. If needed, the state coordinator will clarify the mandate for immediate enrollment with staff should the liaison need support.

DRAFT

6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

- Item 1 in this plan outlined efforts to ensure identification. Barriers are handled on a case-by-case basis when brought to the attention of a liaison or the state coordinator. Barriers are tracked by the state coordinator; when patterns are identified, a state-level response is proposed.
- ***The new eligibility dispute resolution process, referenced in item 2, includes written explanation forms that will provide additional means for families and youth to challenge denial of eligibility and identification.***
- Cases of barriers caused by outstanding fees or fines in Virginia public schools have rarely been brought to the attention of the state coordinator. It has been more than ten years since the state coordinator addressed this barrier. Those cases dealt with other states or private schools that did not receive federal funds.
- ***Emphasize in trainings and in monitoring that fees cannot be a barrier for students experiencing homelessness. Ensure that required high school fees do not pose a barrier to graduation and participation in the graduation ceremony.***
- Currently, data on school mobility and residential mobility is very limited in the state's student record collection system. VDOE is working with Virginia Tech to explore measures of mobility that can be analyzed. The state coordinator has been invited to participate in the planning meetings for this initiative.
- ***Explore whether residential moves can be tracked in a method similar to that used by Migrant Education in a manner that avoids multiple inputs.***
- Attendance initiatives are being spearheaded by the Department of Student Services and the state coordinator has been included as a presenter at an initial state conference and as a member of the state team for the June 2016 Every Student Every Day Conference.
- ***The ESSA requirement to disaggregate attendance for students experiencing homelessness will provide additional baseline data for this population. Including a focus on these students when implementing strategies, such as those from Attendance Matters, will assist the state and localities in identifying additional supports for families and youth experiencing homelessness.***
- ***A concurrent session at the fall 2017 VAFEP conference is planned to identify strategies related to attendance and chronic absenteeism.***

7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

- Each year liaisons are sent the NAEHCY scholarship application and asked to share it with their high school counselors.
- The state coordinator has presented at the state's school counselor conference.
- Liaisons have received training and have access to a template to verify unaccompanied homeless youth for FAFSA purposes.
- ***The state coordinator has met with the state's school counselor specialist and identified the following opportunities to coordinate. These vehicles will be shared with liaisons in trainings and will be highlighted when sharing McKinney-Vento information with school counselors as important means of preparing McKinney-Vento students to be college and career ready.***

- *Profile of a Virginia Graduate*
- *Academic and Career Plans*
- *Virginia View – online resource with careers aligned to the SOL*
- *Middle School Career Investigation Course with mandated interest inventory and plan development*
- *Liaison verification for independent status on the FAFSA*
- *The Interagency Partnership to Prevent and End Youth Homelessness (including the Higher Education Network and GEAR UP pilot described in item 4)*
- *The state coordinator will work with the state’s school counselor specialist to identify school counselor training opportunities to share McKinney-Vento information and promising practices.*
- *Continue to include the state’s school counselor specialist on the Higher Education Network to identify strategies to coordinate with school counselors.*

DRAFT