



National Center for Homeless Education

Standards and Indicators for Quality LEA McKinney-Vento Programs – 2017 Revision

Introduction

In a time of high stakes accountability for program quality, every program needs a set of standards to guide program planning. Standards provide a common basis for establishing measurable goals and implementing a program. Standards represent the distilled wisdom of experts, administrators, and stakeholders who draw upon their understanding of a program to establish a set of guidelines and desired outcomes that apply to all similar programs despite their size, customers, or funding.

The National Center for Homeless Education (NCHE) originally developed the standards and indicators for quality McKinney-Vento programs in 2002 and later revised them in 2006 through a collaborative process that included State Coordinators for McKinney-Vento Programs, local liaisons, Federal program staff, parents, and representatives from national organizations. NCHE convened a small group of State Coordinators in 2017 to review the 2006 version in light of the reauthorization of the McKinney-Vento Act in the Every Student Succeeds Act of 2015 (ESSA) and best practices and Federal priorities that have emerged over the past 10 years. The indicators reflect new sources of data available to State educational agencies (SEAs) and local educational agencies (LEAs or school districts) along with a growing emphasis from the Federal level on utilizing data for program planning.

These revised standards and indicators are intended primarily for local liaisons and other homeless education staff in LEAs, whether a district receives or is covered by a subgrant or not, as well as for the Coordinators in State departments of education who have McKinney-Vento training and oversight responsibilities for all LEAs and liaisons in their States. At the same time, these standards align with Federal agency and program office priorities to improve State and local program performance and improve educational outcomes for students experiencing homelessness through a variety of means, including monitoring, technical assistance and making LEA level homeless student enrollment and school level homeless student achievement data publicly available. From the 2017-2018 school year, ESSA requires all SEAs and those LEAs with significant numbers of homeless students to report publicly on homeless student achievement and 4-year adjusted cohort graduation rates. For more background on performance reporting for the EHCY program and how the data are used by the Federal program office and NCHE, refer to recent NCHE products on reporting and using performance data such as the annually updated “Guide to Collecting Federal Data” for the EHCY program and “Getting to Graduation: Tools for Using Data to Support Student Success.”

Overview of the Standards for Quality LEA McKinney-Vento Programs

The revised standards for quality McKinney-Vento programs are divided into four broad categories to reflect (1) outcomes for homeless students, (2) LEA support activities, (3) LEA collaboration between the school district and community, and (4) LEA program management. While academic proficiency for homeless students (Standard 2) is a critical outcome, the standards include a wide range of support activities that provide the foundation for enabling academic success. Each of the standards reflects key provisions of the McKinney-Vento Act. (See Appendix A for a crosswalk between the standards and relevant provisions in the McKinney-Vento Act.) The indicators reflect both requirements in the law and good practices stated in ways that are specific and measurable.

Student Performance Standards

1. All homeless students participate fully in school.
2. All homeless students show academic progress.

LEA Support Standards

3. The LEA identifies all homeless children and youth through outreach, including outreach to specific subgroups including preschool-aged children, unaccompanied homeless youth, out-of-school youth, students with disabilities, English learners, and migratory children and youth.
4. The LEA removes barriers to enrollment for homeless students.
5. LEA maintains all homeless students in their school of origin when in their best interest.
6. The LEA provides homeless students all educational services for which they are eligible.

LEA Outreach and Collaboration Standards

7. The LEA links homeless students and their families to community services.
8. The LEA informs all parents and guardians of homeless children and youth of the educational and related opportunities available to their children and of meaningful opportunities to participate in their children's education.
9. The LEA informs all unaccompanied homeless youth of the educational and related opportunities available to them.
10. The LEA conducts awareness activities for educators and community service providers regarding the rights and needs of homeless children and youth.
11. LEAs coordinate and collaborate with programs within the LEA to increase identification of homeless students, plan support activities, align procedures and practices, and leverage resources.
12. LEAs coordinate and collaborate with community agencies, organizations, and business partners to deliver comprehensive services in an efficient manner, expand or leverage resources, and participate in policy discussions.

LEA Program Management Standards

13. The LEA local liaison has sufficient time, training, and support to carry out his or her duties.
14. The LEA has policies and procedures that remove educational barriers for homeless children and youth.

- 15. The LEA provides professional development and other support to school personnel serving homeless children and youth.
- 16. The LEA utilizes data for needs assessment and program planning.

Organization of the Standards and Indicators for Quality McKinney-Vento Programs

The tables provided for each of the standards in this document include suggested indicators and long-term goals against which the indicators can be measured to determine the LEA’s progress in meeting the standard.

The tables also provide suggested data sources. Many of the suggested data sources are available in the data collected by LEAs for the Federal Consolidated State Performance Report (CSPR) through ED*Facts* and other data collected by the LEA and SEA. Some suggested data sources may require additional data collection in the form of surveys, focus groups, or document and records review.

Comparison of Tools Designed for McKinney-Vento Program Improvement

LEAs have a variety of resources available for them to review their McKinney-Vento program, including NCHE’s standards and indicators, NCHE’s LEA Informal Needs Assessment Tool, and each State’s process for monitoring LEA McKinney-Vento programs. The purpose of each of these resources is different, but there is significant overlap in their use and content. See Table 1 for a comparison of these tools and processes.

Table 1. Resources for Increasing McKinney-Vento Program Quality

<i>NCHE Standards and Indicators</i>	<i>NCHE LEA Informal Needs Assessment Tool</i>	<i>SEA Monitoring of LEA MV Programs</i>
<ul style="list-style-type: none"> • Establishes a common set of guidelines and desired outcomes for all McKinney-Vento programs • Established collaboratively among a wide-range of experts, practitioners, and stakeholders • Reflects requirements in the law as well as agreed upon good practice • Indicators feature program aspects that can be measured to show progress in meeting the standard • Can be cross-referenced with topics in the NCHE LEA Informal Needs Assessment Tool 	<ul style="list-style-type: none"> • Guiding questions that can be supported with data or utilized for discussion among stakeholders to identify the gaps between “what is” and “what should be” in their McKinney-Vento program • Needs assessment questions can be adapted for each State or LEA, but the Standards are consistent across all McKinney-Vento programs • Can be cross-referenced with the NCHE standards (See Appendix B.) 	<ul style="list-style-type: none"> • Designed to measure compliance with provisions in the McKinney-Vento Act • Based on an SEA-developed protocol that includes questions related to McKinney-Vento program compliance that are answered through LEA data review, document and record review, and interviews with LEA staff and program stakeholders • Can incorporate NCHE’s standards and indicators to ensure consistency among LEAs in a State and with programs across the nation that adopt the standards

<ul style="list-style-type: none"> • Can be used as part of an LEA needs assessment or monitoring protocol 		
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Using the Standards and Indicators for Quality McKinney-Vento Programs

The standards and indicators for quality McKinney-Vento programs enable an LEA to ensure that its McKinney-Vento program is in alignment with national expectations both in terms of compliance with the law and effective practice. The standards are comprehensive, and LEAs should address each standard in their McKinney-Vento program. However, LEAs have much flexibility in prioritizing on which standards to focus on annually and in selecting the indicators they will use to measure progress in meeting the standards.

Getting Started

1. Review LEA data to determine a base line for the extent to which the LEA is addressing each standard.
2. Determine on which standards to focus in planning yearly program activities. Most LEAs do not have the capacity to plan activities to fully address each standard. Many LEAs that have utilized the standards in the past have selected one or two on which to concentrate their efforts during a year’s time. Selection criteria may include: (1) Selecting the standard(s) that will provide a foundation on which to build in order to strengthen the program; (2) selecting the standard(s) that needs assessment data indicate the greatest gaps exist between what is in place and what is needed to meet the standard; or (3) selecting the standard(s) that would bring the LEA most in compliance with the law when met. Some LEAs have found that although they select only one or two standards on which to focus, concentrated attention on these standards will positively impact other areas of the program.
3. Select the indicators for the standard, using the ones suggested or creating ones more appropriate for your LEA.
 - LEAs just beginning the work of measuring progress toward meeting the standards or that have limited capacity for data collection beyond what is currently required should select the indicators for which data already exist. These indicators may include data collected for the CSPR through ED*Facts* and data collected by the SEA or the LEA. LEAs should break down the data by grade levels and subgroups whenever possible.
 - Some indicators require the local liaison or other program administrators to provide documentation and records of their activities. The SEA or LEA may want to set expectations for administrator record keeping, such as keeping logs of complaints and disputes and records of meetings with collaborators, of trainings and awareness activities conducted, and of professional development activities attended. As a word of caution, the records and documentation in and of themselves may not reveal a complete picture and may require further review of a McKinney-Vento program. For example, an LEA that documents a large number of complaints or disputes is not necessarily one that is out of compliance or operating an inadequate program. While complaints and disputes can indicate problematic areas, they can also indicate that an LEA has successfully made

parents, guardians, and unaccompanied youth aware of their McKinney-Vento rights and invited them to be active participants in decisions impacting the education of their children, or of themselves, if they are an unaccompanied youth.

- LEAs that wish to go beyond existing data for a more in-depth review of their program should conduct surveys, interviews, or focus groups.
4. Develop a short-term measurable goal for each indicator selected that is based on what is realistic for the LEA and will show progress toward reaching the long-term goal that is provided in the table.
 5. Utilize these short-term goals as the basis for developing an annual plan that includes strategies for achieving the goals.
 6. Review the progress toward these goals at the end of a year along with other needs assessment data and determine on which standards the LEA should focus for the next year. Begin the cycle again.

Strategies for Ways State Coordinators can Assist with LEA Utilization of NCHE's Standards and Indicators for Quality McKinney-Vento Programs

- Use the standards and indicators as the basis of LEA trainings on implementing the McKinney-Vento Act. The standards and indicators reflect key provisions of the law, good practices, and ways that LEAs can measure their progress in meeting the standards.
- Set the expectation that LEAs should develop an annual plan based on a review of data to identify needs and set goals based on the standards and indicators; recommend that they select only one or two standards on which to focus during a year.
- Incorporate the standards and indicators as part of the McKinney-Vento subgrant application and end-of-year reports for subgrantees.
- Incorporate the standards as part of the SEA protocol for monitoring LEAs.
- Conduct an annual survey of LEAs that will collect data beyond that which is required for the CSPR, SEA, or LEA. This relieves burden on LEAs to develop their own surveys and creates consistent data across the State.
- Provide a data report to each LEA compiled from NCHE's data workbooks or other LEA-level data collected by the SEA that can be used as part of an annual needs assessment.

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Standards and Indicators for Quality McKinney-Vento Programs

Student Performance Standards

1. All homeless students participate fully in school.		
Suggested Indicators	Data Sources	Long-term Goals
Attendance rate of homeless students compared to the LEA or SEA overall attendance rate	SEA, LEA data	Homeless students attend school at a rate equal to or above the LEA overall attendance rate.
Percent of homeless students chronically absent compared to the overall rate of students chronically absent	CSPR/ <i>EDFacts</i> data	The rate of chronic absenteeism among homeless students is equal to or lower than the LEA's overall chronic absenteeism rate.
Percent of homeless students expelled, suspended, or otherwise removed from class for discipline problems compared to the overall rate of students expelled, suspended, or otherwise removed from class for discipline problems	SEA, LEA data	The percent of homeless students expelled, suspended, or otherwise removed from class for discipline problems is equal to or less than the rate of all students expelled, suspended, or otherwise removed from class for discipline problems.
Percent of homeless students who participate in extracurricular activities (clubs, sports, competitions) compared to rate of extracurricular participation of all students in LEA	LEA records on extracurricular participation	The percent of homeless students who participate in extracurricular activities (clubs, sports, competitions) is equal to or above the rate of extracurricular participation of all students in LEA.
Percent of homeless students who drop out compared to the LEA dropout rate	SEA, LEA data	The percent of homeless students who drop out is equal to or lower than the LEA dropout rate.

2. All homeless students show academic progress.		
Suggested Indicators	Data Sources	Long-term Goals
Percent of homeless students who show gains in periodic assessments and report cards	LEA data	All homeless students show gains in periodic assessments and report cards.
Percent of homeless students who achieve academic proficiency compared to the proficiency rate for all students in the LEA	CSPR/ <i>EDFacts</i> data, SEA, LEA State assessment data	Homeless students achieve academic proficiency at a rate equal to or above the rate for all students in the LEA.
Percent of homeless students who advance to the next grade without being retained compared to	LEA data	Homeless students advance to the next grade, without being retained, at a rate above the rate for

the rate for all students in the LEA who advance to the next grade		all students in the LEA who advance to the next grade.
Percent of homeless students who graduate from high school compared to the rate for all students who graduate from high school	CSPR/ <i>EDFacts</i> data (adjusted cohort graduation rate)	The high school graduation rate for homeless students is equal to or above the rate for all students who graduate from high school.

LEA Support Standards

3. The LEA identifies all homeless children and youth through outreach, including outreach to specific subgroups including preschool-aged children, unaccompanied homeless youth, out of school youth, and migratory children and youth.		
Suggested Indicators	Data Sources	Long-term Goals
Percent of homeless children and youth identified by the LEA during a school year compared with the percent poverty in the school district or community	CSPR/ <i>EDFacts</i> data, Free and Reduced Lunch participation, Title I participation, Census data on poverty	The LEA identifies a percent of homeless children and youth in a school year that aligns with the percent of poverty in the school district or community.
Number of homeless students identified compared to the number of homeless students identified in LEAs of similar size and demographics	CSPR/ <i>EDFacts</i> data. SEA data	The LEA identifies a number of homeless children and youth that is comparable to the number of homeless children and youth identified in LEAs of similar size and demographics.
Number of locations in the community where the LEA displays education rights posters for homeless children and youth compared to the number of locations in the community frequented by homeless children and youth and their families	<ul style="list-style-type: none"> List of locations in the community frequented by homeless families, children, and youth, including schools, shelters, public libraries, and soup kitchens LEA records of locations in the community where the LEA displays education rights posters 	The LEA places posters in all locations in the community frequented by homeless children and youth and their families.
Number of LEA contacts with housing and homeless service providers or program administrators to request assistance and coordination in identifying homeless children and youth compared to the number of housing and homeless service providers and program administrators in the community	<ul style="list-style-type: none"> List of all housing and homeless service providers and program administrators, including those serving specific subgroups LEA records of contacts with housing and homeless service providers or program administrators to request assistance and coordination in identifying homeless children and youth 	The LEA contacts all housing and homeless service providers and program administrators in the community to request assistance and coordination in identifying homeless children and youth.

4. The LEA removes barriers to enrollment for homeless students.		
Suggested Indicators	Data Sources	Long-term Goals
Percent of homeless children and youth who enroll in school within one day of their attempt to enroll	LEA records	All homeless children and youth enroll in school within one day of their attempt to enroll.
Percent of homeless students who are placed in classes within one day of enrollment	LEA records	All homeless students are placed in classes within one day of enrollment.
Number of complaints a LEA receives during a school year related to enrollment barriers for homeless students	LEA contact logs/barrier tracking documentation	The LEA receives no complaints during a school year related to enrollment barriers for homeless students.
Number of enrollment disputes	LEA records	The LEA has no enrollment disputes.*
Number of monitoring findings the SEA or LEA received related to barriers to enrollment for homeless students	LEA EHCY monitoring reports	The LEA received no monitoring findings related to barriers to enrollment for homeless students.

*Keep in mind that no enrollment disputes can indicate either a lack of enrollment barriers or a lack of awareness among parents, guardians, or unaccompanied youth of their right to dispute an LEA decision with which they disagree.

5. The LEA maintains all homeless students in their school of origin when in their best interest.		
Suggested Indicators	Data Sources	Long-term Goals
Percent of homeless students, including preschool-aged students, for whom remaining in the school of origin is in their best interest, who remain in one school for the duration of the school year	<ul style="list-style-type: none"> Local liaison records of best interest determinations LEA data on school attendance 	All homeless students, including preschool students, for whom remaining in the school of origin is in their best interest, remain in one school for the duration of the school year.
Average number of schools attended by homeless students, including preschool-aged students, in a year compared to the average number of residential moves for homeless students	<ul style="list-style-type: none"> LEA data on school attendance LEA data on changes in students' residence 	The average number of schools attended by homeless students, including preschool-aged students, in a year is less than the average number of residential moves for homeless students.
Number of complaints a LEA received during a school year related to homeless students remaining in the school of origin	LEA contact logs/barrier tracking documentation	The LEA received no complaints during a school year related to homeless students remaining in the school of origin.

Number of disputes in a SEA or LEA over remaining in the school of origin	LEA records	The LEA had no disputes related to remaining in the school of origin.
Number of monitoring findings the SEA or LEA received related to homeless students remaining in their school of origin	LEA EHCY monitoring reports	The LEA received no monitoring findings related to homeless students remaining in the school of origin in a school year.

6. The LEA provides homeless students all educational services for which they are eligible.		
Suggested Indicators	Data Sources	Long-term Goals
<p>Title I services</p> <ul style="list-style-type: none"> • Percent of homeless children and youth receiving services through Title I, Part A • Amount of Title I, Part A homeless set aside compared to estimate of cost of needs identified through needs assessment data related to homeless children and youth 	<ul style="list-style-type: none"> • LEA data, CSPR/ED<i>Facts</i> data • LEA annual consolidated plan • LEA needs assessment data for homeless children and youth 	<p>Title I services</p> <ul style="list-style-type: none"> • The LEA provides all homeless children and youth services through Title I, Part A. • The amount of the LEA Title I, Part A homeless set aside for homeless students is equal to the estimate of expenses identified through needs assessment data related to homeless children and youth.
<p>Tutoring and academic support</p> <ul style="list-style-type: none"> • Percent of homeless students for whom the LEA provides an individual review of their academic needs individually and links them with appropriate support • Percent of homeless students who recovered or accrued credits due to lost credits related to school transfer, absences, or other reasons 	<ul style="list-style-type: none"> • Local liaison or school counselor records on reviewing academic needs of each homeless student and supports arranged • Local liaison, school counselor, or teacher survey or interviews; student records 	<p>Tutoring and academic support</p> <ul style="list-style-type: none"> • The LEA provides all homeless students with an individual review of their academic needs and links them with appropriate support. • The LEA enables all homeless students who lost credits due to school transfer, absences, or other reasons to recover or accrue lost credits.
<p>Preparation for postsecondary education</p> <ul style="list-style-type: none"> • Percent of homeless youth, including unaccompanied homeless youth, in high school 	<ul style="list-style-type: none"> • Local liaison or school counselor records on assisting homeless youth, including 	<p>Preparation for postsecondary education</p> <ul style="list-style-type: none"> • School counselors in the LEA assist all homeless youth, including unaccompanied homeless

who receive help on ways to prepare and improve their readiness for college	unaccompanied homeless youth, on ways to prepare and improve their readiness for college	youth, in high school on ways to prepare and improve their readiness for college.
<p>Special education</p> <ul style="list-style-type: none"> • Percent of homeless students that are recommended for special education evaluation and are tested within 60 days of a parent’s consent or other time frame established by the State • Percent of homeless students who began a special education evaluation in a former LEA and enrolled in a new school, and whose evaluations were completed in the new LEA within 60 days of a parent’s consent or other time frame established by the State or time agreed upon by the LEA and parent • Percent of homeless students with an IEP who continued special education services within one day of enrollment in a new school • Number of complaints the LEA receives from parents, guardians, or unaccompanied youth regarding barriers to accessing special education services 	<ul style="list-style-type: none"> • LEA data on special education evaluation requests for homeless students and dates the evaluations are begun and completed • LEA data on when special education services are implemented for homeless students with an IEP who moved from another LEA • Local liaison contact logs and barrier tracking records 	<p>Special education</p> <ul style="list-style-type: none"> • The LEA tests all homeless students recommended for special education evaluation within 60 days of a parents’ consent or other time frame established by the State. • The LEA tests all homeless students who began a special education evaluation in a former LEA and enrolled in a school in the new LEA within 60 days of a parent’s consent or other time frame established by the State or time agreed upon by the LEA and parent. • The LEA provides all homeless students with an IEP continued special education services within one day of enrollment in a new school. • The LEA receives no complaints from parents, guardians, or unaccompanied youth regarding barriers to accessing special education services.
<p>Transportation</p> <ul style="list-style-type: none"> • Percent of homeless students, including preschool students, who receive transportation to and from the school of origin within one day of a best interest determination • The percent of homeless students who have been identified as having unique transportation challenges for whom the LEA removes transportation barriers • Number of complaints the LEA receives from homeless parents, guardians, or unaccompanied youth regarding transportation barriers 	<ul style="list-style-type: none"> • Local liaison and pupil transportation records • Local liaison contact logs and barrier tracking records 	<p>Transportation</p> <ul style="list-style-type: none"> • The LEA provides homeless students, including preschool students, with transportation to and from the school of origin within one day of a best interest determination. • The LEA removes transportation barriers for homeless students who have been identified as having unique transportation challenges. • The LEA receives no complaints from homeless parents, guardians, or unaccompanied youth regarding transportation barriers.

<p>Free meals</p> <ul style="list-style-type: none"> • Percent of homeless students who receive free meals within one day of when they are identified as eligible for McKinney-Vento services 	<ul style="list-style-type: none"> • Local liaison records • Child nutrition department records 	<p>Free meals</p> <ul style="list-style-type: none"> • The LEA provides free meals to all homeless students within one day of when they are identified as eligible for McKinney-Vento services.
<p>Preschool</p> <ul style="list-style-type: none"> • Percent of homeless preschool-aged children who were enrolled in LEA programs for which they were eligible 	<ul style="list-style-type: none"> • LEA data, CSPR/EDFacts data 	<p>Preschool</p> <ul style="list-style-type: none"> • The LEA enrolls all identified homeless preschool-aged children in programs for which they are eligible.
<p>Counseling</p> <ul style="list-style-type: none"> • Percent of homeless students recommended for counseling and trauma support by the local liaison, teachers, or administrators who receive counseling services and trauma support 	<ul style="list-style-type: none"> • Local liaison and LEA records of services provided 	<p>Counseling</p> <ul style="list-style-type: none"> • The LEA provides all homeless students recommended for counseling by the local liaison, teachers, or administrators with counseling services and trauma support.
<p>Supplies</p> <ul style="list-style-type: none"> • Percent of homeless students identified as needing school supplies, clothing, and hygiene items who receive these items 	<ul style="list-style-type: none"> • Local liaison records 	<p>Supplies</p> <ul style="list-style-type: none"> • The LEA provides all homeless students with school supplies, clothing, and hygiene items as needed.

LEA Outreach and Collaboration Standards

7. The LEA links homeless students and their families to community services.		
Suggested Indicators	Data Sources	Long-term Goals
<p>Community services</p> <ul style="list-style-type: none"> • Annually updated list of contacts for community services • Percent of homeless parents, guardians, and unaccompanied youth identified by LEA staff as in need of assistance who were referred to community services 	<ul style="list-style-type: none"> • List of contacts for community services, including health care, mental health and substance abuse care, dental care, shelter and housing resources, and food and clothing resources, with date of update • Local liaison records for community services referrals 	<p>Community services</p> <ul style="list-style-type: none"> • The LEA maintains an annually updated list of contacts for community services. • The LEA refers all homeless parents, guardians, and unaccompanied youth identified by LEA staff as in need of assistance to community services.
<p>Preschool</p>	<ul style="list-style-type: none"> • LEA data on homeless preschool-aged children 	<p>Preschool</p>

<ul style="list-style-type: none"> • Percent of homeless preschool-aged children eligible to attend preschool programs administered by the LEA and SEA who enroll in these programs • Percent of homeless parents and guardians with preschool-aged children who are referred to community preschool programs, including Head Start and Early Head Start • Percent of homeless parents and guardians with infants and toddlers who are referred to early intervention services under part C of IDEA 	<ul style="list-style-type: none"> • LEA data on enrollment of homeless preschool-aged children in preschool programs administered by the LEA and SEA • Local liaison records of preschool referrals • Local liaison records of early intervention referrals 	<ul style="list-style-type: none"> • The LEA enrolls all homeless preschool-aged children in preschool programs administered by the LEA and SEA for which they are eligible. • The LEA refers all homeless parents and guardians with preschool-aged children to community preschool programs, including Head Start and Early Head Start. • The LEA refers all homeless parents and guardians with infants and toddlers to early intervention services under part C of IDEA.
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8. The LEA informs all parents and guardians of homeless children and youth of the educational and related opportunities available to their children and of meaningful opportunities to participate in their children's education.		
Suggested Indicators	Data Sources	Long-term Goals
Percent of schools in the LEA that display education rights posters	<ul style="list-style-type: none"> • School survey or observation 	The LEA displays education rights posters in all schools in the LEA.
Percent of homeless parents and guardians with whom the local liaison, a counselor, teacher, or administrator meets to involve them in educational decision making	<ul style="list-style-type: none"> • Local liaison, a counselor, teacher, or administrator records of parent conferences 	The local liaison, a counselor, teacher, or administrator meets with all homeless parents and guardians to involve them in educational decision making.
Percent of homeless parents or guardians to whom the LEA provides individual student reports informing them of their child's specific academic needs and achievement	<ul style="list-style-type: none"> • Record of dissemination of individual student reports to homeless parents or guardians 	The LEA provides all homeless parents or guardians with individual student reports informing them of their child's specific academic needs and achievement.
Percent of homeless parents and guardians to whom the LEA provides written notice of decisions related to the eligibility, school selection, or enrollment in school of their child or youth that includes their rights to appeal decisions through the dispute process	<ul style="list-style-type: none"> • Local liaison records 	The LEA provides all homeless parents and guardians with written notice of decisions related to the eligibility, school selection, or enrollment in school of their child or youth that includes their rights to appeal decisions through the dispute process.

Percent of homeless parents and guardians whom the LEA informs of transportation services, including transportation to the school of origin	<ul style="list-style-type: none"> Local liaison records 	The LEA provides all homeless parents and guardians of transportation services, including transportation to the school of origin
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9. The LEA informs all unaccompanied homeless youth of the educational and related opportunities available to them.

Suggested Indicators	Data Sources	Long-term Goals
Percent of schools in the LEA that display education rights posters for unaccompanied youth	<ul style="list-style-type: none"> School survey or observation 	The LEA displays education rights posters for unaccompanied youth in all schools in the LEA.
Percent of middle school-aged or high school-aged unaccompanied youth with whom the local liaison, a counselor, teacher, or administrator meets to involve them in educational decision making	<ul style="list-style-type: none"> Local liaison, a counselor, teacher, or administrator records of conferences with middle school-aged or high school-aged unaccompanied homeless youth 	The local liaison, a counselor, teacher, or administrator meets with all middle school-aged or high school-aged unaccompanied homeless youth to involve them in educational decision making.
Percent of middle school-aged or high school-aged unaccompanied homeless youth to whom the LEA provides individual student reports informing them of their specific academic needs and achievement	<ul style="list-style-type: none"> Record of dissemination of individual student reports to 	The LEA provides all middle school-aged or high school-aged unaccompanied homeless youth with individual student reports informing them of their specific academic needs and achievement.
Percent of middle school-aged or high school-aged unaccompanied homeless youth to whom the LEA provides written notice of decisions related to the eligibility, school selection, or enrollment in school that includes their rights to appeal decisions through the dispute process	<ul style="list-style-type: none"> Local liaison records 	The LEA provides all middle school-aged or high school-aged unaccompanied homeless youth with written notice of decisions related to the eligibility, school selection, or enrollment in school that includes their rights to appeal decisions through the dispute process.
Percent of homeless parents and guardians whom the LEA informs of transportation services, including transportation to the school of origin	<ul style="list-style-type: none"> Local liaison records 	The LEA provides all homeless parents and guardians of transportation services, including transportation to the school of origin
Percent of unaccompanied homeless youth whom the LEA informs during their senior year of high school of their status as independent students	<ul style="list-style-type: none"> Local liaison and school counselor records 	The LEA informs all unaccompanied homeless youth in their senior year of high school of their status as independent students.
Percent of unaccompanied homeless youth in their senior year that the LEA assists with applying to college, completing the FAFSA, and verifying their status as independent students	<ul style="list-style-type: none"> Local liaison and school counselor records 	The LEA assists all unaccompanied homeless youth in their senior year with applying to college, completing the FAFSA, and verifying their status as independent students.

10. The LEA conducts awareness activities for educators and community service providers regarding the rights and needs of homeless children and youth.		
Suggested Indicators	Data Sources	Long-term Goals
Percent of key educator role groups and LEA program administrators for whom the local liaison and homeless education program staff conduct awareness activities	<ul style="list-style-type: none"> List of all key educator role groups and LEA program administrators, including but not limited to teachers, principals, school support staff, school social workers, school counselors, school resource officers, school nurses, pupil transportation administrators and staff, and migrant education program staff Local liaison and homeless education program staff records of awareness activities, including when conducted and what type of activity, such as providing posters, mailed or emailed memoranda, personal contacts by phone, on-site meetings, or presentations 	The local liaison or other homeless education program staff annually conducts awareness activities with all key educator role groups and LEA program administrators.
Percent of key community service providers for whom the local liaison and homeless education program staff conduct awareness activities	<ul style="list-style-type: none"> List of key community service providers, including but not limited to social service agencies, shelter and housing providers, law enforcement agencies, juvenile and family courts, child care providers, mental health providers, runaway and homeless youth centers, businesses, and faith-based organizations Local liaison and homeless education program staff records of awareness activities, including when conducted and what type of activity, such as providing posters, mailed or emailed memoranda, personal contacts by phone or on-site meeting, or presentations 	The LEA annually conducts awareness activities, with all key community service providers.
Percent of educators and community service providers who work with homeless families,	<ul style="list-style-type: none"> Survey 	All educators and community service providers who work with homeless families, children, and

children, and youth who report that they understand the needs and educational rights of homeless children and youth		youth report that they understand the needs and educational rights of homeless children and youth.
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11. LEAs coordinate and collaborate with programs within the LEA to increase identification of homeless students, plan support activities, align procedures and practices, and leverage resources.		
Suggested Indicators	Data Sources	Long-term Goals
Annual meetings conducted by the local liaison or other homeless education staff with key program administrators to identify ways to coordinate activities to better serve homeless children and youth	Local liaison records of meetings with programs including, but not limited to Title I, special education, child nutrition, preschool programs, EL programs, migrant education, athletic associations, tutoring programs, and summer enrichment programs	The local liaison or other homeless education program staff annually meets with all key program administrators to identify ways to coordinate activities to better serve homeless children and youth.
Coordination activities between programs serving homeless children and youth and the homeless education program	Local liaison records of coordination activities including, but not limited to, the identification of homeless students, planning support activities, aligning procedures and practices, and leveraging resources	All key programs serving homeless children and youth demonstrate coordination with the homeless education program.

12. LEAs coordinate and collaborate with community agencies, organizations, and business partners to deliver comprehensive services in an efficient manner, expand or leverage resources, and participate in policy discussions.		
Suggested Indicators	Data Sources	Long-term Goals
Annual meetings conducted by the local liaison or other homeless education program staff with program administrators in key community agencies or organizations to identify ways to coordinate activities to better serve homeless children and youth	<ul style="list-style-type: none"> List of all key community agencies and organizations that include, but are not limited to, social service agencies, shelter and housing providers, law enforcement agencies, juvenile and family courts, Head Start and Early Head Start, child care providers, mental health providers, runaway and homeless youth centers, businesses, and faith-based organizations 	The local liaison or other homeless education program staff annually meets with program administrators in all key community agencies or organizations to identify ways to coordinate activities to better serve homeless children and youth.

	<ul style="list-style-type: none"> • Local liaison and homeless education program staff records of meetings with community agencies and minutes detailing their purpose 	
Percent of key community agencies and organizations serving homeless children and youth with which the LEA conducts coordination activities	<ul style="list-style-type: none"> • List of key community agencies and organizations serving homeless children and youth that include, but are not limited to, social service agencies, shelter and housing providers, law enforcement agencies, juvenile and family courts, Head Start and Early Head Start, child care providers, mental health providers, runaway and homeless youth centers, businesses, and faith-based organizations • Local liaison and homeless education program staff records documenting coordination through joint activities with key community agencies serving homeless children and youth, that may include, but are not limited to connecting homeless children and youth with schools, participating in joint projects to support their educational needs, increasing LEA resources to serve homeless children and youth, and including homeless children and youth in policy discussions • Memoranda of agreement with community agencies and organizations for joint activities such as, but not limited to, coordination on data sharing, referrals of clients, coordinating services, and sharing resources 	The LEA demonstrates coordination with all key community agencies and organizations serving homeless children and youth.
Percent of key local task forces or advisory councils on which the local liaison or other homeless education staff participate	<ul style="list-style-type: none"> • List of all key local task forces or advisory councils that include, but are not limited to, homeless coalitions, housing agencies, a HUD-funded agency or initiative like the Continuum of Care, and the IDEA Part C Interagency Coordinating Council 	The local liaison or other homeless education staff participate on all key local task forces or advisory councils.

	<ul style="list-style-type: none"> Local liaison and homeless education program staff records of task force and advisory council meetings in which they participated 	
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LEA Program Management Standards

13. The LEA local liaison has sufficient time, training, and support to carry out his or her duties.		
Suggested Indicators	Data Sources	Long-term Goals
Number of trainings specific to the homeless education program in which the local liaison participates in a year	Documentation of local liaison participation in training specific to homeless education	The local liaison participates in at least one training specific to the homeless education program on an annual basis.
Percent of time (FTE) allocated to the local liaison position compared to the number of homeless students identified in the LEA and compared to other LEAs with comparable numbers of homeless students identified and of a comparable size and that implement high quality homeless education programs	<ul style="list-style-type: none"> Percent of local liaison time (FTE) allocated to homeless education Number of homeless children and youth in the LEA Ratio of percent of time and number of homeless children and youth identified compared to that of similar LEAs with high quality programs 	The local liaison and homeless education program staff have time allocated to the position that is proportional to the number of homeless students identified in the LEA, and is similar to LEAs that implement high quality homeless education programs with comparable numbers of homeless students identified.

14. The LEA has policies and procedures that remove educational barriers for homeless children and youth.		
Suggested Indicators	Data Sources	Long-term Goals
Number of policies and procedures that conflict with provisions in the McKinney-Vento Act or create educational barriers for homeless students	<ul style="list-style-type: none"> LEA written policies and procedures related to enrollment, discipline, unaccompanied youth, pupil transportation, school selection, unpaid fees, school records transfer, and credit accrual Written forms, including but not limited to, enrollment and written notice 	The LEA has no policies or procedures that conflict with provisions in the McKinney-Vento Act or create educational barriers for homeless students.

	<ul style="list-style-type: none"> • Local liaison contact logs and barrier tracking forms • Records of McKinney-Vento disputes 	
Number of LEA policies and procedures for serving homeless children and youth that reinforce provisions in the McKinney-Vento Act	<ul style="list-style-type: none"> • Written policies and procedures outlined in school board documents, handbooks, and memos for serving homeless children and youth that address the following: eligibility, enrollment, unaccompanied homeless youth, dispute resolution, best interest determination, school selection, pupil transportation, school records transfer, credit accrual, privacy protection, and removing enrollment barriers and retention policies due to outstanding fees or fines or absences • Written forms, including but not limited to, enrollment and written notice 	The LEA has policies and procedures that align with and reinforce the provisions in the McKinney-Vento Act.
Number of absences experienced by homeless students during the McKinney-Vento dispute process	LEA student attendance records	The McKinney-Vento dispute policy is carried out so that homeless children and youth are able to remain in school without an interruption in attendance.
Number of absences experienced by homeless students while within district or interdistrict transportation is arranged	LEA student attendance records	Within district and interdistrict transportation policies are implemented so that homeless children and youth needing cross-district transportation do not experience an interruption in school attendance.

15. The LEA provides professional development and other support to school personnel serving homeless children and youth.		
Suggested Indicators	Data Sources	Long-term Goals
Number of annual trainings and professional development opportunities for school personnel on meeting the needs of homeless children and youth, on such topics as trauma informed services	LEA records of professional development provided; announcements of webinars and conference opportunities	The LEA provides at least one annual training and professional development opportunity for school personnel on meeting the needs of homeless children and youth on such topics as trauma informed services.

Percent of LEA personnel who work with homeless children and youth and have participated in professional development in meeting the educational needs of homeless children and youth within the past three years	Records of personnel attendance at webinars, trainings, and conference sessions specific to meeting the needs of homeless children and youth	All LEA personnel who work with homeless children and youth have participated in professional development on meeting the educational needs of homeless children and youth within the past three years.
Time interval between when the LEA appointed a new local liaison and when the new liaison participates in professional development related to the position.	LEA records	A new local liaison participates in professional development related to the position within one month of his or her appointment.
Percent of new LEA staff who work with homeless children and youth who receive professional development on serving homeless children and youth within three months of assuming their position	LEA records	All new LEA staff who work with homeless children and youth receive professional development on serving homeless children and youth within three months of assuming their position.

16. The LEA utilizes data for needs assessment and program planning.		
Suggested Indicators	Data Sources	Long-term Goals
Annual LEA action plan to address the needs of homeless children and youth	Needs assessment and annual plan	The LEA reviews data on homeless children and youth, identifies their needs, and develops an annual action plan to address their needs.
<u>Title I Set Aside for Homeless Students</u> <ul style="list-style-type: none"> • Annual meeting between the local liaison and Title I coordinator to review needs assessment data for homeless students • Method approved by the SEA for determining the set aside amount • A set aside amount that aligns with strategies for meeting needs of homeless students identified in a needs assessment • Budget for estimated expenses based on needs assessment data 	Documentation of meeting between the local liaison and Title I coordinator; section of the annual consolidated plan that addresses identifies the Title I, Part A set aside for homeless students; documentation of method utilized to determine the set aside amount; budget for estimated expenditures for the Title I set aside	<ul style="list-style-type: none"> • The local liaison annually reviews needs assessment data with the Title I coordinator for determining the amount of the Title I set aside. • The LEA utilizes a method for determining the amount of the Title I set aside that is approved by the SEA. • The Title I, Part A set aside amount aligns with expenses required for strategies designed to meet the needs identified of homeless students in a needs assessment • The LEA provides a budget for estimated expenditures for the Title I set aside for

		homeless students that aligns with needs assessment data.
Trend data on the number of homeless students who were transported to their school of origin	LEA data on the number of homeless students transported to their school of origin	The LEA annually reviews data on the number of homeless students who were transported to their school of origin to identify trends and plan efficiencies.

Revised 2017

Appendix A. Crosswalk of Standards and McKinney-Vento Provisions

Student Performance Standards

1. All homeless students participate fully in school.

“Statement of Policy – Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State academic standards to which all students are held.” [42 U.S.C. § 11431(4)]

State Plan – Must include

- “A description of how homeless children and youths are (or will be) given the opportunity to meet the same challenging State academic standards as all students are expected to meet” [42 U.S.C. § 11432(g)(1)(A)];
- “A description of procedures that ensure that... [homeless] youths ... and youths 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 youths described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school ... “[42 U.S.C. § 11432(g)(1)(F)]

2. All homeless students show academic progress.

LEA Liaisons – “Each local educational agency liaison for homeless children and youths ... shall ensure that ... homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, schools of that local educational agency.” [42 U.S.C. § 11432 (g)(6)(A)(ii)]

LEA Support Standards

3. The LEA identifies all homeless children and youth through outreach to all homeless children and youth and to specific subgroups including preschool-aged children, unaccompanied homeless youth, out of school youth, and migrant children and youth.

LEA Liaison Requirements – Liaisons must “ensure that ...homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies.” [42 U.S.C. § 11432(g)(6)(A)(i)]

4. The LEA removes barriers to enrollment for homeless students.

State Plan Requirements –

- Must include “[s]trategies to address other problems with respect to the education of homeless children and youths, 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; [42 U.S.C. § 11432(g)(1)(H)]
- Must 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 youths, and the enrollment and retention of homeless children and youths, including barriers to enrollment and retention due to outstanding fees or fines, or absences.” [42 U.S.C. § 11432(g)(1)(I)]

LEA Requirements – Immediate enrollment –

- (i) 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 and other required health records, proof of residency, or other documentation; or (II) has missed application deadlines during any period of homelessness.
- (ii) The enrolling school shall immediately contact the school last attended by the child or youth to obtain relevant academic and other records.
- (iii) If the child or youth needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent or guardian of the child or youth or (in the case of an unaccompanied youth) the youth to the local educational agency liaison ...who shall assist in obtaining necessary immunizations or screenings, or immunization or other required health records, in accordance with subparagraph D. [42 U.S.C. § 11432(g)(3)(C)]

LEA Requirements – Any record ordinarily kept by the school...regarding each homeless child shall be maintained so that the records involved are available, in a timely fashion, when a child or youth enters a new school or school district. [42 U.S.C. § 11432(g)(3)(D)]

5. LEA maintains all homeless students in their school of origin when in their best interest.

LEA Requirements –

- “The local educational agency serving each child or youth to be assisted under this part 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 is are eligible to attend.” [42 U.S.C. § 11432(g)(3)(A)]
- “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)]
- “When the child or youth completes the final grade level served by the school of origin...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 determining the best interest of the child or youth under subparagraph (A), 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 in 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 ...; (iii) if, after conducting the best interest determination based on consideration of the presumption in clause (i) and the student-centered factors in clause (ii), the local educational agency determines that it is not in the best child’s or youth’s best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied youth) the youth, provide the child’s or youth’s parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal...” [42 U.S.C. § 11432(g)(3)(B)]

6. The LEA provides homeless students all educational services for which they are eligible.

State Plan Requirements – State plans must include:

- “A description of how such children and youths are (or will be) given the opportunity to meet the same challenging State academic standards as all students are expected to meet.” [42 U.S.C. § 11432(g)(1)(A)]
- “A description of procedures that ensure that homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, or local nutrition programs.” [42 U.S.C. § 11432(g)(1)(E)]
- “A description of procedures that ensure that— (i) homeless children have access to public preschool programs, administered by the State educational agency or local educational agency, as provided to other children in the State; (ii) [homeless] youths...and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths 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 youths 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, on-line learning, and charter school programs, if such programs are available at the State and local levels.” [42 U.S.C. § 11432(g)(1)(F)]
- “Assurances that...[t]he 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)]
- “Assurances that...[t]he 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...” [42 U.S.C. § 11432(g)(1)(J)(iii)]

LEA Liaison Requirements – Each LEA liaison must ensure that 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; and (III) are informed of their status as independent students and that the youths may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid. [42 U.S.C. § 11432(g)(6)(A)(x)]

LEA Liaison Duties – Must ensure that "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 ... and is assisted in accessing transportation to the school that is selected..." [42 U.S.C. § 11432(g)(6)(A)(viii)]

LEA Outreach and Collaboration Standards

7. The LEA links homeless students and their families to community services.

LEA Liaison Duties – Must ensure that "homeless families and homeless children and youths have access to and receive educational services for which such families are eligible, including services through Head Start programs (including Early Head Start programs) ..., early intervention services under part C of the Individuals with Disabilities Education Act..., and other preschool programs administered by the local educational agency" [42 U.S.C. § 11432(g)(6)(A)(iii)] and that "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." [42 U.S.C. § 11432(g)(6)(A)(iv)]

8. The LEA informs all parents and guardians of homeless children and youth of the educational and related opportunities available to their children and of meaningful opportunities to participate in their children's education; and
9. The LEA informs all unaccompanied homeless youth of the educational and related opportunities available to them.

LEA Liaison Duties – Must ensure that

- "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;" [42 U.S.C. § 11432(g)(6)(A)(v)]
- "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 the parents and guardians of homeless children and youths, and unaccompanied youths;" [42 U.S.C. § 11432(g)(6)(A)(vi)] and that
- "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 ... and is assisted in accessing transportation to the school that is selected..." [42 U.S.C. § 11432(g)(6)(A)(viii)]

10. The LEA conducts awareness activities for educators and community service providers regarding the rights and needs of homeless children and youth.

State Plan Requirements – Must include "[a] description of programs for school personnel (including liaisons designated under subparagraph (J)(ii), principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths." [42 U.S.C. § 11432(g)(1)(D)]

Coordination Purpose – “The coordination required under subparagraphs (A) and (B) shall be designed to ... 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)(C)(iii)]

11. LEAs coordinate and collaborate with programs within the LEA to increase identification of homeless students, plan support activities, align procedures and practices, and leverage resources.

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 ... [42 U.S.C. § 11432(g)(5)(C)]

Homeless Children and Youths with Disabilities – For children and youths who are to be assisted both under this subtitle, and under the IDEA ... each LEA “shall coordinate the provision of services under this part with the provision of programs for children with disabilities served by that local educational agency and other involved local educational agencies.” [42 U.S.C. § 11432(g)(5)(D)]

Title I Requirements – An LEA receiving Title I, Part A funds must include in its local plan a description of how the plan is coordinated with the McKinney-Vento Act; the local plan must describe services provided to homeless children. [20 U.S.C. § 6312(a)(1)(B) and (b)(6)]

12. LEAs coordinate and collaborate with community agencies, organizations, and business partners to deliver comprehensive services in an efficient manner, expand or leverage resources, and participate in policy discussions.

Coordination – Each LEA serving homeless children and youths shall coordinate “the provision of services under this part 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. § 11432(g)(5)(A)]

Coordination with Housing Assistance – If applicable, each SEA and LEA “shall coordinate with State and local housing agencies responsible for developing the comprehensive housing affordability strategy described in section 12705 [the Cranston Gonzalez National Affordable Housing Act] of this title to minimize educational disruption for children and youth who become homeless.” [42 U.S.C. § 11432(g)(5)(B)]

LEA Program Management Standards

13. The LEA local liaison has sufficient time, training, and support to carry out his or her duties.

State Plan Requirement: Must provide assurances that the LEAs will designate an appropriate staff person, able to carry out the duties of the local liaison [42 U.S.C. § 11432(g)(1)(J)(ii)] and that the State and LEAs in the State will adopt policies and practices to ensure participation by liaisons in professional development and other technical assistance activities as determined appropriate by the Office of Coordinator. [42 U.S.C. § 11432(g)(1)(J)(iv)]

Each LEA liaison shall ensure that school personnel providing services under this subtitle receive professional development and other support. [42 U.S.C. § 11432(g)(6)(A)(ix)]

14. The LEA has policies and procedures that remove educational barriers for homeless children and youth.

Statement of Policy – “In any State where compulsory residency requirements or other requirements, in laws, regulations, practices, or policies, may act as a barrier to the identification of, or the enrollment, attendance, or success in school of homeless children and youths, the State educational agency and local educational agencies in the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.” [42 U.S.C. § 11431(2)]

State Plan Requirements – Must include

- A description of the procedures the SEA will use to identify homeless children and youth and assess their needs;
- A description of procedures that ensure that homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, or local nutrition programs;
- A description of procedures that ensure that homeless children have access to public preschool programs;
- A description of procedures that ensure that homeless youths and youths separated from public school are accorded equal access to appropriate education and support services and do not face barriers to receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school;
- A description of procedures that ensure that homeless children and youth who meet 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;
- A demonstration 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 youths, and the enrollment and retention due to outstanding fees or fines, or absences;
- Assurances that the SEA and LEAs in the State will adopt policies and practices to ensure that transportation is provided at the request of a parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin. [42 U.S.C. § 11432(g)(1)]

LEA Requirements – Privacy – Information about a homeless child’s or youth’s living situation shall be treated as a student education record, and shall not be deemed to be directory information. [42 U.S.C. § 11432(g)(3)(G)]

Review and Revisions – (A) Each SEA and LEA shall review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths in schools selected under paragraph (3); (B) In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship; (C) Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. [42 U.S.C. § 11432(g)(7)]

State Plan – Must include a description of procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths. [42 U.S.C. § 11432(g)(1)(C)]

LEA Requirements – If a dispute arises over eligibility, or school selection or enrollment in a school – (i) the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals; (ii) the parent or guardian of the child or youth or (in the case of an unaccompanied youth) the youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by the school, the LEA, or the SEA involved, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions; (iii) the parent, guardian, or unaccompanied youth shall be referred to the LEA liaison designated under paragraph (1)(J)(ii), who shall carry out the dispute resolution process as described in paragraph (1)(C) as expeditiously as possible after receiving notice of the dispute, and (iv) in the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute. [42 U.S.C. § 11432(g)(3)(E)]

LEA Liaison Duties – Must ensure that ... enrollment disputes are mediated in accordance with paragraph (3)(E). [42 U.S.C. § 11432(g)(6)(A)(vii)]

State Plan Requirements – Must provide assurances that the State and the LEAs 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. [42 U.S.C. § 11432(g)(1)(J)]

15. The LEA provides professional development and other support to school personnel serving homeless children and youth.

Each LEA liaison shall ensure that school personnel providing services under this subtitle receive professional development and other support. [42 U.S.C. § 11432(g)(6)(A)(ix)]

16. The LEA utilizes data for needs assessment and program planning.

“Consideration should be given to the number of LEAs in the State or schools and students in the district; the number of identified homeless students in the State or district as a percentage of students living in poverty; the number of LEAs identifying zero homeless students; and recent Department and State monitoring findings.” [ED, 2017, p.15]

References:

Elementary and Secondary Education Act of 1965, Title IX – Education for the Homeless and Other Laws (Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11434A). Retrieved August 2017 from <http://uscode.house.gov/view.xhtml?path=/prelim@title42/chapter119/subchapter6/partB&edition=prelim>

U.S. Department of Education. (2016). *Education for Homeless Children and Youth Program Non-Regulatory Guidance*. Retrieved August 2017 from <http://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716.pdf>

Appendix B. Crosswalk between Focus Areas in the NCHE LEA Informal Needs Assessment Tool and NCHE Standards for Quality McKinney-Vento Programs

Topic Area	Related Standard
Awareness	<p>8. The LEA informs all parents and guardians of homeless children and youth of the educational and related opportunities available to their children and of meaningful opportunities to participate in their children’s education.</p> <p>9. The LEA informs all unaccompanied homeless youth of the educational and related opportunities available to them.</p> <p>10. The LEA conducts awareness activities for educators and community service providers regarding the rights and needs of homeless children and youth.</p>
Policies and Procedures	14. The LEA has policies and procedures that remove educational barriers for homeless children and youth.
Disputes	14. The LEA has policies and procedures that remove educational barriers for homeless children and youth.
Identification	3. The LEA identifies all homeless children and youth through outreach to all homeless children and youth and to specific subgroups including preschool-aged children, unaccompanied homeless youth, out of school youth, and migrant children and youth.
Enrollment	4. The LEA removes barriers to enrollment for homeless students.
School Selection	5. LEA maintains all homeless students in their school of origin when in their best interest.
Access to Services	<p>6. The LEA provides homeless students all educational services for which they are eligible.</p> <p>7. The LEA links homeless students and their families to community services.</p>
Transportation	<p>6. The LEA provides homeless students all educational services for which they are eligible.</p> <p>7. The LEA informs all parents and guardians of homeless children and youth of the educational and related opportunities available to their children and of meaningful opportunities to participate in their children’s education.</p>
School Success	<p>1. The LEA informs all parents and guardians of homeless children and youth of the educational and related opportunities available to their children and of meaningful opportunities to participate in their children’s education.</p> <p>2. The LEA informs all unaccompanied homeless youth of the educational and related opportunities available to them.</p>
Collaboration within the LEA	11. LEAs coordinate and collaborate with programs within the LEA to increase identification of homeless students, plan support activities, align procedures and practices, and leverage resources.
Collaboration with Title I	11. LEAs coordinate and collaborate with programs within the LEA to increase identification of homeless students, plan support activities, align procedures and practices, and leverage resources.
Community Collaboration	12. LEAs coordinate and collaborate with community agencies, organizations, and business partners to deliver comprehensive services in an efficient manner, expand or leverage resources, and participate in policy discussions.
Resources and Capacity	<p>13. The LEA local liaison has sufficient time, training, and support to carry out his or her duties.</p> <p>14. The LEA has policies and procedures that remove educational barriers for homeless children and youth.</p> <p>15. The LEA provides professional development and other support to school personnel serving homeless children and youth.</p> <p>16. The LEA utilizes data for needs assessment and program planning.</p>

NCHE LEA Informal Needs Assessment Tool: <https://nche.ed.gov/II/II.php>