Program Development & Set-Aside Needs Assessment

McKinney-Vento/Education of Homeless Children and Youth Program

All districts must set-aside Title I, Part A funds in an amount necessary to serve homeless student in title I and non-title I school and/or shelters and other locations where homeless children and youth may live. [ESEA Section 1113(c)(3)(A) and U.S.C. 6313(c)(3)(A)]. The SDE encourages that district administration work collaboratively with the Homeless Liaison to complete a needs assessment to determine the appropriate amount of   
Title I-A funds to set-aside to meet the needs of students who are experiencing homelessness.

## This form assists district in documenting the following:

1. Dollar amount of set-aside.
2. Evidence of a needs assessment or other written documentation of how the set-aside amount was determined.
3. Evidence that the set-aside amount is sufficient to meet the unique needs of student who have been identified as homeless, and/or to improve identification efforts.
4. Description/documentation explain how Title I-A set-aside dollars for eligible students are spent.

District name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Assessment Completed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District Homeless Liaison\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approximate hours per week spent on Homeless Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_ # of students identified the previous year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Needs Assessment Team\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
(district and building level staff should be included to ensure all homeless student needs are identified)

The following tables will assist you in gathering data and information on student populations, planning, and services that may impact funding needs.

Fill in the tables using information from the prior school year for all grade levels served by the district. Incomplete or blank fiends may indicate a need for professional development, improvement planning, or collaboration.

# Table 1: district demographics

| Identified Need | # of Students Served |
| --- | --- |
| Total district enrollment |  |
| Students receiving free/reduced lunch.  (Approximately 10/% of these students experience an episode of homelessness during the school year) |  |
| Total number of student identified as homeless – year to date |  |
| Total number of Unaccompanied Homeless Youth (UHY) |  |
| Pre-school students served through Special Education identified as homeless |  |
| High school seniors identified as homeless |  |
| Students identified as homeless who did not score proficient or higher on the state assessment |  |
| High School students identified as homeless who are NOT on track to graduate (deficient in credits) |  |
| Students identified as homeless who dropped out (all grades) |  |
| Students identified as homeless participating in Career and Technical Education (CTE) or Fine Arts courses |  |
| Students identified as homeless participating in extra-curricular activities (CTE, Fine Arts, Athletics) |  |
| Students identified as homeless who required special transportation arrangements-individual contract, gas cards, new routes, etc. |  |

# Table 2: Programing supports

| Program Participation and Collaboration | # of Students Impacted |
| --- | --- |
| Students identified as homeless served by Title I, Part A – Reading (may be served through intensive supports in a schoolwide program) |  |
| Students identified as homeless served by Title I, Part A – Math (may be served through intensive supports in a schoolwide program) |  |
| Students identified as homeless served by Title I, Part A – All other instructional or support services (Other Content Area Support, School Counseling, etc.) |  |
| Students identified as homeless receiving Title I, Part A-funded services of any type in a non-Title I school |  |
| Students identified as homeless receiving services through Special Education |  |
| Students identified as homeless participating in Gifted and Talented programs |  |
| Students identified as homeless who are also identified as English Learners |  |
| Students identified as homeless who are also identified as Migrant |  |
| Students identified as homeless receiving services in an after-school or summer program funded through 21st Century Learning Community grant funds |  |

## Related Questions:

1. Describe the district’s process for identifying children or youth who may be homeless.
2. Describe the process for ensuring that students who are identified as homeless have access to all education programs once they are identified (school meals, transportation, Title I services or additional tutoring, etc.).
3. List the other federal, state, and locally funded programs that actively collaborate with the homeless liaison. (Active collaboration means that the homeless liaison and the staff person providing services for that program share information regarding specific student needs and supports.)
4. Are there programs that currently do not actively collaborate with the homeless liaison? Is the lack of collaboration due to the limited capacity of the homeless liaison?

# Table 3: District Liason

| Liaison Capacity | Associated Costs | Funding Source |
| --- | --- | --- |
| Liaison Salary/Stipend |  |  |
| Professional Development (registration, miles, airfare, hotel, per diem, etc.) |  |  |
| Mileage/Vehicle Rental |  |  |
| Cell Phone |  |  |
| Printing/Mailing |  |  |
| Office/Food Pantry/Clothing Closet – Space to maintain supplies |  |  |
| Other |  |  |

## Related Questions:

1. List all of the duties of the homeless liaison in the district.
2. Does the liaison have the assistance of support staff to maintain program data as required by the SDE and the US Dept. of Ed?
3. Does the homeless liaison have the capacity to fulfill all required duties during their allotted hours?
4. Does the homeless liaison currently perform any duties without pay? How many additional hours is the liaison working?
5. Does the homeless liaison participate in the required SDE provided professional development? If not, is funding a factor in this decision?

# Table 4: Student needs to fully participate

| Basic Student Needs | Associated Costs | Funding Source |
| --- | --- | --- |
| School Supplies (backpacks, notebooks, pens, paper, calculators, etc.) |  |  |
| Clothing (basic needs, uniforms, cold weather, physical ed. classes, etc.) |  |  |
| Nutrition (weekend backpacks, pantry, etc.) |  |  |
| Other |  |  |

# Table 5: Potential barriers to full participation

| Additional Assistance to Remove Barriers | Associated Costs | Funding Source |
| --- | --- | --- |
| Transportation costs (additional busing costs, gas cards, etc.) |  |  |
| Extracurricular participation fees |  |  |
| Test fees (ACT, CTE licensing, etc.) |  |  |
| Dual or Concurrent Enrollment Tuition and Fees |  |  |
| Equipment or Uniform costs to participate in extracurricular activities (including instrument rental, athletic shoes, athletic gear, cheer uniforms) |  |  |
| Equipment or Uniform costs related to participate in CTE activities (including jackets/uniforms, tools, protective clothing, required footwear, etc.) |  |  |
| Fees for materials to participate in coursework (study guides, textbooks not provided by the district, required reading materials, Costs associated with expedited evaluations for Special Education services sheet music, etc.) |  |  |
| Transition/Enrollment Assistance (records, IEPs, immunizations, birth certificates, etc.) |  |  |

## Related Questions:

1. Does the district waive participation fees for students identified as homeless?
2. Do school-related booster clubs and associations offer scholarships or fee waivers for students identified as homeless?

# Table 6: Additional program requirements

| Heading |  | Associated Costs | Funding Source |
| --- | --- | --- | --- |
| Outreach to: | Community Awareness and  Collaboration Activities |  |  |
|  | Parents and Families of Students  Identified as Homeless |  |  |
|  | Unaccompanied Homeless Youth |  |  |
|  | Students who have dropped out |  |  |
|  | Parents and Families of Preschool-  aged Children |  |  |
| Professional Development:  (training provided by Liaison) | Administrators, teachers, school  counselors, etc. |  |  |
|  | Support staff – Secretaries, clerks,  cafeteria staff, bus drivers, etc. |  |  |
|  | Community agencies/partners |  |  |

# Table 7: total program costs

| Funding Sources | Amount |
| --- | --- |
| **Total Cost of McKinney-Vento Program (add all costs from above)** |  |
| Title I-A Homeless Set-Aside |  |
| McKinney-Vento Grant (if applicable) |  |
| Other Funding Sources (Donations, other grants, etc.) |  |
| **Remaining unmet funding needs (subtract all funding options from Total Cost of Program)** |  |

## Related Questions:

1. Are total program costs increasing or decreasing? Why?
2. Does the district receive a Homeless Education/McKinney-Vento sub-grant? Are there plans to apply for this in the future?
3. Are there local partners we need to reach out to which could help cover some of these expenses?

For Questions Contact

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