Appendix 2.A Homeless Liaison Responsibilities

Cited from the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act (ESSA) in Title IX, Part A:

LOCAL EDUCATIONAL AGENCY LIAISON

(A) DUTIES - Each local educational agency liaison for homeless children and youths, designated under paragraph (1)(J)(ii), shall ensure that—

(i) homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
(ii) homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, schools of that local educational agency;
(iii) homeless families and homeless children and youths have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act (42 U.S.C. 9831 et seq.), early intervention services under Part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.), and other preschool programs administered by the local educational agency;
(iv) homeless families and homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;
(v) the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
(vi) public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to parents and guardians of homeless children and youths, and unaccompanied youths;
(vii) enrollment disputes are mediated in accordance with paragraph (3)(E); and
(viii) the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, as
described in paragraph (1)(J)(iii), and is assisted in accessing transportation to the school that is
selected under paragraph (3)(A); (ix) school personnel providing services under this subtitle receive professional development and other support; and (x) unaccompanied youths – (I) are enrolled in school; (II) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including through implementation of the procedures under paragraph (1)(F)(ii); and (III) are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087vv) and that the youths may obtain assistance from the local educational agency liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid described in section 483 of such Act (20 U.S.C. 1090).

(B) NOTICE - State Coordinators established under subsection (d)(3) and local educational agencies shall inform school personnel, service providers, and advocates working with homeless families, parents and guardians of homeless children and youths, and homeless children and youths of the duties of the local educational liaisons, and publish an annually updated list of the liaisons on the State educational agency’s website.

(C) LOCAL AND STATE COORDINATION - Local educational agency liaisons for homeless children and youths shall, as part of their duties, coordinate and collaborate with State Coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and comprehensive data needed to meet the requirements of paragraphs (1) and (3) of subsection (f).

(D) HOMELESS STATUS. – A local educational agency liaison designated under paragraph (1)(J)(ii) who receives training described in subsection (f)(6) may affirm, without further agency action by the Department of Housing and Urban Development, that a child or youth who is eligible for and participating in a program provided by the local educational agency, or the immediate family of such a child or youth, who meets the eligibility requirements of this Act for a program or service authorized under title IV, is eligible for such program or service.

(42 U.S.C. § 11432(g)(6))
Appendix 2.B Quick Guide to Important Sections of the McKinney-Vento Act

You should read and revisit frequently the following definitions in the law:

**Enrollment**

The terms “enroll” and “enrollment”: include attending classes and participating fully in school activities. (42 U.S.C. § 11434a(1)).

**Homeless**

The term “homeless children and youths”—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence…; 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; 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 for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). (42 U.S.C. § 11434a(2)).

**Unaccompanied Youth**

The term “unaccompanied youth” includes a homeless child or youth not in the physical custody of a parent or guardian. (42 U.S.C. § 11434a(6)).
School of Origin

The term “school of origin” means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool. (42 U.S.C. § 11432(g)(3)(I)(i)).

Receiving School

When the child or youth completes the first grade level served by the school of origin, as described in clause (i), the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools. (42 U.S.C. § 11432(g)(3)(I)(ii)).

In addition, you should be very familiar with sections of the law on:

School Enrollment

The local educational agency serving each child or youth to be assisted under this subtitle shall, according to the child’s or youth’s best interest—

(i) continue the child’s or youth’s education in the school of origin for the duration of homelessness—
    (I) in any case in which a family becomes homeless between academic years or during an academic year; and
    (II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or
(ii) enroll the child or youth in any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend. (42 U.S.C. § 11432(g)(3)(A)).

School Stability

In determining the best interest of the child or youth under subparagraph (A)[cited above], the local educational agency shall—

(i) presume that keeping the child or youth in the school of origin is in the child’s or youth’s best interest, except when doing so is contrary to the request of the child’s or youth’s parent or guardian, or (in the case of an unaccompanied youth) the youth;
(ii) consider student-centered factors related to the child’s or youth’s best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child’s or youth’s parent or guardian or (in the case of an unaccompanied youth) the youth; ... (42 U.S.C. § 11432(g)(3)(B)).

Immediate Enrollment
The school selected in accordance with this paragraph shall immediately enroll the homeless child or youth, even if the child or youth—
(I) is unable to produce records normally required for enrollment, such as previous academic records, records of immunization or other required health records, proof of residency, or other documentation; or
(II) has missed application or enrollment deadlines during any period of homelessness. (42 U.S.C. § 11432(g)(3)(C)).

Transportation to the School of Origin
The State and the local educational agencies in the State will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin... in accordance with the following, as applicable:
(I) If the child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child’s or youth’s transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.
(II) If the child’s or youth’s living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing the child’s or youth’s education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the
school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally. (42 U.S.C. § 11432(g)(1)(J)(iii)).

**Segregation and Stigmatization**

The State educational agency and local educational agencies in the State will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless. (42 U.S.C. § 11432(g)(1)(J)(i)).
## Appendix 2.C Understanding My LEA’s Homeless Education Program

<table>
<thead>
<tr>
<th>Question</th>
<th>Source</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the State Coordinator for the homeless education program in my State? What technical assistance and training does the State Coordinator provide to LEAs?</td>
<td>NCHE Website; SEA Homeless Education Website</td>
<td></td>
</tr>
<tr>
<td>How much time is allocated to the local liaison position? What additional staff support is in place?</td>
<td>Supervisor</td>
<td></td>
</tr>
<tr>
<td>How many homeless children and youth did the LEA identify last year?</td>
<td>LEA Data Manager</td>
<td></td>
</tr>
<tr>
<td>Are the numbers identified increasing or decreasing? By how much?</td>
<td>LEA Data Manager</td>
<td></td>
</tr>
<tr>
<td>Does the LEA have a McKinney-Vento subgrant? If so, what are the approved activities to serve homeless children and youth? What are my reporting responsibilities? How long will the LEA receive funds through this grant?</td>
<td>McKinney-Vento Subgrant Application</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Source</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>How much money is set aside for services for homeless children and youth through Title I, Part A? How was the amount of these funds determined? On what were these funds spent last year? How may they be accessed?</td>
<td>Title I Coordinator, Consolidated Application</td>
<td></td>
</tr>
<tr>
<td>What are the challenges to implementing the McKinney-Vento program in the LEA?</td>
<td>Phone and Email Logs, Documentation on Disputes</td>
<td></td>
</tr>
<tr>
<td>What local policies and procedures are in place to support services for homeless children and youth? What policies or procedures create barriers to the education of homeless children and youth?</td>
<td>LEA Policy Handbook, School Board Policies, Phone and Email Logs, Documentation on Disputes, LEA Program Coordinators (Tutoring Programs, Nutrition, Special Education, English Language Learning, Migrant)</td>
<td></td>
</tr>
<tr>
<td>What data must be collected on homeless children and youth, and what procedures are in place to collect and report this data?</td>
<td>State Coordinator, LEA Data Coordinator</td>
<td></td>
</tr>
<tr>
<td>How many homeless children and youth were transported to their school of origin in the past year? What are the procedures for arranging transportation?</td>
<td>Pupil Transportation Director, Student Files</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Source</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>What McKinney-Vento compliance issues have been identified in my district?</td>
<td>SEA Monitoring Reports</td>
<td></td>
</tr>
<tr>
<td>What is the local dispute process for the McKinney-Vento program, and who is involved in the process other than the liaison?</td>
<td>Written Dispute Policy</td>
<td></td>
</tr>
<tr>
<td>What homeless education awareness activities have taken place in the LEA? What role groups have been involved? Were the activities effective?</td>
<td>Meeting Agendas and Notes</td>
<td></td>
</tr>
<tr>
<td>Who are the primary community agencies collaborating to serve homeless children and youth??</td>
<td>Meeting Agendas and Notes, Phone and Email Logs</td>
<td></td>
</tr>
<tr>
<td>Are posters on McKinney-Vento services displayed in all schools? When was the last time posters and other awareness materials were placed in each school in the LEA?</td>
<td>Observation in Schools, Budget or Fiscal Office</td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE HOUSING INFORMATION FORM

Your answers will help determine if the student meets eligibility requirements for services under the McKinney-Vento Act.

Student ___________________________________ Parent/Guardian __________________________________

School ____________________________ Phone ________________________________________

Age _____ Grade _____ D.O.B. __________

Address _______________________________________________________ City _______________

Zip Code ____________ Is this address Temporary or Permanent? (circle one)

Please choose which of the following situations the student currently resides in (you can choose more than one):

_____ House or apartment with parent or guardian
_____ Motel, car, or campsite
_____ Shelter or other temporary housing
_____ With friends or family members (other than or in addition to parent/guardian)

If you are living in shared housing, please check all of the following reasons that apply:

_____ Loss of housing
_____ Economic situation
_____ Temporarily waiting for house or apartment
_____ Provide care for a family member
_____ Living with boyfriend/girlfriend
_____ Loss of employment
_____ Parent/Guardian is deployed
_____ Other (Please explain)

Are you a student under the age of 18 and living apart from your parents or guardians?   Yes   No

Housing and Educational Rights

Students without fixed, regular, and adequate nighttime residences have the following rights:

1) Immediate enrollment in the school they last attended or the local school where they are currently staying even if they do not have all of the documents normally required at the time of enrollment without fear of being separated or treated differently due to their housing situations;

2) Transportation to the school of origin for the regular school day;

3) Access to free meals, Title I and other educational programs, and transportation to extra-curricular activities to the same extent that it is offered to other students.

Any questions about these rights can be directed to the local McKinney-Vento liaison at [Insert phone number] or the State Coordinator at [Insert phone number].

By signing below, I acknowledge that I have received and understand the above rights.

____________________________________________________________________________
Signature of Parent/Guardian/Unattached Youth Date

____________________________________________________________________________
Signature of McKinney-Vento Liaison Date
Appendix 4.A Legal Definition of Homelessness

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act states the following:

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; or are abandoned in hospitals;¹
   (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)²;
   (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 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). (42 U.S.C. § 11434a(2)).

¹ Awaiting foster care placement provisions expire in December or 2016 or 2017, depending on a state’s status as covered.
### School Selection Checklist for Decision Making

(Adapted from the Texas Homeless Education Office)

<table>
<thead>
<tr>
<th>School of Origin Considerations</th>
<th>Local Attendance Area School Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Continuity of Instruction</td>
<td>☐ Continuity of Instruction</td>
</tr>
<tr>
<td>Student is best served due to circumstances that look to his or her past.</td>
<td>Student is best served due to circumstances that look to his or her future.</td>
</tr>
<tr>
<td>☐ Age and Grade Placement of the Student</td>
<td>☐ Age and Grade Placement of the Student</td>
</tr>
<tr>
<td>Maintaining friends and contacts with peers is critical to the student’s meaningful school experience and participation. The student has been in this environment for an extended period of time.</td>
<td>Maintaining friends and contacts with peers in the school of origin is not particularly critical to the student’s meaningful school experience and participation. The student has attended the school of origin for only a brief time.</td>
</tr>
<tr>
<td>☐ Academic Strength</td>
<td>☐ Academic Strength</td>
</tr>
<tr>
<td>The child’s academic performance is weak and the child would fall further behind if he/she transferred to another school.</td>
<td>The child’s academic performance is strong and at grade level; the child would likely recover academically from a school transfer.</td>
</tr>
<tr>
<td>☐ Social and Emotional State</td>
<td>☐ Social and Emotional State</td>
</tr>
<tr>
<td>The child is suffering from the effects of mobility, has developed strong ties to the current school, and does not want to leave.</td>
<td>The child seems to be coping adequately with mobility, does not feel strong ties to the current school, and does not mind transferring.</td>
</tr>
<tr>
<td>☐ Distance of the Commute and Its Impact</td>
<td>☐ Distance of the Commute and Its Impact</td>
</tr>
<tr>
<td>The advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.</td>
<td>A shorter commute may help the student’s concentration, attitude, or readiness for school. The local attendance area school can meet all of the necessary educational and special needs of the student.</td>
</tr>
<tr>
<td>☐ Personal Safety of the Student</td>
<td>☐ Personal Safety of the Student</td>
</tr>
<tr>
<td>The school of origin has advantages for the safety of the student.</td>
<td>The local attendance area school has advantages for the safety of the student.</td>
</tr>
<tr>
<td>☐ Student’s Need for Special Instruction</td>
<td>☐ Student’s Need for Special Instruction</td>
</tr>
<tr>
<td>The student’s need for special instruction, such as Section 504 or special education and related services, can be better met at the school of origin.</td>
<td>The student’s need for special instruction, such as Section 504 or special education and related services, can be met at the local attendance area school.</td>
</tr>
<tr>
<td>☐ Length of Anticipated Stay</td>
<td>☐ Length of Anticipated Stay</td>
</tr>
<tr>
<td>The student’s current living situation is outside of the school of origin’s attendance zone, but the living situation continues to be uncertain. The student will benefit from the continuity offered by remaining in the school of origin.</td>
<td>The student’s current living situation appears stable and unlikely to change suddenly; the student will benefit from the developing relationships with peers in school who live in the local community.</td>
</tr>
</tbody>
</table>
[Insert School District Name]

TRANSPORTATION MEMORANDUM OF UNDERSTANDING

Dear Parent/Guardian/Unaccompanied Youth,

Your child(ren) or you, as an unaccompanied homeless youth, are currently eligible for services through the McKinney-Vento program. Per the McKinney-Vento Homeless Assistance Act, transportation will be provided to your child(ren) or you, as an unaccompanied youth, to and from school.

The following describes our agreement with you regarding transportation:

**Pick-Up**
Students must be at the bus stop or selected location at the time provided by the transportation department. Drivers can wait no more than [X] minutes from your scheduled time.

**Drop-Off**
An adult pre-approved by parents and guardians must be present at the bus stop or selected location to pick up students too young to be left unsupervised. The transportation department will provide the time that the adult must be present for pick-up of students; parents and guardians must notify the liaison or the transportation department if an adult other than the parent or guardian will be picking up the student.

**Communication of Absences**
If a student is going to be absent from school and therefore does not need transportation for part or all of a day, parents or guardians must call and inform the designated driver no later than [X] a.m. on the day of the absence so the driver can adjust the route accordingly.

Driver's Name: [Insert]
Contact Phone Number: [Insert]

**Behavioral Expectations**
Students and parents are expected to follow the [Insert District Name] policies for student behavior. Disciplinary actions for students who violate the behavior policies will be followed as they are for any student in the district.

If [Insert District Name] fails to provide the agreed upon transportation services, the liaison should be contacted. Your liaison is [Insert Name] and may be reached at [Insert Contact Info].

If a student’s residence changes, the transportation department must be contacted by [Insert Time] to allow for transportation to be arranged. Transportation requests and changes may take up to
[insert number] days to be routed, so temporary transportation may be provided while routing is arranged. The transportation department may be contacted at: [insert info].

Please sign below to acknowledge that you understand and agree with these expectations and terms.

<table>
<thead>
<tr>
<th>Date</th>
<th>Parent/Guardian/UHY Name (Printed)</th>
<th>Signature</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Liaison (Printed)</th>
<th>Signature</th>
</tr>
</thead>
</table>
Written Notification of Decision

This form is to be completed by the school when a disagreement arises between the school and a parent, guardian, or unaccompanied youth over McKinney-Vento eligibility, school selection, or enrollment in a school.

Date: 

Name of person completing form: 

Title of person completing form: 

Name of school: 

In compliance with 42 U.S. C. § 11432(g)(3)(E) of the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Name of Parent(s)/Guardian(s): 

Name of Student(s): 

After reviewing your request regarding eligibility, or school selection or enrollment in a school for the student(s) listed above, the request is denied. This determination was based upon:

You have the right to appeal this decision by completing the second page of this form or by contacting the school district’s local homeless education liaison.

Name of local liaison: 

Phone number: Email: 

In addition:

- The student listed above has the right to enroll immediately in the requested school pending the resolution of the dispute.
- You may provide written or verbal communication(s) to support your position regarding the student’s enrollment in the requested school. You may use the form attached to this notification.
  - You may contact the State Coordinator for Homeless Education if further help is needed or desired. Contact information for the State Coordinator: You may seek the assistance of advocates or an attorney. A copy of our state’s dispute resolution process for students experiencing homelessness is attached.
Written Notification of Decision

To be completed by the parent, guardian, or unaccompanied youth when a dispute arises. This information may be shared verbally with the local liaison as an alternative to completing this form.

Date: ____________________________________________

Student(s): ________________________________________

Person completing form: ________________________________

Relation to student(s): ________________________________

I may be contacted at (phone or e-mail): ________________________________

I wish to appeal the enrollment decision made by: ________________________________

Name of School: ______________________________________

I have been provided with (please check all that apply):

_____ A written explanation of the school’s decision.

_____ The contact information of the school district’s local homeless education liaison.

_____ A copy of the state’s dispute resolution process for students experiencing homelessness.

Optional: You may include a written explanation in the space below to support your appeal or you may provide your explanation verbally.

The school provided me with a copy of this form when I submitted it. __________________

(Please initial.)
## Appendix 8.B Dispute Review Guide

Case:
Date Initiated:
Date Resolved:
Summary of Dispute:
Resolution:

<table>
<thead>
<tr>
<th>Before</th>
<th>Issue</th>
<th>✓</th>
<th>What Went Well</th>
<th>What Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All school and LEA staff were trained on the McKinney-Vento Act.</td>
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<tr>
<td></td>
<td>The local homeless liaison was familiar with the State and local homeless dispute resolution policy.</td>
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<tr>
<td></td>
<td>All school and LEA staff were trained on what is required when a parent, guardian, or unaccompanied youth initiates a dispute.</td>
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<tr>
<td></td>
<td>Timelines were clear and reasonable.</td>
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<td></td>
<td>The written notice was reviewed for appropriateness.</td>
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<tr>
<td></td>
<td>School and LEA staff were trained in ways to diffuse disagreements and to treat parents, guardians, and unaccompanied youth respectfully.</td>
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<tr>
<td></td>
<td>The local liaison implemented the dispute process according to LEA and SEA policies.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Issue</td>
<td>What Went Well</td>
<td>What Needs Improvement</td>
<td></td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>Parent, guardian, or unaccompanied youth was provided written notice of the LEA’s decision.</td>
<td>✓</td>
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</tr>
<tr>
<td>Local homeless liaison or school staff explained the dispute process.</td>
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</tr>
<tr>
<td>Local homeless liaison ensured that parent or guardian was able to meet deadlines or was provided assistance or flexibility, and addressed other barriers for the parent to implement the process.</td>
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<tr>
<td>Parent or guardian was referred to advocate or attorney for assistance.</td>
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<tr>
<td>Local homeless liaison assisted unaccompanied youth with the process.</td>
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<tr>
<td>School immediately enrolled student in the school where enrollment was sought and provided full services.</td>
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<tr>
<td>Local liaison obtained information and documentation in appropriate ways.</td>
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<tr>
<td>Local liaison compiled sufficient information and documents for the State Coordinator or other third parties.</td>
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<tr>
<td>All necessary parties were apprised of the resolution and their role in its implementation.</td>
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<tr>
<td>If the dispute was not found in the parent, guardian, or unaccompanied youth’s favor, the local liaison discussed the outcome with and worked with the</td>
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</tbody>
</table>
complainant on strategies to implement the solution while keeping the best interest of the child at the forefront.

<table>
<thead>
<tr>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>The local liaison reviewed the case with all parties involved at the LEA and SEA level for lessons learned.</td>
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<tr>
<td>Appropriate changes in procedures and policies were implemented.</td>
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<tr>
<td>School and LEA staff received further training as needed.</td>
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</tbody>
</table>

Dispute Policy Improvement Action Plan

<table>
<thead>
<tr>
<th>What Needs to be Done</th>
<th>Person Responsible</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
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Unaccompanied Youth Eligibility Flowchart

HOMELESS:
SHOULD be enrolled as UHY under MV

Is the student residing with someone who is not a parent or court-appointed legal guardian?

NOT HOMELESS:
SHOULD NOT be enrolled as UHY under MV

Why is the student with this person?

- Family was evicted; cannot find housing all together; parent placed child temporarily with a friend or relative
- Student left home due to danger or extreme conflict; student was put out of home by parent for a similar reason
- The family was homeless prior to the parent’s incarceration or the caregiver arrangement is not fixed, regular, and adequate
- The family lost housing; the parent placed the child temporarily with a friend or

Why is the student with this person?

- Parent is incarcerated and a relative or friend agreed to care for the child
- Parent enrolled the student and then left the area
- Parent transferred for work; plan for student care & support in place so student can stay to finish school
- Student moved in with a friend, relative, or coach to play sports, be in the band, attend a magnet school, etc.
- Student did not change residences, caregiver moved in; parent made arrangements for the student prior to incarceration
- Parent’s work schedule was problematic, so the child stays with relatives for school

NOTE: The information contained in this flowchart is intended to serve as a general guide. All McKinney-Vento eligibility determinations should be made on a case-by-case basis weighing the individual circumstances of each student. To be eligible for McKinney-Vento services as an unaccompanied homeless student, the student must meet the criteria of both homeless and unaccompanied.
Appendix 10.A Suggested Guidelines for a Parent Agreement

Parents experiencing homelessness often struggle with having “one more thing” added to their plate, and in the face of chaotic circumstances may be unable to carry out responsibilities or follow through on tasks in an organized fashion. A written agreement is a tool designed to enable parents to address an educational challenge for their children and understand the responsibilities of the school and their responsibilities as well.

When a school or school district needs to establish a written agreement with a homeless parent to address an educational challenge, the local liaison should develop the agreement in consultation with the parent. The intent of such agreements is to clarify expectations and responsibilities of the school and the parent while providing a helpful structure to hold both parties accountable. The school or school district should offer support and encouragement to parents in carrying out the agreement, while also taking steps to ensure the regular attendance and participation of the student, in keeping with the student’s best interest, should the parent not follow through with his or her part.

An effective parent agreement is one that includes:

1. A clear statement of the challenge under consideration that is impacting a child’s education, such as irregular attendance or lack of homework completion.
2. A description of the responsibilities and activities the school or school district will undertake to address the challenge. (Be specific about the activities and timeline, including beginning and end date.)
3. A description of the responsibilities and activities the parent must undertake to address the challenge. (Be specific about the activities and timeline, including beginning and end date and interim check-ins if needed.)
4. A description of what the school or school district will do if the parent does not carry out the responsibilities or activities.
5. A description of what recourse the parent has if the school does not carry out its responsibilities.
6. Signatures from the school or school district staff member and the parent indicating that they agree to follow the terms of the agreement.

McKinney-Vento Act Excerpts

Local and State Coordination
Local educational agency liaisons for homeless children and youths shall, as a part of their duties, coordinate and collaborate with State Coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths. (42 U.S.C. § 11432(g)(6)(C))

Coordination

(A) IN GENERAL - Each local educational agency serving homeless children and youths...shall coordinate—

(i) the provision of services under this subtitle with local social services agencies and other agencies or entities providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.); and
(ii) transportation, transfer of school records, and other interdistrict activities, with other local educational agencies.

(B) HOUSING ASSISTANCE - If applicable, each State educational agency and local educational agency that receives assistance under this subtitle shall coordinate with State and local housing agencies responsible for developing the comprehensive housing affordability strategy described in section 105 of the Cranston-Gonzalez National Affordable Housing Act (42 U.S.C. 12705) to minimize educational disruption for children and youths who become homeless.

(C) COORDINATION PURPOSE - The coordination required under subparagraphs (A) and (B) shall be designed to—

(i) ensure that all homeless children and youths are promptly identified;
(ii) ensure that all homeless children and youths have access to, and are in reasonable proximity to, available education and related support services; and
(iii) raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. (42 U.S.C. § 11432(g)(5)).

McKinney-Vento Non-Regulatory Guidance Excerpts
F-1. Local liaisons must ensure that ...

- Homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies...
- Homeless children and youth and their families have access to and receive educational services for such families are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under Part C of the IDEA, and other preschool programs administered by the LEA;

F-4. What are some steps that LEAs can take to ensure all homeless students are identified?

... 

- **Interagency Collaboration.** Developing interagency partnerships. Some Federal programs are also required to identify and serve homeless children and youths who meet the eligibility criteria for those programs and to coordinate with LEAs. These programs include Head Start; the IDEA, which includes child find requirements for children with disabilities from birth through 21 (Part B) and child find requirements for infants and toddlers with disabilities from birth through age two (Part C); and housing programs funded by the U.S. Department of Housing and Urban Development (HUD); and programs and services funded under the Runaway and Homeless Youth Act. Local liaisons should contact the agencies responsible for administering these programs and discuss ways to coordinate referrals for homeless families with children and for unaccompanied youths. A coordinated approach to serving homeless families and youths, potentially including a memorandum of agreement, will improve the identification of homeless students and help these agencies meet their Federal requirements.

L-1. What education, homeless assistance, and social service programs should be considered as part of State and LEA coordination duties under the McKinney-Vento Act?

Many of the Department’s programs use the McKinney-Vento Act definition of “homeless children and youths” and have parallel coordination requirements with the McKinney-Vento program. Of those, the main programs are Title I, Part A of the ESEA, and IDEA Parts B and C for children with disabilities ages three through 21 and birth through two, respectively. In the postsecondary education context, the College Cost Reduction Act
amendments to the Higher Education Act (HEA) also authorize local liaisons to verify the unaccompanied youth status for the purpose of applying for independent student status below the age of 24 on the Free Application for Federal Student Aid (FAFSA).

Several Federal programs administered by the U.S. Department of Agriculture (USDA) and the U.S. Department of Health and Human Services (HHS) use the McKinney-Vento Act’s definition of “homeless children and youths” ..., so it is important for State Coordinators and local liaisons to coordinate for several reasons: to determine eligibility consistently across agencies serving the same families, children, and youths; to coordinate or expedite referrals for services; and to coordinate services overall for families or youths in order to improve education and other outcomes for homeless children and youths.

While programs administered by other Federal agencies may use different definitions of “homeless,” many of these programs serve at least some of the population eligible for McKinney-Vento services. Coordination is critical to ensure homeless students have access to services, besides education, to address their basic needs, such as housing and health. Therefore, State Coordinators and local liaisons should develop relationships with their agency counterparts in order to create an expedited referral system. These relationships can also be used to help develop a more detailed understanding of the needs of the homeless population and a more effective system for serving homeless youths by sharing and using data. State Coordinators and local liaisons may work with their agency counterparts to set up interagency agreements for sharing relevant data to use for planning, coordination, and evaluation. Such agreements must be consistent with FERPA, the confidentiality of information provisions in Parts B and C of IDEA, and other relevant Federal and State laws protecting the privacy of student and family information. (ED, 2016)
Appendix 11.B Collaborations Required by Law

The McKinney-Vento Act names several collaborative partners, either by program name or by general description (e.g., local housing agencies), with which local liaisons must work to meet the needs of homeless children and youth. Information about those partners, the laws that authorize their activities and collaborations, and descriptions of services they offer are listed below.

The Richard B. Russell National School Lunch Act

*Legal Authority:* 79 P.L. 396, 60 Stat. 230

This Act establishes that homeless children are categorically eligible for free meal benefits under the National School Lunch and School Breakfast Programs. These students and families do not have to complete an application for free meals. Rather, USDA policies allow for expedited enrollment of these students to ensure they receive meals quickly. More information, including related USDA memos, is available at [center.serve.org/nche/legi/cn_wic.php](http://center.serve.org/nche/legi/cn_wic.php) and [www.fns.usda.gov/cnd/](http://www.fns.usda.gov/cnd/).

Head Start

*Legal Authority:* Head Start Act, 42 U.S.C. 9801 et seq.
*Related Regulations:* 45 C.F.R. 1301 et seq.

The Head Start program provides grants to public and private nonprofit and for-profit agencies to provide comprehensive child development services to economically disadvantaged children (aged three through five) and their families. Additionally, the Early Head Start program, established in 1995, serves families with children aged birth to three. Congress amended the latest version of the Head Start Act in 2007, adding many new provisions related to homeless children including

- adopting the McKinney-Vento Act’s definition of homeless;
- qualifying homeless children as automatically eligible for Head Start services;
- mandating that the U.S. Department of Health and Human Services issue regulations that require Head Start agencies to
  - identify and prioritize homeless children for enrollment;
- allow homeless families to apply to, enroll in, and attend Head Start programs while required documents are obtained within a reasonable time frame; and
- establish coordination between local Head Start programs and local homeless liaisons.

Guidance issued by the Head Start Bureau encourages Head Start grantees to target homeless families wherever possible. A memorandum related to this is available on the NCHE website at http://center.serve.org/nche/downloads/hhs_preschool_memo.pdf.

Recommendations for increasing early childhood education services for homeless children, including collaborating with State Coordinators and local liaisons are in the U.S. Department of Health and Human Services’ Dear Colleague letter. It can be downloaded at https://www.acf.hhs.gov/sites/default/files/ecd/acf_homeless_letter.pdf.

Runaway and Homeless Youth Act Programs

*Legal Authority:* Runaway and Homeless Youth Act (RHYA), 42 U.S.C. 5601 et seq.

The RHYA authorizes three programs that address the needs of runaway youth and youth experiencing homelessness. A brief description of the three programs is provided below.

1) Basic Center Programs meet the immediate needs of runaway and homeless youth by providing emergency shelter, food, clothing, counseling, and referrals for health care. These shelters can serve youth under 18 years old for up to 21 days. To learn more, see the fact sheet available at http://www.acf.hhs.gov/programs/fysb/resource/bcp-fact-sheet.

2) Transitional Living Programs provide long-term residential services to help homeless youth ages 16 through 21 successfully transition to self-sufficient living. A fact sheet on Transitional Living Programs funded by the RHYA is available at: http://www.acf.hhs.gov/programs/fysb/resource/tlp-fact-sheet.

3) Street Outreach Programs offer outreach, services, and referrals to youth living on the street in order to move them into stable housing and prepare them for independence. By achieving these
goals, the program also prevents sexual abuse and exploitation. The fact sheet on street outreach programs is available online at http://www.acf.hhs.gov/programs/fysb/resource/sop-fact-sheet.

In addition to the mandates in the McKinney-Vento Act that require collaboration on the part of liaisons and districts, Basic Center and Transitional Living Programs are required by the RHYA to coordinate with McKinney-Vento programs in school districts. The Family and Youth Service Bureau Information Memorandum No. 1-2006 provides information regarding collaboration between local homeless liaisons and RHYA programs; it is available online at http://archive.acf.hhs.gov/programs/fysb/content/aboutfysb/McKinney-Vento_IM.pdf.

In addition to the housing assistance provided through the RHYA, the Act also funds a national communications system, the National Runaway Safeline. The communication system helps homeless and runaway youth by providing crisis intervention, referrals, communication with youths’ families, and emergency transportation home after a youth has run away. National Runaway Safeline assistance is also available for youth who are contemplating running away. While the Safeline has long been known for operating a crisis line for youth (1-800-RUNAWAY), the organization now has the option for youth to chat online with staff as well. Liaisons may benefit by visiting the Safeline website, as it has a number of publications, including a runaway prevention curriculum, which could be used to raise awareness and provide training. The website is located at http://www.1800runaway.org/.

Local Social Services or Human Services Agencies

Temporary Assistance for Needy Families (TANF) funds can be used to help families avoid homelessness. The funds can be used for short-term assistance, such as rent or utility payments, without triggering the 60-month lifetime limit for assistance. As long as the funds are used to pay crisis related, non-recurring expenses, they can be used by a family more than once during a year. For example, a family could receive assistance for overdue rent, a car repair, and to bring utilities current all within the same year. A memorandum issued by the U.S. Department of Health and Human Services
discusses this issue in more detail and may be downloaded at 

The Supplemental Nutrition Assistance Program (SNAP), formerly known as 
Food Stamp Program, helps people with low incomes buy food. Although it is 
a federal government program, SNAP is administered by State or local 
agencies. The Food Research and Action Center has information targeted 
specifically for homeless persons, including youth, about services available 
through SNAP. The information can be accessed online at 
http://frac.org/federal-foodnutrition-programs/snapfood-

Please note, this program is not the same as the USDA school meals program; 
instead it provides meals for both families and children outside of the school 
setting.

The John H. Chafee Foster Care Independence Program serves current and 
former foster care youth. The goal is to help them achieve self-sufficiency 
through education, employment, financial management, housing, emotional 
support, and connections to caring adults. Among other things, the program 
can offer vouchers to cover education and housing expenses for youth who 
qualify. To learn more about the program, visit 
http://www.acf.hhs.gov/programs/cb/resource/chafee-foster-care-

U. S. Department of Housing and Urban Development (HUD)

HUD currently administers seven programs dedicated to ending or 
preventing homelessness across the entire U.S. population. They also 
collaborate with other Federal agencies for similar programs and administer 
the funding for several mainstream resource programs that provide 
resources to low income persons in addition to those experiencing 
homelessness.

Mainstream Resources

Services offered through the mainstream resource programs vary based 
on the goals and scope of the programs. The Section 8 Voucher Program is 
an example of a mainstream resource program operated by HUD. 
Collaboration on the part of liaisons with local operators of these 
programs, such as the Home Investment Partnership (HOME) Program,
has led to housing opportunities for families identified as homeless by LEAs. To learn more about mainstream resource programs, visit http://www.hudhre.info/index.cfm?do=viewMainstreamPrograms.

Continuum of Care (CoC)

The purpose of the CoC in any community is to establish a community-wide response for ending and preventing homelessness. Federal funds are available for housing and homelessness related activities. As it is to represent the breadth and depth of a community, the CoC membership should include nonprofit homeless service providers, service providers for victims, faith-based organizations, governments, businesses, advocates, public housing agencies, school districts, social service providers, mental health agencies, hospitals, universities, affordable housing developers, law enforcement, organizations that serve homeless and formerly homeless veterans, and homeless and formerly homeless persons.

Contacts for each CoC are provided online at the following website: https://www.hudexchange.info/grantees

Each CoC is charged with identifying resources and areas of need and developing a plan for serving homeless persons in their area. This planning document will contain much of the community information that schools will need to effectively serve homeless students by providing referrals. In addition, CoCs and their agency members are required to collaborate with the school district’s local liaison to ensure the educational needs of children and youth are considered. This includes placing families in shelters or other housing close to the school of origin when possible.

Communities that receive CoC funds have participated in an extensive needs assessment, including the identification of existing resources, agencies, and services. Other potential sources for this valuable information include State interagency councils on homelessness, as most States have a State level council that mirrors local CoCs.

Institutions of Higher Education

Legal Authority: College Cost Reduction and Access Act, P.L. 110-84

Financial aid administrators are directed to obtain verification of an unaccompanied homeless youth’s status from liaisons, if possible, when determining the financial aid available to an unaccompanied homeless youth. A verification form for financial aid administrators can be downloaded at http://center.serve.org/nche/downloads/faa.det_tool.pdf.
Appendix 11.C Basic Tips for Collaboration

Identifying Potential Partners

Collaboration is a two-way street. People who work with children and youth experiencing homelessness often do so with little or no targeted financial resources. Collaboration with other programs in the school district and community agencies is an essential tool to access services for homeless students. When deciding to pursue a collaborative partnership, it is helpful to

- identify the needs of homeless students in your district;
- know the responsibilities of other programs and community agencies in your district;
- identify areas of interest or overlap between homeless education and other programs and agencies;
- consider how other programs and agencies can provide assistance and be sure to determine how the assistance can benefit them, if undertaken; and
- consider how you can provide reciprocal support, if possible.

Once a potential collaborative relationship is identified, determine your key contact person in the program or agency. Communicate regularly, and keep the issues germane to students as your focus.

Realizing the Level of Involvement Needed

The term collaborative efforts is used loosely here to describe a relationship where two or more individuals or groups work on behalf of the education of children and youth experiencing homelessness. The degree to which the parties share responsibilities and resources can vary greatly across partnerships, as shown in Figure 1.

Relationships can range from low-level networking to true collaboration, which, by definition, is the highest level of shared responsibility in which resources are integrated. When reaching out to other programs and agencies, it is important to consider the level of relationship that may be needed to realize goals and to build on
existing relationships. When new partners are sought, consider working on lower-level relationships to build trust before attempting more complex interactions.

**Initiating the Collaboration**

Once you have considered how to make collaboration a win-win opportunity for students, it is time to approach the individuals, programs, or agencies with whom the prospective partnership will be formed.

Suggested activities for accomplishing a collaborative partnership include the following:

- Schedule a time to meet with the individual in charge of the program or agency.
- Prepare for the meeting by identifying the key points to be discussed.
- Explain your role as local liaison.
- Share what is needed in the district to support children and youth experiencing homelessness.
- Ask the individual for his/her support based on the program's or agency's responsibilities.
- Offer concrete suggestions for actions that can be taken by program or agency staff.
- Enter the meeting with a positive outlook and plan to leave with a specific commitment for support.

**Developing the Collaboration**

True collaborative relationships are often the result of growth. In fact, many collaborative agreements are sustained by building upon existing structures. While not all collaboration needs to be intense, key features of successful collaboration include the following:

- establishing a common goal, purpose, or focus;
- communicating regularly;
- sharing resources; and
- prioritizing and strategizing together.

Be sure to build in opportunities to discuss and develop these features when creating and maintaining relationships with other programs and agencies.

**Collaboration Meets Many Needs**

Most local liaisons have other responsibilities in addition to serving homeless children and youth. Unfortunately, if someone is experiencing homelessness, their plight is full-time. Combining efforts increases services to homeless students while reducing the time needed by the liaison to provide the services. By collaborating with the various school district programs and community agencies, the provision of services to the child or youth can become richer, more comprehensive, and more effective.
## Table 11.1 Levels of Collaborative Effort

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<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td>Networking</td>
<td>Making connections with individuals or groups whose purpose is related to your mission</td>
<td>Having copies of the transportation department’s meeting minutes forwarded to you</td>
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<tr>
<td>Cooperation</td>
<td>Working together on a limited basis</td>
<td>Asking a Spanish teacher to translate a document to be used to promote the educational rights of students experiencing homelessness in the Spanish-speaking community</td>
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<tr>
<td>Coordination</td>
<td>Combined effort on an initiative that meets the needs of both parties</td>
<td>Arranging with school nurses to refer children experiencing homelessness for free or low-cost medical and dental care</td>
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<tr>
<td>Coalition</td>
<td>Regular communication and sharing of resources, but each group still retains control over its domain</td>
<td>Agreeing on a process to ensure that student services, the local liaison, and the transportation department communicate when a homeless student has a change of address to ensure that the bus transports the student to and from the location where the student is currently staying</td>
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<tr>
<td>Collaboration</td>
<td>Working together and pooling resources to meet a common purpose or goal</td>
<td>The school and local liaison work with the parent(s) or guardian(s) to provide the best educational program for the student experiencing homelessness</td>
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Quick Tips

Power of 3: Getting the Point Across

Many practiced public speakers ranging from pastors to politicians repeat important points three times. They introduce the points in the opening, elaborate on each during the presentation, and summarize each in the closing statements.

Time Use

Think of the presentation time being divided into three parts: an introduction, explanation/interaction, and wrap-up. In general, 25% of the time is spent on the introduction, 25% on the wrap-up, and 50% of the time on the explanation.

Handouts

- People read handouts when they get them; allow time to look over the materials before launching into your presentation or immediately asking participants to look for or do something in the handout.
- Assure participants that information on the slides is included in the handouts so they do not spend time during the presentation taking lots of notes that are already available.

Participant Involvement

A quick activity, demonstration of technique, or non-threatening question can enhance audience participation.

Slide Presentation

Prepare slides that all participants can see by

- using a plain font (such as Times New Roman, Helvetica, or Arial);
- selecting a large font size (22 point or larger), and
- including no more than 6 lines of text per slide

Movement

Limit your movement when speaking. Some participants may be very distracted if you “talk with your hands” or play with items in your pockets.

Information

- If referencing published material, know the title, author, and source information—people always ask.
- Provide your contact data: phone number, e-mail address, or mailing address.

Adult Learners

Adult learners are different from students in K–12 classrooms.

Adult learners are responsible for their own learning, and they seek ways to fill that need.

Adult learners are involved in workshops for a variety of reasons, such as

- professional benefits,
- benefits to their students,
- mandatory attendance requirements, and
- personal interests.

Adult learners are professionals in their field and can benefit from both the presentation and the opportunity to interact with colleagues. Participants like to leave knowing how they can affect positive change. One way to ensure this is to offer participants something they can immediately try when they get back to school. It should be fairly easy to implement with few, if any, materials needed.

Adapted from Project HOPE-Virginia materials
Common Signs of Homelessness

Note: While these are considered common signs, please recognize that they only offer general guidance. There is significant variability within the school-age homeless population. Individual students may differ significantly from the following general characteristics.

**Lack of Educational Continuity**
- Attendance at many different schools
- Missing records needed to enroll
- Inability to pay fees
- Gaps in skill development
- Mistaken assessment of abilities
- Poor organizational skills
- Poor ability to conceptualize

**Poor Health/Nutrition**
- Missing immunizations & medical records
- Unmet medical & dental needs
- Respiratory problems
- Skin rashes
- Chronic hunger or food hoarding
- Fatigue (may fall asleep in class)

**Transportation & Attendance Problems**
- Erratic attendance and tardiness
- Numerous absences
- Lack of participation in afterschool activities
- Lack of participation in field trips
- Inability to contact parents

**Poor Hygiene**
- Lacking shower facilities/washers, etc.
- Wearing clothes several days
- Inconsistent grooming

**Lack of Personal Space After School**
- Consistent lack of preparation for school
- Incomplete or missing homework

- Unable to complete special projects
- Lacking basic school supplies
- Loss of books and supplies on regular basis
- Elevated concern for safety of belongings

**Social and Behavioral Concerns**
- A marked change in behavior
- Poor/short attention span
- Poor self-esteem
- Extreme shyness
- Unwilling to form relationships with peers & teachers
- Difficulty socializing at recess or lunch periods
- Difficulty trusting people
- Aggression
- “Old” beyond years
- Overly protective of parents
- Clinging behavior
- Developmental delays
- Fear of abandonment
- School phobia (afraid to leave parent)
- Anxiety, especially late in the school day

**Reactions or Statements by Parents, Guardians, or Students**
- Exhibiting anger or embarrassment when asked about current address
- Avoidance of questions related to current address
- Statements about staying with grandparents, other relatives, friends, or in motels & campgrounds
- Statements such as:
  - “I don’t remember the name of the last school.”
  - “We’ve been moving around a lot.”
  - “Our address is new; I can’t remember it.”
  - “We’re staying with relatives until we get settled.”
  - “We’re going through a bad time right now.”

Adapted from flyers developed by the Illinois & Pennsylvania Departments of Education. For more information on homeless education, visit the National Center for Homeless Education website at: nche.ed.gov
Appendix 14.A McKinney-Vento Subgrant
Authorized Activities

An LEA may use funds awarded under this section for activities that carry out
the purpose of this subtitle, including the following:

1) The provision of tutoring, supplemental instruction, and enriched educational
services that are linked to the achievement of the same challenging State
academic 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 English learners, services provided under title
I of the Elementary and Secondary Education Act of 1965 or similar State or
local programs, programs in career and technical education, and school
nutrition programs).

3) Professional development and other activities for educators and specialized
instructional support 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) [42 U.S.C. § 11432(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) [42
U.S.C. § 11432(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, particularly homeless children and youths
who are not enrolled in school, in public school programs and services
provided to nonhomeless 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 other required health records, academic records, guardianship records, and evaluations for special programs or services.

10) The provision of education and training for the parents and guardians of homeless children and youths about the rights of, and resources available to, their children and other activities designed to increase the meaningful involvement of parents and guardians of homeless children and youths in the education of their children.

11) The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 722(g)(5) [42 U.S.C. § 11432(g)(5)].

12) The provision of specialized instructional support services (including violence prevention counseling) and referrals for such services.

13) Activities to address the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems.

14) The adaptation of space and purchase of supplies for any nonschool facilities made available under subsection (a)(2) [services provided with subgrant funds] to provide services under this subsection.

15) The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.

16) The provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities.

(42 U.S.C. § 11433(d)).
# Appendix 15.A Template of Quadrants to Determine Priorities

<table>
<thead>
<tr>
<th>Important</th>
<th>Urgent</th>
<th>Not Urgent</th>
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<tbody>
<tr>
<td><strong>QUADRANT I</strong></td>
<td></td>
<td><strong>QUADRANT II</strong></td>
</tr>
<tr>
<td><strong>QUADRANT III</strong></td>
<td></td>
<td><strong>QUADRANT IV</strong></td>
</tr>
</tbody>
</table>
### Top 5 List

#### 5 Documents to Read:

1. 
2. 
3. 
4. 
5. 

#### 5 Documents to Keep on Hand:

1. 
2. 
3. 
4. 
5. 

#### 5 People to Know:

1. 
2. 
3. 
4. 
5. 

#### 5 Audiences for Training:

1. 
2. 
3. 
4. 
5. 

#### 5 Resources to Utilize:

1. 
2. 
3. 
4. 
5. 

#### 5 Programs to Coordinate With:

1. 
2. 
3. 
4. 
5.
Appendix 15.C School Level Point of Contact Information

The McKinney-Vento Homeless Assistance Act requires that every school district provide education and related services for students experiencing homelessness. In order to ensure our district remains in compliance with the law while providing an education of the highest quality to homeless students, a point of contact is needed in every building. This person will work with the local liaison to ensure students are identified and given appropriate opportunities to enroll, attend, and succeed in school. To assist with these tasks, the local liaison will provide support and training for the building level points of contact.

Please identify the most appropriate building level point of contact and provide his or her information below.

School Name: 
Contact Name: 
Direct Phone Extension: 
Email: 

If you need assistance determining the most appropriate person for this role in your building, please contact the local liaison for assistance. Once the building contact is identified, please return this form to the local liaison no later than [Insert Date Here].

The local liaison for our district is: 
[Insert Contact Information Here]
## Appendix 15.D Needs Assessment Worksheet and Summary

### Needs Assessment Worksheet

<table>
<thead>
<tr>
<th>Issue</th>
<th>Guiding Questions</th>
<th>Status/Comments</th>
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</table>
| **Awareness**          | • What is the level of awareness/education of LEA program administrators and school personnel regarding the statutory requirements of McKinney-Vento and Title IA legislation relative to the education of homeless children and youth?  
                          • What is the level of awareness/education in other community agencies and networks, such as homeless coalitions, shelter providers, and other service providers?  
                          • Are homeless education posters displayed in each school in the community?                                                                                                                                                                                                 |                 |
| **Policies/Procedures**| • How often do you review/revise district policies, regulations, and practices that might be barriers to the school enrollment, attendance, and success of homeless students?  
                          • What kinds of outreach efforts are in place and by whom to target the identification of homeless children and youth in your community?  
                          • Does the LEA obtain data on homeless students from shelters?  
                          • How are homeless families informed, in a language they understand, of the educational rights of their children regarding enrollment, transportation, etc.? Is information posted in places they are likely to see?  
                          • Are shelter personnel and other service providers aware of the district’s obligation to provide transportation to the school of origin?  
                          • How do you support homeless students’ right to attend the school of origin when doing so is in their best interest?  
                          • What kinds of parent involvement activities and initiatives are implemented district-wide? Are supports provided to encourage and assist homeless families in being involved?  
                          • What issues/barriers are addressed consistently in calls received by the local liaison requesting information or technical assistance?  
                          • Do you provide basic services and supports, such as school supplies, fee waivers, and transportation, as needed?  
                          • Does the district have a written dispute resolution policy? Are parents provided with a copy when disputes arise?                                                                                                                                                  |                 |
| **Identification/Enrollment/Access** | • How many homeless children and youth have been identified as homeless in your district?  
                          • How many homeless unaccompanied youth have been identified?  
                          • How many homeless preschool-age children have been identified? (birth-2 and 3-5)?  
                          • How many homeless migrant homeless students have been identified?  
                          • Do you enroll homeless students immediately?                                                                                                                                                                                                                   |                 |
| Identification/Enrollment/Access (continued) | - Do you identify and remove barriers to school enrollment, attendance, and success in school for homeless students? Are barriers specific to homeless unaccompanied youth eliminated?
- How many homeless shelters are in your district?
- How many school-aged children reside in homeless shelters in your district?
- How many students are doubled-up with friends or family due to lack of housing?
- How many homeless students are in other kinds of living situations?
- How many homeless students have moved within the district, or from outside the district in the past school year?
- Do you consider data relative to poverty, unemployment, foreclosures, and other economic trends in your community when assessing the accuracy of your numbers of homeless students identified and served?
- Is it likely that there are homeless children and youth in the community who have not been identified and are not attending school? |

| Student Success | - What percentage of identified homeless students in your district are grade-level proficient in reading, math, and science?
- Is the academic proficiency of homeless students increasing in your district?
- Does analysis of proficiency data factor in length of time enrolled in the school where tested?
- Does the reporting process recognize discrepancies in data as students move from school to school or from district to district?
- What other indicators, in addition to academic achievement scores, do you monitor? (e.g. attendance, chronic absenteeism, grade-level promotion/retention, graduation rates, disciplinary referrals, etc.) |

| Collaboration – Internal | - What is the frequency of communication between the local liaison and Title IA program leaders in your district?
- What kinds of decisions are made jointly between homeless education and Title IA?
- How does your Title IA plan address the needs of homeless students?
- How do homeless education liaisons and Title IA coordinators collaborate to address the needs of homeless unaccompanied youth?
- Homeless preschoolers (Birth-3 and 4-5)? Homeless migrant students? Homeless students awaiting foster care?
- Are the reservation of Title IA funds, the amount, and the use determined jointly between Title IA coordinators and the local liaison?
- Is the amount determined based on data from a needs assessment?
- Is a description of the Title IA reservation, and how the funds are used, included in your Consolidated Plan submitted to the State?
- Is a description of the Title IA reservation included in your McKinney-Vento subgrant program description?
- How many homeless students are participating in Title IA programs? (Schoolwide? Targeted Assistance? Other?) |
## Collaboration - External

- What is the level of coordination with other program personnel (transportation, nutrition, counseling, drop-out/truancy, special education)?
- How many homeless students are receiving special education services?

- What is the frequency of communication between the local liaison and community agencies that serve homeless families?
- What community agencies are active in the provision of services to homeless children, youth, and families in your community?
- Do LEA staff members participate in collaboration with Head Start, Runaway and Homeless Youth Act programs, HUD, etc.?
- What community agencies collaborate with the LEA on data collection?
- Are community agencies working with homeless families aware of the statutory requirements of McKinney-Vento and Title IA legislation?
- What specific projects/initiatives are underway as a result of collaboration within the community network?
- How would you assess the overall quality and effectiveness of community collaboration?

## Resources/Capacity

- What resources are available to meet the unique needs of your homeless students?
- Does your district receive a McKinney-Vento subgrant? If so, what supplemental services are provided with those funds?
- If your district does not receive a McKinney-Vento subgrant, what supplemental services are provided and how are they funded?
- What amount of Title IA funds is reserved to meet the needs of homeless students in your district?
- How are these funds used?
- What happens with Title IA funds that are unspent at the end of the fiscal year?
- How are pupil transportation services provided by the district for homeless children and youth?
- Are public transportation options provided by the district when needed?
- What other LEA supports are available?

## Additional Questions for Charter Schools (if applicable)

- How many homeless students are attending your charter school?
- How are services provided to homeless students in your charter school?
- Are you receiving McKinney-Vento subgrant or Title IA funds?
- Is technical assistance being provided to charter school personnel regarding the educational rights of, and provision of services for, homeless children and youth? How and by whom?
- How are you ensuring that school administrators and staff are providing services and supports in compliance with the McKinney-Vento Act?
# Needs Assessment Summary

Complete each section below based on the results of the Needs Assessment Worksheet.

1 = Many areas of concern; several compliance issues; technical assistance is needed
2 = Implementation is minimally adequate; systems, tools, and mechanisms are needed to strengthen implementation; technical assistance is needed
3 = Implementation is adequate; procedures are in place but could be improved
4 = Program is strong and robust, with model systems, tools and mechanisms in place

<table>
<thead>
<tr>
<th>Awareness (circle one): 1 2 3 4</th>
<th>Most Important Challenges:</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
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<th>Policies/Procedures (circle one): 1 2 3 4</th>
<th>Most Important Challenges:</th>
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</table>

<table>
<thead>
<tr>
<th>Identification/Enrollment/Access (circle one): 1 2 3 4</th>
<th>Most Important Challenges:</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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<tr>
<td>Section</td>
<td>Challenges</td>
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<tr>
<td>------------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Student Success</strong> (circle one): 1 2 3 4</td>
<td>Most Important Challenges:</td>
</tr>
<tr>
<td><strong>Collaboration - Internal</strong> (circle one): 1 2 3 4</td>
<td>Most Important Challenges:</td>
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<tr>
<td><strong>Collaboration - External</strong> (circle one): 1 2 3 4</td>
<td>Most Important Challenges:</td>
</tr>
<tr>
<td><strong>Resources/Capacity</strong> (circle one): 1 2 3 4</td>
<td>Most Important Challenges:</td>
</tr>
</tbody>
</table>
Most Important Challenges:

Further Data Needed:

Further Action Needed:

1. Based on the summary scores above, list in order of priority the areas needing improvement:

2. What strengths exist to assist in addressing these areas of concern?

3. What general strategies will you use to address these priorities?

4. In what areas do you anticipate needing additional resources and/or technical assistance?

5. What process will you use to generate an action plan to address your most pressing issues?

For the full document, see Educating Homeless Children and Youth: Conducting Needs Assessments and Evaluating Services - A Guide for SEAs, LEAs, and Local Schools

http://center.serve.org/nche/pr/na_eval.php
## Appendix 15.E Sample Barrier Tracking Form

<table>
<thead>
<tr>
<th>Request Date</th>
<th>Response Date</th>
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</thead>
<tbody>
<tr>
<td>Contact Name, Phone Number, Email</td>
<td></td>
</tr>
<tr>
<td>Contact Role (Parent, Agency, Student etc.)</td>
<td></td>
</tr>
<tr>
<td>School Involved</td>
<td></td>
</tr>
<tr>
<td>Request Topic</td>
<td></td>
</tr>
<tr>
<td>Type of Request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Request for Information</td>
</tr>
<tr>
<td></td>
<td>Complaint or Possible Compliance Concern</td>
</tr>
<tr>
<td></td>
<td>Inquiry from School or Program Administrator</td>
</tr>
<tr>
<td></td>
<td>Request for Action</td>
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<tr>
<td></td>
<td>Request for or Indicator of Need for Technical Assistance</td>
</tr>
<tr>
<td>Request Description</td>
<td></td>
</tr>
<tr>
<td>Response</td>
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</table>

Repeat Table as Needed