



Homeless Education Program Development

Utilizing the Federal/Self Monitoring Tool as a Guide

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Title IX-A Homeless Education
Title I-D Neglected, Delinquent & At-Risk



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Learning Targets



- I understand how the Federal Monitoring Tool – MV program indicators can be used for program/system development instead of just a means of compliance.
- I can navigate to aligned resources on the Homeless Education website
- I can organize Homeless Ed Program Folders/Files to match the indicators for easy access and sharing information
- I can organize tasks related to the Homeless Ed Program through the development & use of a Month-by-Month Calendar
- I have a better understanding of how the Homeless Indicators can help you to develop a district Homeless program and prepare for our upcoming Federal Programs review or annual Self-Monitor.

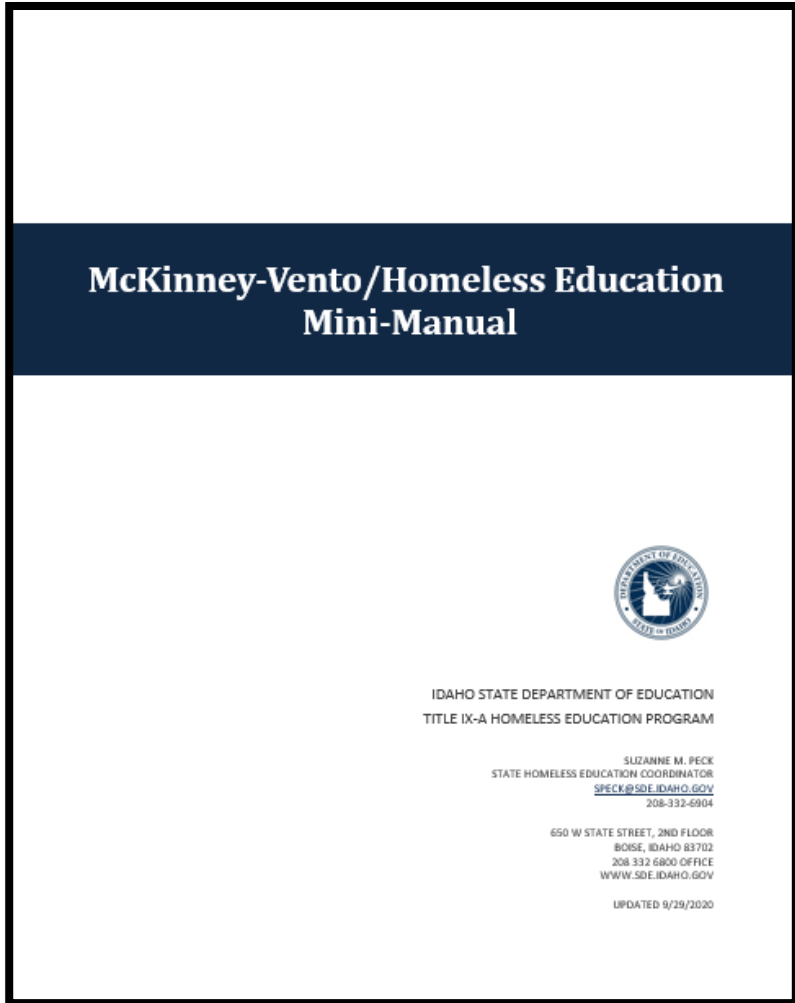




Organize for Success



Idaho MV/Homeless Education Mini-Manual



McKinney-Vento/Homeless Education Mini-Manual

USE THE MINI-MANUAL IN TANDEM WITH THE IDAHO STATE TITLE IX-A HOMELESS EDUCATION WEBSITE @ [HTTPS://SDE.IDAHO.GOV/FEDERAL-PROGRAMS/HOMELESS/](https://sde.idaho.gov/federal-programs/homeless/)

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CREATED 09/2020

McKinney-Vento/Homeless Education Mini Manual
| Idaho State Department of Education | 2

<https://sde.idaho.gov/federal-programs/homeless/>

Monitoring Tool & Website Alignment



2018-19 IDAHO ESEA FEDERAL PROGRAMS MONITORING TOOL

LEA Name and Number: _____
 Date of Program Review: _____
 LEA Superintendent/Administrator: _____
 Federal Programs Director: _____
 Business Manager: _____
 ISDE Team: _____



2018-19 Self-Assessment Due NO LATER THAN March 29, 2019.
 Email to kgauby@sde.idaho.gov.

Note: The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations. The monitoring process cannot produce an all-inclusive assessment of items in this instrument. The federal programs being monitored. (This form is available at <http://sde.idaho.gov/federal-programs/program-monitoring>)

FEDERAL PROGRAMS KEY

● Title I-A Improving Basic Programs
 ● Title IV-A Student Support & Academic Enrichment
 ● Title IV-B Rural Education Initiative
 ● Title IV-D Neglected, Delinquent, or At-Risk Equitable Services to Private School Students



LEA Name and Number: _____
 LEA Superintendent/Administrator: _____
 Federal Programs Director: _____
 Business Manager: _____

Note: The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations. The monitoring process cannot produce an all-inclusive assessment of items in this instrument. The Idaho State Department of Education monitoring includes a sampling of the federal programs being monitored.

FEDERAL PROGRAMS KEY			
● Title I-A Improving Basic Programs	● Title I-C Migrant Education Program	● Title II-A Supporting Effective Instruction	● Title III-A English Language Acquisition & Immigrant Students; OCR- Office for Civil Rights
● Title IV-A Student Support & Academic Enrichment	● Title V-B Rural Education Initiative	● Title IX-A Homeless Children and Youths	○ Indicator applies to all LEAs
● Title IV-D Neglected, Delinquent, or At-Risk Equitable Services to Private School Students		McKinney-Vento Subgrant	



- Files
- FAQs
- Training
- Links

Resource Files

McKinney-Vento Related Law and Guidance	+
Program Development & Monitoring	+
Homeless Education Services & Identification (SID-8)	+
Homeless Liason Duties (SID-9)	-
Liaison Responsibilities Checklist Sample Calendar	
Data Collection & Record Keeping Guidance (SID-9)	+
Homeless Education Policy Information (PROG-31)	+
Removing Barriers (PROG-32)	+
Public Notice of Educational Rights (PROG-33)	+
Homeless Education Dispute Resolution (PROG-35)	+
Coordination Efforts with Local & State Partners (PROG-36)	+
Unaccompanied Homeless Youth (PROG-37)	+
Homeless Education Program Funding & Title 1-A Set-Aside (FA-12)	+

Organize Yourself



Shared Folders - organized by Indicator

SID 8

**Identification
& Services**

- Nighttime Residency Form
- Eligibility Determination Forms
- Written Eligibility Letter
- Etc.

SID 9

**Homeless
Liaison Duties**

- Liaison Responsibility Checklist
- Sample Yearly Calendar

Month-by-Month

- Program Management/Data Collection
 - Highlight indicator related items **(SID 8)**
- Community Partners
- District/Schools
- Families/Students

Example

February -

Program Management/Data Collection

- Monthly collaboration mtg w/ Title 1/MV Coordinator
- Fed programs website updated

Community Partners

- Idaho Food Bank reports (by the 10th for the previous month)
- IFB deliveries (2x month) & inventory

District/Schools

- Review academic progress of PATH_ students

Families/Students

- Community Resource Center/Pantry open
- Weekend Backpack\
- Give Kids a Smile appointments



McKinney-Vento Related Indicators



SID 8 – Identification & Services



Citation

- The LEA shall describe the services provided homeless children and youths, to support the enrollment, attendance, and success of homeless children and youth, and the coordination of services provided under the McKinney-Vento Homeless Assistance Act (42 USC 11301 et seq). 20 USC 6312 §1112(b)(6)

Evidence & Supporting Documents

- **Identification Procedures (pg 6-10)**
 - Evidence of Identification procedures:
 - "Housing Survey" form
 - Outreach activities occur more than one time per year
 - Staff referral process
 - Coordination activities with other entities/agencies
 - Outreach/self-referral for UHY
- **Services & Supports (pg 17-18)**
 - Evidence of coordinated services provided to identified students and unaccompanied homeless youth (UHY)
 - MV Program Annual Calendar of activities/events
 - List of Services & Support available for MV students/families
- **Progress Monitoring**
 - Evidence of process of for data collection and monitoring of student success & well-being - including: attendance tracking, academic progress, services/referrals, etc.

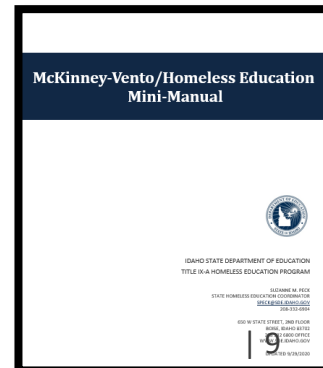
Reviewed onsite/interview

MV Liaison interview

- Please describe your program and the types of services/support you provide to students.

Staff Interviews

- Staff are aware of process and how to refer a student for whom they have a concern and why it's important.



SID 8 - Evidence



Identification

- Example of a completed "Housing Survey"
- Process/Calendar showing when a 2nd outreach activity occurs

Services & Supports

- Calendar showing community partner collaboration
- "Services" Menu, Flowchart, or Resource Manual
- MV program brochure or website

Monitoring Progress

- MV Student tracking sheet

McKinney-Vento Student Progress		McKinney-Vento Student Progress									
Name	Date Visit	Absences	Behaviors	Course Content				Mentorin	Office Aid		US Gov't
IF (12TH GR) (LY)	13	0	LR-A	AVID-F	Drawing-F	E. Child-B	g-P	P			Finance-C
	13:52			F	F	D	English-A	C		Life/ness	C A
GM (12TH GR) (LY)	1	0	A	A	A	A	A	P		A	A
	1:52	A	A	A	A	A	A	P		A	A
JH (12TH GR) (LY)	13	0	A	B	C	D	P	P		A	P
	13:52	B	A							D	US Gov't-B
RB (12TH GR) (Dropped Out)	16	0	D	C	C	F	P	P		D	C F
	52										
HS (12TH GR) (LY) (Transferred Out, GED)	11	0	F	P	F	F	A				
	52										

"Sample" Housing Survey

PLEASE READ CAREFULLY AND COMPLETE FULLY

No student or family will be discriminated against based upon any of the information provided in this form. The information you provide is confidential. The answers you give will help us determine the services your student may be eligible to receive at under the McKinney-Vento Act.

Student Information

Full Name: _____ Grade: _____ School: _____

Address: _____ Street Address _____ Apartment/Unit # _____
 City: _____ State: _____ ZIP Code: _____

Birth Date: _____ Gender: _____ Ethnicity: _____ Phone: _____

Email: _____

Name of Parent/Legal Guardian: _____ Is the student living with their Parent or Legal Guardian? YES NO

If not living with Parent or Legal Guardian, who is residing in the same location as the student?

Student's current address, if different

Housing

Date this student moved to this address: _____ How long do you expect to be at this address? _____

Do you own or rent your current home/apartment? YES NO *If no, are you seeking permanent housing?* YES NO

Number of adults over 21 living in the home and relationship to the student: _____

Number of children under 21 living in this home (including the student)? _____

Name of children (under 21) at this address, ages, relationship to student, and schools they attend (please include all children not yet in school): _____

Siblings at other addresses? _____

If bedrooms in the home? _____

Check all that apply:

Doubled up: living with family or friends due to natural disaster, financial hardship or loss of housing.

Eviction notice or mortgage foreclosure in the past year.

Living without adequate heat, electricity, plumbing or water.

Living in a shelter/transitional housing. Name of agency: _____

Living in hotel/motel due to lack of other suitable housing. Name of hotel/motel: _____

Living on the street, in an abandoned building, in car, camp/ground, or other public place not intended for regular habitation. Please explain: _____

In the past three (3) years, has any one in your household had to move to be a paid laborer in any of the following areas: farming, livestock, or processing agricultural products? YES NO

Signature _____

I verify that the information provided above is true and correct.

Printed Name and Relationship of Person Completing the Form _____ Date _____

Signature of Person Completing the Form _____

Homeless Education Program/Liaison Monthly Calendar – Sample
 (Please adapt to meet the needs/resources of your district)

Late Spring/Summer Months:

Make sure housing surveys are in registration packets for all students

- Order educational rights posters from National Center for Homeless Education (NCHHE) for your school
- Order materials for staff professional development or parents from NCHHE
- Consult with your administrator about Title I-A Homeless set-aside amounts and create budget
- Estimate school supplies needed and distribution processes
- Renew or establish new possible local partners and update MOUs
- Update Homeless Ed. Program website

August:

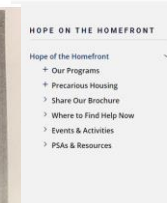
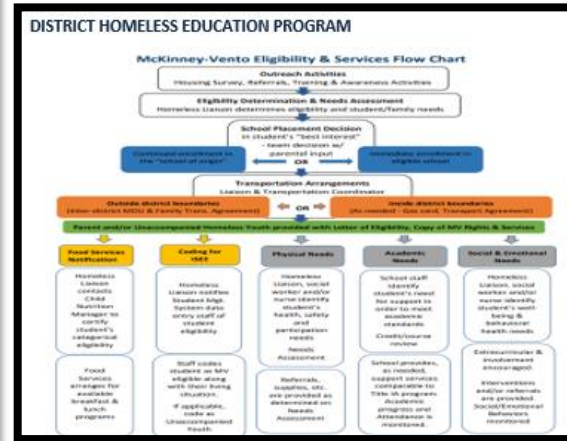
- Review Night-time Residency forms and verify/identify new students upon enrollment
- Review Night-time Residency forms for previously identified students to determine if they are still eligible
- Ensure that students are coded correctly in the student management system to upload correctly to ISEE
- Contact Social Services, Public Health, and/or other organizations to update contact information for referrals or schedule mobile services to schools
- Make sure student rights posters are placed in the schools – elementary & secondary, at your social services agencies, public health, food bank, and/or other agencies that may provide services to families
- Provide annual MV/Homeless Ed. training to all staff
 - o Strategies to identify and support students
 - o MV definition
 - o Services available to students
 - o Staff referral process
- Meet with transportation department and school secretaries and provide information about identifying students.
- Provide food service staff of list of identified students with their eligibility dates – update as needed
- Review your Title I Homeless set-aside budget amount and plan appropriately

September:

- Ensure that all identified McKinney Vento students participate in district benchmark/universal screening assessments.
- Review assessment data for homeless students. Identify and set up system for regular monitoring/check-in with students for Absences, Behavior, Coursework, and/or Physical needs as appropriate.
- Refer students to appropriate educational services as needed.

October:

- Monthly monitoring/check-in of identified students (Absences, Behavior, Coursework, Physical needs)
- Plan for winter needs
- Verify data for Homeless student data submission for ISEE upload in early October. (All past year students who are no longer eligible should be removed by this upload)
- Support seniors with FAFSA and college/career planning



Community Resources and Services
 2021-2022

Compiled By: Poonah/Hubback School District #25 Community Resource Workers, 3133 Palouse St. Pocatello, ID 83201 (208) 232-9963

Includes a Venn diagram with School, Family, and Community overlapping at Students.

SID 9 – Data Collection & Record Keeping



Citation

Evidence & Supporting Documents

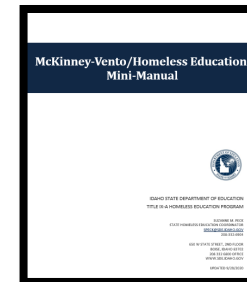
Reviewed onsite/interview

- Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained –
- - so that the records are available, in a timely fashion, when a child or youth enters a new school or school district; and
- - in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g). ESSA Subtitle B, Section 722(g)(3)(C)-(D)
- The LEA treats information about a homeless child or youth's living situation as a student education record, and shall not be deemed to be directory information. 42 USC Section 11432(g)(3)(G)

- Identified students are coded in student management system & uploaded regularly to ISEE
- MV Annual cumulative roster
 - Eligibility & exit dates
 - Records requests/transfers
 - Tracking of services & referrals
 - Communication with Child Nutrition dept.
- Active MV student file to include:
 - Housing survey
 - Eligibility/needs assessment
 - Services/referrals
 - Contact log

- Documents/files are kept in secure locked files (on site)
 - Personally Identifiable Information (PPI) regarding a student's MV status should be shared and/or transferred via a secure means.
 - Written Eligibility Letter in CUM folders (annually updated)

NOTE: For students who transfer mid-year, this should be included in the student's permanent file to ensure continuation of services for the remainder of the year.



(Pgs 19-22)

SID 9 - Evidence



Yearly MV Roster

	A	B	C
1			
2			
3			
4			
5			
6			
7			

Active MV Student File

"Sample" Housing Survey

Please Add District Logo

PLEASE READ CAREFULLY AND COMPLETE FULLY
No student or family will be discriminated against based upon any of the information provided in this form. The information you provide is confidential. The answers you give will help us determine the services your student may be eligible to receive under the McKinney-Vento Act.

Student Information

Full Name: _____ School: _____
 Address: _____ Apt/Unit # _____
 Birth Date: _____ Gender: _____ Ethnicity: _____ ZIP Code: _____
 Email: _____
 Name of Parent/Legal Guardian: _____ Is the student living with their Parent or Legal Guardian? YES NO

Residence Information

Does the student intend to live here long term (you expect to live at this address)? YES NO
 Do you own or rent your current home/apartment? YES NO If no, are you seeking permanent housing? YES NO
 Number of adults over 21 living in the home and relationship to the student: _____
 Number of children under 21 living in this home (including the student): _____
 Name of children (under 21) at this address, ages, relationship to student, and schools they attend (please include all children not yet in school): _____

History of other addresses?
 If of 3 or more in the last year?
 Yes No
 Check all that apply:
 Eviction notice or mortgage foreclosure in the past year
 Living without adequate heat, electricity, plumbing or water
 Living in a shelter/transitional housing. Name of agency: _____
 Living in homelessness due to lack of other suitable housing. Name of household: _____
 Living on the street, in an abandoned building, in car, campground, or other public place not intended for regular habitation. Please explain: _____

In the past three (3) years, has any one in your household had to move to be a guest in any of the following areas: farming, livestock, YES NO
 or professional/agricultural purposes? YES NO

I certify that the information provided above is true and correct.

Parent Name and Relationship of Person Completing the Form: _____ Date: _____
Signature of Person Completing the Form

MV Evaluation/Eligibility Determination Form

Student Name (Please Print) _____
 School _____

This form will be completed by District Liaison to evaluate a student's eligibility under the McKinney-Vento Act.
This form is to be used when a student identified under McKinney-Vento (MV) moves from one district to another within the same school year. The purpose of this form is to notify the district/school liaison in the new district of the student's eligibility under MV so that there is no break in service during the school year.

A fixed residence is one that is stationary, permanent, and not subject to change

1. Is this a temporary living arrangement? Yes No
 2. Did you and your friends/relatives decide to move in together and share a home and expenses for the long term?
 Yes No

3. Where would you go if something happened between you as adults?
 4. How long do you expect to be at this address?

A regular residence is one that is used on a regular (i.e. nightly) basis

1. Do you stay in the same place every night? Yes No

2. Do you move around a lot? Yes No

An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.

1. Are you safe where you are staying?
 2. Do you have adequate space for your belongings?
 3. Do you share a roomed with your children?
 4. Are your children safe if you are not home?
 5. Do you and your children have access to a phone?
 6. Is there adequate food in the home?

Other considerations: Temporary housing due to loss of housing, economic hardship or similar reason.

1. Where did you live previously?
 2. What happened to cause you to move?

McKinney-Vento Eligibility Notification

THIS FORM IS ONLY VALID FOR THE CURRENT SCHOOL YEAR. This form is to be used when a student identified under McKinney-Vento (MV) moves from one district to another within the same school year. The purpose of this form is to notify the district/school liaison in the new district of the student's eligibility under MV so that there is no break in service during the school year.

_____ was identified and determined eligible for
(Name of student)

McKinney-Vento Services by the district identified below _____

with a primary nighttime residence of:

Shelter or transitional housing
 Doubled-up
 Unsheltered (car, camp trailer w/ no utilities, public space, substandard/inadequate housing)
 Hotel or motel

This student:
 lives with parent/guardian
 is an Unaccompanied Homeless Youth

This student will remain eligible for services for the remainder of the 20_ _-20_ _ school year. Eligibility will need to be re-assessed at the beginning of the next school year.

School district _____
 District Liaison _____
 Phone _____
 Email _____
 Signature _____ Date _____

(After this form is completed and signed, put a copy in the student's file AND email the form to the district/school liaison in the new district.)

COMMUNICATIONS LOG

Date of Call? (MM/DD/YY)	Time of Call? (00:00 AM)	How Many Minutes Did Call Last? (Approx.)	Phone Call, Voice Mail, Letter, Paper Message?	Collector's Name?
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

McKinney Vento Supports for _____

Please assess your need in each area using the following:
H = High Need (I can't provide this to my child or myself without help)
M = Moderate Need (Steps could be explored for this, but we'll still take care of some of it)
L = Low or Little Need (I can provide for all this on my own)

Basic Supports	ACTION PLAN	One time Engaging
Free breakfast & lunch (in school)		
Food needs (outside of school)		
Clothing needs		
Hygiene Products		
Laundry Facilities		
Medical, Dental or Vision Services referrals		
School Transportation		
After-school Care/Enrichment		
Other:		

Education/Academic Support	ACTION PLAN	One time Engaging
Enrollment assistance (documents & fees)		
Preschool or Headstart programs		
School supplies		
Standardized evaluations for		
Specialized support programs (e.g., EL, Gifted, etc.)		
Summer programming		
Parental Engagement support		
Credit Recovery Assistance		
Occupation support or related expenses		
Alternative educational programs		
Other:		

Social/Emotional Support	ACTION PLAN	One time Engaging
Access to & understanding of public community resources (211/Plainsboro Manual)		
Referral to Department of Health & Welfare Navigator Program		
Parenting Trainings		
Other:		

We appreciate your efforts and assistance. If the information you provided on this form is not accurate to the best of your knowledge or belief, you may wish to contact the district/school liaison in the new district to discuss this information. We will make every effort to ensure that your information is accurate and that you are not at risk of losing your services. If you have any questions, please contact your district/school liaison.

Parent/Student signature _____ Date _____
 MV Liaison signature _____ Date _____

PROG 28 - McKinney-Vento Liaison



Citation

Evidence & Supporting Documents

Reviewed onsite/interview

- The LEA has designated an appropriate staff person as a Homeless Liaison who must be able to fulfill the 10 liaison duties as listed in ESSA, Subtitle B, Section 722 (g)(6)(A)(B)(C).
42 U.S.C. § 11432(g)(6)(A)

- Idaho District Contact Information (IDCI) is updated through submission of a “Program Contact File” via ISEE upload
 - McKinney-Vento Liaison (MVL)
(only one individual)
 - Homeless Ed. Contact (HED)
(multiple individuals okay)
- MV Program/Liaison calendar showing month by month activities, events and collaboration efforts

MV Liaison Interview

- DO you have the time and capacity to carry out the assigned 10 duties?
- Approximately how much time do you spend on MV related activities?
Week/month?
- What other responsibilities do you have?
- How do district/school administrators support you in your efforts to identify and support students experiencing homelessness?
- Are you supported in coding MV students and data submission via ISEE?

McKinney-Vento/Homeless Education
Mini-Manual



IDAHO STATE DEPARTMENT OF EDUCATION
BUREAU OF HOMELESS EDUCATION PROGRAMS
1000 WEST WASHINGTON
BOISE, IDAHO 83720
(208) 334-2200
WWW.IDAHOED.gov

(Pgs 20 & 23)

PROG 28 - Evidence



IDCI »

The Idaho District Contact Information (IDCI) application is used to define role-based staff contact information for Idaho public schools.

MVL - one person assigned
HED – multiples ok & helpful

Homeless Education Program/Liaison Monthly Calendar – Sample

(Please adapt to meet the needs/resources of your district)

Late Spring/Summer Months:
Make sure housing surveys are in registration packets for all students

- Order educational rights posters from National Center for Homeless Education ([NCHE](#)) for your school
- Order materials for staff professional development or parents from [NCHE](#)
- Consult with your administrator about Title I-A Homeless set-aside amounts and create budget
- Estimate school supplies needed and distribution processes
- Renew or establish new possible local partners and update MOUs
- Update Homeless Ed. Program website

August:

- Review Night-time Residency forms and verify/identify new students upon enrollment
- Review Night-time Residency forms for previously identified students to determine if they are still eligible
- Ensure that students are coded correctly in the student management system to upload correctly to ISEE
- Contact Social Services, Public Health, and/or other org referrals or schedule mobile services to schools
- Make sure student rights posters are placed in the school services agencies, public health, food bank, and/or other
- Provide annual MV/Homeless Ed. training to all staff
 - Strategies to identify and support students
 - MV definition
 - Services available to students
 - Staff referral process
- Meet with transportation department and school secret students.
- Provide food service staff of list of identified students with
- Review your Title I Homeless set-asides budget amount

September:

- Ensure that all identified McKinney Vento students participate assessments.
- Review assessment data for homeless students. Identify monitoring/check-in with students for Absences, Behavior appropriate.
- Refer students to appropriate educational services as needed

October:

- Monthly monitoring/check-in of identified students (Absences, Behavior, Coursework, Physical needs)
- Plan for winter needs
- Verify data for Homeless student data submission for ISAT testing. *Students who are no longer eligible should be removed from the list.*
- Support seniors with FAFSA and college/career planning

November:

- [National Homeless Youth Awareness Month](#) activities
- Monthly monitoring/check-in of identified students (Absences, Behavior, Coursework, Physical needs)

December/January:

- Make sure that all McKinney Vento students are tested for midyear universal screening/progress monitoring following your district assessment plan.
- Review benchmark data for identified students – Look for patterns in Absences, Behavior, Coursework
- Review and revise monitoring/check-in plan as needed based on new data
- Review Title I Homeless set-asides expenditures and forecast additional needs. Modify in the CSFGA as needed.
- Send out Night-time Residency forms to update records and identify additional students

February:

- Monthly monitoring/check-in of identified students (Absences, Behavior, Coursework, Physical needs)
- ISAT Testing: Make sure students attend during testing window

March:

- Monthly monitoring/check-in of identified students (Absences, Behavior, Coursework, Physical needs)
- ISAT Testing: Make sure students attend during testing window

April:

- Monthly monitoring/check-in of identified students (Absences, Behavior, Coursework, Physical needs)
- Review Title I Homeless set-aside funds expenditures
- Complete or provide input for Homeless Ed. Program Needs Assessment
- Title I Homeless set-aside amount and description is included in the Consolidated State Federal Grant Application (CSFGA)

May:

- Review/meet needs of graduating seniors
- Support students who may be transferring to new schools, i.e. middle to high school
- Monthly monitoring/check-in of identified students (Absences, Behavior, Coursework, Physical needs)
- Make sure that all students attend during testing window for end of year assessments
- Review end of the year academic, behavior, and coursework data for MV students
- Year-end data reporting: # identified/served, amount of set-aside spent, number of referrals to partner agencies, amount spent/resources provided from other sources
- Make sure all identified students have been coded in the student management system to be included in year-end ISEE upload
- Plan for needs students may have for the summer – refer as needed to lunch feeding sites, etc.



PROG 29 – Liaison Professional Development



Citation

Evidence & Supporting Documents

Reviewed onsite/interview

- The LEA ensures that the liaison participates in professional development and other technical assistance activities as determined appropriate by the State Coordinator. 42 U.S.C. § 11432(g)(1)(J)(iv)

- Evidence of regular attendance (certificates) at Idaho MV Homeless Education Program - Annual Fall Regional MV Trainings by the District/Charter MV Liaison.

OR

- Provide evidence of approved alternative training.

PROG 29 - Evidence



Certificates from Annual MV Training



OR
Approved Alternative

- will be accompanied by an email stating approved alternative training.

PROG 30 – Staff Training & Awareness



Citation

Evidence & Supporting Documents

Reviewed onsite/interview

- The LEA shall inform school personnel, service providers, and advocates working with homeless families of the duties of the local educational agency liaisons. ESSA Subtitle B, Section 722 (g)(6)(B)
- Liaison shall ensure that school personnel providing services under this subtitle receive professional development and other support. 42 USC, Section 11432(g)(1)(6)(A)(ix)

- MV liaison shall ensure that ALL school personnel - including: administrators, registrars, teachers, counselors, transportation, child nutrition, and other support staff – understand the signs of homelessness, district processes for enrollment, identification, referral of suspected students, and services/supports that may be provided to MV students.
 - District specific presentation
 - Handouts
 - Agenda
 - Sign-in sheets
- If applicable: evidence of homeless education training for staff in non-Title I-A schools and local shelters..

Staff are:

- aware of the signs of homelessness,
- know who to contact to refer a student,
- and what supports are available within the district for MV students.

Program 30 - Evidence



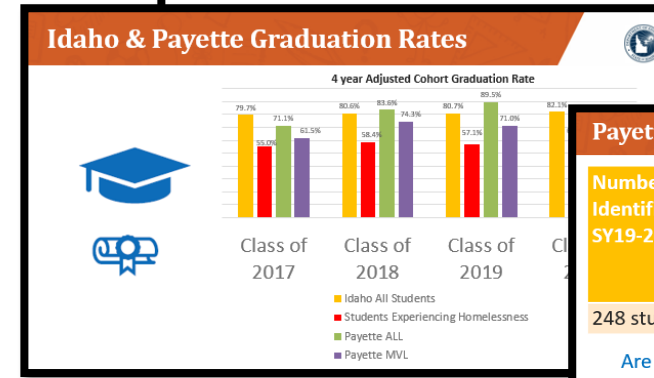
SIGN-UP SHEET

Remember SAM!

- Sign-in sheet
- Agenda
- Meeting materials

District Specific info!

Supporting Students Experiencing Homelessness in the ___ School District
Implementing the McKinney-Vento Act
Annual Training



Payette Data

Number Identified in SY19-20	Number Identified in SY2020-21	District Free Reduced %	Percentage Identified of total enrollment
248 students	246 students	76.95%	19.10%

Are we above or below 10% of our F/R %? **YES**
Are we above or below the state average of 2.4%? **YES**

Supports provided in our District

<h4>District Services</h4> <ul style="list-style-type: none"> • Free Lunch • Transportation (as needed) • Waiver for extra curricular fees 	<h4>Referral Services</h4> <ul style="list-style-type: none"> • Wellness Tree Clinic https://wellnesstreeclinic.org/ • Intermountain Fair Housing Council 1-800-717-0695 • Desert Industries • Clothing voucher • West End Ministerial Association Food Pantry 1014 North St. Boise, ID 83725 Phone: (208) 333-2222 Hours: Sat, Sun, & 4th Tu of the Month, 1:30 - 4:30 PM 2nd W of Month, 1:30 - 4:30 PM • St. Anthony's Loaves & Fishes 1015 1st Ave N Boise, ID 83725 Phone: (208) 333-2222 Hours: Dinner: W, 4:00 - 5:30 PM Free Meal Site
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Our District Homeless Education Team

<h4>District Level</h4> <ul style="list-style-type: none"> • District Liaison <ul style="list-style-type: none"> • Contact Information 	<h4>School Level Contacts</h4> <ul style="list-style-type: none"> • Options <ul style="list-style-type: none"> • Admin Assistants • Councilors • Social Workers • Etc.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PROG 31 – MV & Homeless Related Policies

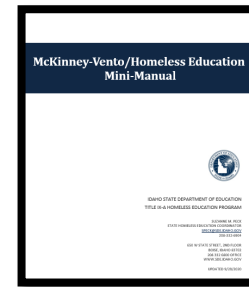


Citation

- The LEA ensures homeless children and youth have equal access to the same free, appropriate public education and support services, including a public preschool education (if available), as provided to other children and youths in the state. ESSA Subtitle B, Section 721 (1),
- The LEA policy must meet all of the requirements included in ESSA Subtitle B, Section 722(g)(3).
- The LEA ensures that homeless children and youths shall be provided services, for which they are eligible, comparable to those offered to other students in the school, including:
 - Transportation services
 - Special programs
 - *Title IA
 - *Special Education
 - * Limited English/Language Acquisition
 - Vocational/Technical Ed.
 - Gifted/Talented
 - School NutritionESEA Sub B § 721 (g)(4)(A-E)
- LEA must develop, review, and revise policies to remove barriers to the identification, enrollment, and retention of children and youth experiencing homelessness, including enrollment and retention due to outstanding fees, fines, or absences.
42 USC § 11432(g)(1)(I)

Evidence & Supporting Documents Reviewed onsite/interview

- Current MV Policy, adopted by governing board, describes the rights of homeless students and the requirements of the LEA in serving these students.
- Evidence of Review and Revision of other LEA policies that create barriers to attendance, retention, credit accrual, & graduation, etc. for students experiencing homelessness
 - Attendance
 - Retention
 - Awarding Credits
 - Graduation
 - Student Fees



(Pg 24)

- Checklist of MV Policy
- MV Policy should address:
 - Rights of Homeless children and youth
 - Definitions
 - LEA MV/Homeless liaison role and responsibilities
 - Coordination with other local and state agencies/programs
 - Dissemination of education rights
 - Immediate Enrollment
 - Best Interest Determination/School Selection
 - Dispute Resolution
 - Services available/comparable
 - Provisions for awarding of full or partial credit for completed coursework
 - Elimination of barriers for full participation

PROG 31 - Evidence



District – Policy Reviewed by _____

Homeless District/LEA Policy Checklist

Check "A" if the item is addressed; check "N" if the item needs to be addressed.

Addressed	Not Addressed	The policy describes how the LEA will do the following:
		Definitions: Children and youth in transition – lacking a <i>fixed, regular, adequate nighttime residence</i> & living situation; Migratory children and youth; Unaccompanied youth (<i>not in the physical custody of a parent or guardian</i>); School of Origin (w/ feeder pattern info); Enroll/Enrollment (attending classes & participating fully); Immediate
		Identification & Duration: this should include identification & data collection, duration of homelessness, summer identification and supports remaining in place for the remainder of the academic year – if students become permanently housed.
		Enrollment: this should include immediate, full and equal opportunity enrollment, may not be denied or delayed due to any lack of document normally required for enrollment or barriers of student fees
		School Selection: this should include school of origin, "best interest" determination, and priority given to parent input
		Best Interest Determination: addresses assumption for staying in school of origin, student-centered factors are used when <u>making a determination</u> , and parent input is recognized
		Disputes: addresses eligibility, school selection and enrollment; students should be immediately enrolled pending final resolution; written explanation of decision and the right to appeal; parent or unaccompanied youth given every opportunity to participate meaningfully in the resolution; aligned to the SDE dispute process.
		Services: this should be a statement or list of services "for which they are eligible"; comparable services offered to other students; includes referrals to Head Start and other district early intervention/preschool programs administered by the LEA as applicable; Special Education; Vocational courses; Gifted & Talented program, etc.
		Transportation: to and from school of origin, district collaborations, other transportation services comparable to those offered to housed students
		Free Meals: on day of enrollment, must submit name to district nutrition office immediately
		Eligibility for Title I Services: Children and youth in transition are automatically eligible for Title I support services, regardless of if they attend a Title I school or non-Title I school.
		Unaccompanied Youth: are informed of their status as independent students for the FAFSA, receive verification of that status and are provided with college/career counseling.
		Full/Partial Credit: barriers are removed for students to receive and be granted appropriate credit for full or partial coursework satisfactorily completed while attending a prior school or transferring to a new school.
		District Liaison: is able to carry out the 10 duties as described in the law. 42 USC

Update 12.2.19

- When was the MV policy last reviewed?
- Are there other policies that need to be addressed related to MV students? i.e. attendance, grad requirements, credit-accrual
- Go through the **Checklist** before
 - you have it approved by your board in preparation for the Federal Programs Review
 OR
 - upload it
- Email Suzanne for a sample policy if things are not addressed!



PROG 32 – Removing Barriers & Full Participation

Citation

Evidence & Supporting Documents

Reviewed onsite/interview

- The LEA has a procedure that ensures homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet schools, summer school, career and technical education programs, advanced placement, on-line learning, and charter school programs, if such programs are available at the State and local levels. [ESSA Section 722 \[TITLE 42 U.S.C. §11432\]\(g\)\(1\)\(I\)](#).

- Written document and/or procedures that address how the LEA removes barriers for MV students to access all academic and/or extracurricular activities.
 - enrollment
 - “parent” permissions for UHY
 - fee waivers
 - CTE programs
 - summer school participation
 - Advanced Placement/Duel Credit
 - Online learning/device checkout

MV Services & Supports



Comparable Services

- Immediate enrollment
- Transportation to the school of origin
- Free breakfast/lunch
- Any other program for which a student qualifies
 - Title IA interventions
 - Special Education
 - English Language Acquisition
 - Migrant
 - Gifted/Talented

Removing Barriers to Full-Participation

- Extra-curricular/Afterschool activities
 - Fees
 - Transportation
- Course fees
 - Band rentals
 - CTE materials
- Wrap-around Services
 - Nutrition support
 - Clothing
 - Hygiene/Laundry products or services
 - Mental, medical, dental health referrals
 - Navigation to other social service providers

PROG 32 - Evidence



Vallivue School District Guidelines for Student Fees

Class Fees
Authority: JSE v. Sengler School District
The Court ruled that the prior class fees fell in a category "generally imposed on all students whether they participate in extra-curricular activities or not, which secures a charge of attendance at the school." The Court stated "As long as these are **reasonable**..."

Prohibited Fees

- Registration Fees

Vallivue School District
Students' Right to a Free Public Education
Guidelines for Student Fees

Allows

Vallivue
SCHOOL DISTRICT #151



Be sure to TRACK services!





PROG 33 – Notice of Educational Rights & Services

Citation

- 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. ESSA Subtitle B §722 (g)(6)(A)(vii)
- The parents or guardians of homeless children and youth are informed of the educational and related opportunities available to the children and are provided with meaningful opportunities to participate in the education of their children. ESSA Subtitle B §722(g)(6)(A)(v)
- The parent or guardian of a homeless child, is fully informed of all transportation services, including transportation to the school of origin or is assisted in accessing transportation to the school deemed in the students' best interest to attend. ESSA Subtitle B §722 (g)(6)(A)(viii)

Evidence & Supporting Documents Reviewed onsite/interview

- Evidence of public notice of education rights & contact information
- -List of locations of posters w/ updated LEA and SDE contact information (school & non-school sites)
- Evidence of services/supports available locally for MV students & families
 - MV brochures
 - Family/Student Needs Assessment
 - List of local services/partners/referrals

- Posters in visible areas

MV Parent interview (if possible)

- How were you informed that your child was eligible for MV supports & services
- How you made aware of your rights?

PROG 33 - Evidence



What You Need to Know to Help Your Child in School

A Guide for Parents, Guardians, and Caregivers

IMPORTANT INFORMATION for your child's success in school



If your family is in a temporary or inadequate living situation due to a loss of housing, your child might be eligible for certain educational rights and services.



National Center for Homeless Education

Supporting the Education of Children and Youth Experiencing Homelessness



McKinney-Vento Eligibility Notification

THIS FORM IS ONLY VALID FOR THE CURRENT SCHOOL YEAR.
 This form is to be used when a student identified under McKinney-Vento (MV) moves from one district to another within the same school year. The purpose of this form is to notify the district/school liaison in the new district of the student's eligibility under MV so that there is no break in service during the school year.

_____ was identified and determined eligible for
(name of student)

McKinney-Vento Services by the district identified below _____
 with a primary nighttime residence of:

Shelter or transitional housing
 Doubled-up
 Unsheltered (car, camp trailer w/ no utilities, public space, substandard/inadequate housing)
 Hotel or motel

This student:

lives with parent/guardian
 is an Unaccompanied Homeless Child

This student will remain eligible need to be re-assessed at the beginning of the next school year.

School district: _____
 District Liaison: _____
 Phone: _____
 Email: _____
 Signature: _____

(After this form is completed, return to the district/school liaison.)

The McKinney-Vento Act: Parent-Student Rights

Idaho public schools shall provide an educational environment that treats all students with dignity and respect. Every student experiencing homelessness or transition shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth, applied to all services, programs, and activities provided or made available.

A student may be considered eligible for services under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- In temporary shared housing, a shelter, or transitional living program
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus station, park, car, or abandoned building
- According to the McKinney-Vento Act, eligible students have rights to:

***Immediate enrollment:** Documentation and immunization records cannot serve as a barrier to the enrollment in school.

***School Selection:** Eligible students have a right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

***Remain enrolled in his/her selected school for the duration of homelessness, or until the academic year upon which they are permanently housed.**

***Participate in programs** for which they are eligible, including Title I tutoring programs, Free Lunch in schools with the, National School Lunch Program, Head Start & Even Start Preschool Programs.

***Transportation Services:** A McKinney-Vento eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.

***Dispute Resolution:** If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school district. The school district must respond and attempt to resolve it quickly. During the dispute, the student must be immediately enrolled in the school and provided transportation until the matter is resolved. The McKinney Vento Liaison will assist you in making decision, providing notice of any appeal process, and filling out dispute forms.

NOTE: See Idaho IX-A Homeless Education Website -PROG 33 Notice of Educational Rights for downloadable copies in English and Spanish

Order NCHE materials
(FREE or small \$)

<https://nchehelpline.org/>

PROG 34 – School Stability & Best Interest



Citation

Evidence & Supporting Documents

Reviewed onsite/interview

- SCHOOL STABILITY- in determining the best interest of the child or youth the LEA shall--
 - (i) to the extent feasible 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." ESSA Subtitle B, Section 722(3)(B)(i) & (ii)

- Student centered factors must be considered when determining enrollment, placement, and services for students experiencing homelessness.
 - Best Interest Determination form
 - Evidence of parent input regarding placement
- Notification must be provided in writing regarding a child's eligibility, enrollment, school placement, etc. and the child-center factors that were considered.
 - Written Notification Letter (placement, eligibility, etc.)
- Idaho "Written Notification MV Eligibility" form – example of completed form

MV Parent interview (if possible)

- Were you provided with written documentation of eligibility & rights?
- Did you have input into where your child would attend school?

PROG 34 - Evidence



"Best Interest" School Placement Worksheet

A student experiencing qualifying for McKinney-Vento services has the right to attend the school of origin, the school the student attended when permanently housed or the school in which the student was last enrolled; or the local attendance area school for the duration of the school year. A student experiencing temporary/transitional housing, to the extent feasible, should be kept at their school or origin unless it goes against the wishes of the parent or guardian. School selection decisions are made on a case-by-case basis.

Name of Student _____

School of Origin _____ Local Attendance Area School _____

School Placement Considerations	Guiding Questions	Notes
Age and grade placement of the student	-Has the student established meaningful social and educational relationships? - How long has the student been attending the school of origin? - How much time is remaining in the school year?	
Academic strength	-How is the student's academic performance? -Is he/she strong and at grade level or struggling and a transfer would cause the student to fall farther behind?	
Social/Emotional state	-How is the student coping with mobility? -Does he/she have strong ties to the current school? -How does the student feel about changing schools?	
Distance of the commute and it's impact	-What is the distance and time spent on travel to each school? - Would a shorter commute help the student's concentration, attitude, or readiness for school or impact any special or necessary education needs?	
Personal safety of the student	-Are there safety issues that should be considered?	
Student need for special instruction	-Which school better meets the student's need for special instruction, such as Section 504 or Special Education and related services?	
Length of anticipated stay in transitional or temporary housing	-How long is the family likely to remain at the current residence? -What is the likelihood that the family will reestablish residency in the School of Origin attendance zone?	

School Placement Recommendation

An open enrollment application is not required if the student is residing outside the attendance area.

Date of decision _____

Individuals consulted to determine that this placement is in the student's best interest were:

Name: _____ Position: _____

Name: _____ Position: _____

Parent/Guardian/Student received information about their MV rights and a "Parent Pack" folder to keep important school documents

Place on District Letterhead

Written Notification of Eligibility and/or School Placement Decision

In compliance with the McKinney-Vento Act, the following written notification is provided to:

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

Name of Student(s) _____

After reviewing the current living situation of the student(s) listed above, a team comprised of administrator(s), social worker, interventionist(s) and teacher(s) have determined that:

The student(s) qualify for McKinney-Vento services and it is in the best interest of the student(s) to remain in the School of Origin _____

- The District Liaison will meet with you to determine the level of need required, if any, and how help can be coordinated for the following areas of support: Basic Individual/Family, Educational/Academic, and/or Social/Emotional.
- If your living situation changes, it is the responsibility of the Parent/Guardian/Student to inform the school of changes to your living situation. If a more permanent situation occurs, McKinney-Vento services may still be provided for the remainder of the school-year.

The student(s) qualify for McKinney-Vento services, but it may not be in the best interest of the student(s) to remain at their School of Origin _____ and will be supported in enrolling in their new Local Attendance Area School _____

This determination was based upon: _____

- The District Liaison will work with you to ensure this process/transition is as smooth as possible.

The student(s) do NOT qualify for McKinney-Vento services, but may be supported by other district services. This determination was based upon: _____

- If your living situation changes, you may re-apply.
- You have the right to appeal this decision by completing the attached page or by contacting the District Liaison. Additional written or verbal communication to support your position regarding your request may be required to determine McKinney-Vento status and/or the student's enrollment or continued enrollment in the requested school.
- The student(s) listed above has/have the right to enroll or continue enrollment in the requested school pending the resolution of the dispute.

District Liaison Signature _____ Date _____

Contact Information

Name: _____

Phone: _____

Email: _____

The McKinney-Vento Act: Parent-Student Rights

Idaho public schools shall provide an educational environment that treats all students with dignity and respect. Every student experiencing homelessness or transition shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth, applied to all services, programs, and activities provided or made available.

A student may be considered eligible for services under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- In temporary shared housing, a shelter, or transitional living program
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus station, park, car, or abandoned building
- According to the McKinney-Vento Act, eligible students have rights to:

*Immediate enrollment: Documentation and immunization records cannot serve as a barrier to the enrollment in school.

*School Selection: Eligible students have a right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

*Remain enrolled in his/her selected school for the duration of homelessness, or until the academic year upon which they are permanently housed.

*Participate in programs for which they are eligible, including Title I tutoring programs, Free Lunch in schools with the, National School Lunch Program, Head Start & Even Start Preschool Programs.

*Transportation Services: A McKinney-Vento eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.

*Dispute Resolution: If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school district. The school district must respond and attempt to resolve it quickly. During the dispute, the student must be immediately enrolled in the school and provided transportation until the matter is resolved. The McKinney Vento Liaison will assist you in making decision, providing notice of any appeal process, and filling out dispute forms.

PROG 35 – Dispute Resolution



Citation

- If a dispute arises over eligibility, or school selection or enrollment in a school—
- 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;
- 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 local educational agency, or the State educational agency involved, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions;
- the parent, guardian, or unaccompanied youth shall be referred to the local educational agency liaison designated under paragraph, 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
-)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.
USC 42 § 11432(g)(3)(E)(i)-(iv)

Evidence & Supporting Documents Reviewed onsite/interview

- **NOTE:** Even if a dispute has not occurred in the past, the LEA is required to have written procedures & documents in the event a dispute/appeal occurs.
- Written Dispute Resolution process/documents:
- - Flowchart
- - Dispute Letter
- - Parent/Student Rights

LEA process must align with the State's MV/Homeless Education Dispute Resolution process.

- Example of process
- Sample letter
- SDE process

PROG 35 - Evidence



District Process/Forms

Aligned to State Process

PUT ON School Letterhead

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

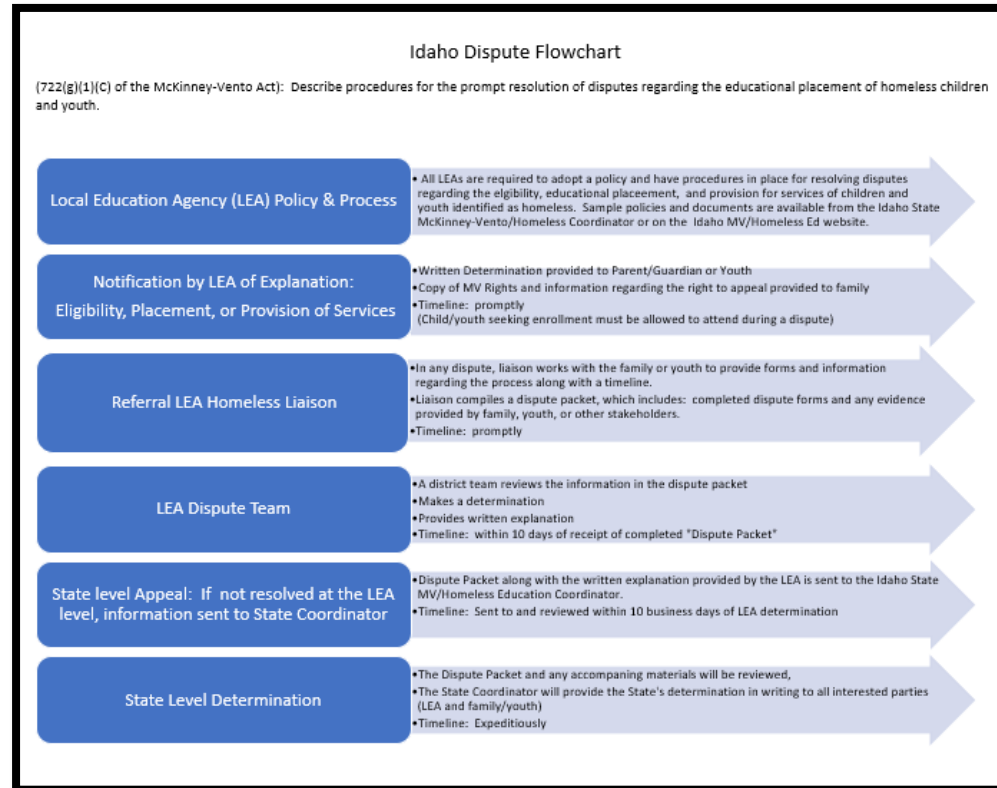
You have the right to appeal this decision by completing the second page of this form or by contacting the school district's local homeless education liaison.

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 the Idaho dispute resolution process for students experiencing homelessness is attached.



IDAHO STATE DEPARTMENT OF EDUCATION EDUCATION FOR HOMELESS CHILDREN AND YOUTH DISPUTE RESOLUTION PROCESS

In compliance with the federal McKinney-Vento Homeless Assistance Act, Title IX-A, as amended by the Every Student Success Act, and Section 33-1404, of Idaho Code, the following procedures are established to promptly resolve disputes regarding the educational placement of students experiencing homelessness, and shall be implemented in all school district/LEAs in this state, including charter schools authorized by the Idaho Charter Commission. A student is considered homeless under the McKinney-Vento Homeless Assistance Act if the student lacks a fixed, regular, and adequate nighttime residence.

School enrollment of a homeless child or youth will be determined based on the best interest of the student and the request of the parent/guardian or unaccompanied youth. To the extent feasible, the student shall be immediately enrolled or continue enrollment in the school of origin, defined as:

- The school last attended by the student when permanently housed; or
- The last school in which the child was enrolled.

If there is a dispute regarding the educational placement of a homeless student, or if a school or school district/LEA denies a child, youth, or unaccompanied youth homeless status, then a written notice of explanation of such decision shall be promptly provided to the parent/guardian of the child, or to the youth, if unaccompanied by a parent/guardian. Such notice shall be in language the parent/guardian or unaccompanied youth can understand, shall include a description of how to dispute the decision, and shall include a summary of the dispute resolution process.

review and determine within ten (10) business days how the student's best interests will be served. All interested parties will be expeditiously informed of the State's determination in writing. The decision of the State Department of Education shall constitute final resolution. ##

Contact:
State Coordinator for Homeless Education
Idaho State Department of Education
650 W. State Street
PO Box 83720
Boise ID 83720

McKinney-Vento Act Sec. 722(g); 42 U.S.C. 11432(g).

November 24, 2010
Updated: September 20, 2017

PROG 36 – Coordination & Referral Efforts



Citation

Evidence & Supporting Documents

Reviewed onsite/interview

- The LEA shall coordinate the provision of services for students experiencing homelessness with local social services agencies and shall ensure that...
 - (i) 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; and
 - (ii) Transportation, transfer of school records, and other inter-district activities, with other local agencies.
- ESSA Subtitle B, Section 722(g)(6)(A)(i), (iii) & (g)(6)(C)
- Evidence of coordination & collaboration between the liaison and departments/programs within the LEA: EL Migrant, Special Education, MTSS/RTI (academics & behavioral supports), 21st Center/afterschool programs, counseling/credit accrual, registrars/enrollment, transportation, child nutrition – to support the needs of students experiencing homelessness
 - Free Lunch/MV roster
 - Communication logs
 - File transfer process
 - Staff MV training – specific to roles/needs
 - Staff Referral documents/processes
- Evidence of coordination & collaboration with neighboring LEAs with whom the LEA may mutually support students – transportation, records transfer, etc.
 - Inter-district Transportation Agreements
 - Communication logs
- Evidence of coordination & collaboration with social service agencies, local non-profits, H&W navigators, public health agencies, housing partners, local dentists/doctors, etc.
 - List of current Community Parents & contact information
- Annual Calendar of activities, events, collaboration, training, etc.

PROG 36 - Evidence



TRACK referrals!

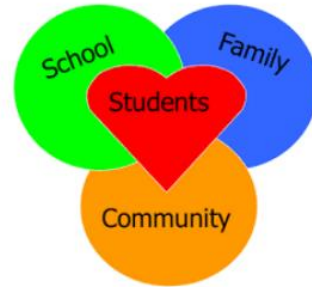


Remember SAM!

- Sign-in sheet
- Agenda
- Meeting materials

Community Resources and Services

2021-2022



Compiled By:

Pocatello/Chubbuck School District #25
Community Resource Workers
3115 Poleline Rd. Pocatello, ID 83201
(208) 232-3563

Homeless Education Program/Liaison Monthly Calendar – Sample
(Please adapt to meet the needs/resources of your district)

Late Spring/Summer Months:
Make sure housing surveys are in registration packets for all students

- Order educational rights posters from National Center for Homeless Education ([NCHE](#)) for your school
- Order materials for staff professional development or parents from [NCHE](#)
- Consult with your administrator about Title I-A Homeless set-aside amounts and create budget
- Estimate school supplies needed and distribution processes
- Renew or establish new possible local partners and update MOUs
- Update Homeless Ed. Program website

August:

- Review Night-time Residency forms and verify/identify new students upon enrollment
- Review Night-time Residency forms for previously identified students to determine if they are still eligible
- Ensure that students are coded correctly in the student management system to upload correctly to ISEE
- Contact Social Services, Public Health, and/or other organizations to update contact information for referrals or schedule mobile services to schools
- Make sure student rights posters are placed in the schools – elementary & secondary, at your social services agencies, public health, food bank, and/or other agencies that may provide services to families
- Provide annual MV/Homeless Ed. training to all staff
 - o Strategies to identify and support students
 - o MV definition
 - o Services available to students
 - o Staff referral process
- Meet with transportation department and school secretaries and provide information about identifying students.
- Provide food service staff of list of identified students with their eligibility dates – update as needed
- Review your Title I Homeless set-asides budget amount and plan appropriately

September:

- Ensure that all identified McKinney Vento students participate in district benchmark/universal screening assessments.
- Review assessment data for homeless students. Identify and set up system for regular monitoring/check-in with students for Absences, Behavior, Coursework, and/or Physical needs as appropriate.
- Refer students to appropriate educational services as needed.

October:

- Monthly monitoring/check-in of identified students (Absences, Behavior, Coursework, Physical needs)
- Plan for winter needs
- Verify data for Homeless student data submission for ISEE upload in early October. (All past year students who are no longer eligible should be removed by this upload)
- Support seniors with FAFSA and college/career planning

Interagency 2018-2019

Name	Agency	Email
Lynette Carter	BSD	lynnettec@d55.k12.id.us
Scott Smith	Bingham Crisis Center	Scott@binghamcrisiscenter.org
Stephanie Kinder	Stoddard Elementary	kindstep@d55.k12.id.us
Sharon Rivas	Groveland Elementary	rivas@d55.k12.id.us
Dana Steffensen	Fort Hall Elementary	stefdana@d55.k12.id.us
Brandi Daw	BHC	Brandi.Daw@hcahealthcare.com
Debbie Steele	BCCLC	dsteale@bcclc.com
KayAnn Hayes	Ridge Crest Elementary	hayekaya@d55.k12.id.us
Holli Ludwig	BHSG	ludwholl@d55.k12.id.us
Steve Whitehead	BHS	whitstev@d55.k12.id.us
Ashley Hirz	D.D. Stalker	hirzashi@d55.k12.id.us
Maria Puente	Bingham Probation	m.puente@co.bingham.id.us

The Community Assets Meeting

March 3rd, 2021



PROG 37 – Unaccompanied Homeless Youth



Citation	<u>Evidence & Supporting Documents</u>	<u>Reviewed onsite/interview</u>
<p>Unaccompanied homeless youth (UHY):</p> <ol style="list-style-type: none">1) are enrolled in school;2) have opportunities to meet the same challenging State academic standards3) are informed of their status as independent students and that they may obtain assistance from the MV liaison to receive verification of this status for purposes of completing the Free Application of Federal Student Aid (FAFSA). <p>42 USC Section 11432(g)(6)(A)(x)</p>	<ul style="list-style-type: none">• Evidence that the UHY have been informed of their Independent Student status.<ul style="list-style-type: none">- Written Eligibility for UHY document signed by liaison• Evidence that the UHY are informed of their rights and the supports/services for which they are eligible.<ul style="list-style-type: none">- UHY brochure-211 navigation-Self-Rescue Manual/Local Support Agencies• Evidence of liaison support for the UHY to acquire the necessary documentation for enrollment and full participation, etc.<ul style="list-style-type: none">-Birth Certificate-State ID Card-Social Security Card-etc.	

PROG 37 - Evidence



UHY – Written Eligibility for FAFSA

Put on district letterhead – give signed copy to student & keep one on file

Written Notification of Unaccompanied Youth – Determination for the _____ FAFSA
Homelessness or Self-Supporting Youth At-risk Eligibility Decision
In compliance with the McKinney-Vento Act, the following written notification is provided to:

Name of Student _____ DOB _____ SSN _____

Student's Mailing Address _____
(If the student does not have a stable address, you may list the name, phone # and mailing address of a friend or relative, or the school)

This determination for eligibility was based upon: _____

After reviewing the current living situation of the student listed above, the Homeless Liaison has determined that as of _____ (date).

The student meets the Homeless and Unaccompanied Youth definitions

- 1) Students who are not in the physical custody of a parent or a court-appointed legal guardian; this includes youth who have run away from home, have been kicked out of their homes, or have been abandoned by parents.
- 2) Student lack fixed, regular, and adequate nighttime residence.
- 3) The student is 21 years of age or younger and is still enrolled in high school.

The Homeless Liaison will meet with you to determine the level of support required.

- *If your living situation changes, it is the responsibility of the Student to inform the school of changes to your living situation. If a more permanent situation occurs, McKinney-Vento services may still be provided for the remainder of the school-year.*

The student meets the Unaccompanied Youth/Self-Supporting and At-risk of becoming homeless guidelines

- 1) Students who are not in the physical custody of a parent or a court-appointed legal guardian; this includes youth who have run away from home, have been kicked out of their homes, or have been abandoned by parents.
- 2) Student is self-supporting and has fixed, regular, and adequate nighttime residence, but is at-risk becoming homeless.
- 3) The student is 21 years of age or younger and is still enrolled in high school.

The Homeless Liaison or Counselor will meet with you to determine if any supports are needed.

- *If your living situation changes, it is the responsibility of the Student to inform the school of changes to your living situation. If an unstable housing situation occurs, McKinney-Vento eligibility and services would be provided for the remainder of the school-year.*

The student meets ONLY the Unaccompanied Youth definition

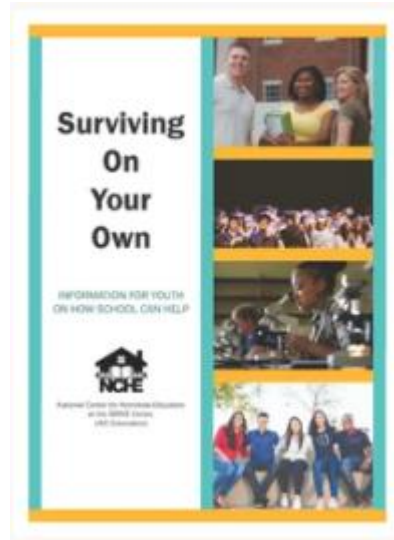
- 1) Student is not in the physical custody of a parent, but arrangements have been made for them by their parents/guardians for fixed, regular, and adequate nighttime residency.

- *If your living situation changes, you may re-apply.*
- *You have the right to appeal this decision by completing the attached page or by contacting the Homeless Liaison. Additional written or verbal communication to support your position regarding your request may be required to determine McKinney-Vento status and/or the student's enrollment or continued enrollment in the requested school.*
- *The student listed above has the right to enroll or continue enrollment in the requested school pending the resolution of the dispute.*

Homeless Liaison Signature _____ Date _____ Phone # _____

District _____ email _____

As per the College Cost Reduction and Access Act (Public Law 110-84), I am authorized to document this student's living situation and determine his/her independent student status as an unaccompanied homeless youth or unaccompanied, self-supporting youth at risk of homelessness. The financial aid office is not required to confirm this determination in the absence of conflicting information. It is not conflicting information if the financial aid administrator disagrees with my determination.



NCHC resource

Graduation Support



Set them up for SUCCESS!



PROG 38 – College & Career Support (new)



Citation

Evidence & Supporting Documents Reviewed onsite/interview

- Homeless students receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for career and college. 42 USC § 11432(g)(1)(K)

- Evidence that the UHY have been informed of their Independent Student status.
 - Written Eligibility for UHY document signed by liaison
- Evidence that the UHY are informed of their rights and the supports/services for which they are eligible.
 - UHY brochure
 - 211 navigation
 - Self-Rescue Manual/Local Support Agencies
- Evidence of liaison support for the UHY to acquire the necessary documentation for enrollment and full participation, etc.
 - Birth Certificate
 - State ID Card
 - Social Security Card
 - etc.

PROG 38 - Evidence



College of Western Idaho

To apply for the Nampa/CWI

Location:

Call: (208) 442-4500

Email documents to:

jobcorps@labor.idaho.gov

Hand Deliver/Mail to:

Idaho Job Corps
3201 Ridgecrest Dr.
Nampa, ID 83687



To apply for the Idaho Falls/CEI

Location:

Call: (208) 535-5389

Email documents to:

jobcorps@cei.edu

Hand Deliver/Mail to:

College of Eastern Idaho
1600 S. 25th E.
Idaho Falls, ID 83404



To apply for the Twin Falls/CSI

Location:

Call: (208) 732-6585

Email documents to:

stephengarcia@csi.edu

Hand Deliver/Mail to:

College of Southern Idaho
315 Falls Avenue
Meyer Hoffer Bldg., # 215
Twin Falls, ID 83303



North Idaho College

To apply for the Coeur d'Alene/NIC

Location:

Call: (208) 676-2015

Email documents to:

jobcorps@nic.edu

Hand Deliver/Mail to:

North Idaho College Job Corps Program
HED 228A
1000 W. Garden Ave.
Coeur d'Alene, ID 83814

ADVANCED
OPPORTUNITIES



IDAHO
DEPT. OF LABOR



Idaho Scholarships

Helping Others Help Themselves

Recognizing the value of a postsecondary education, the State of Idaho offers a variety of scholarship options for eligible Idaho students.

IDAHO
Division of Career
Technical Education



Idaho Youth Challenge Academy

We believe in SECOND CHANCES! #IDYCA #SecondChances #ChalleNGeWorks

FA 2 – Budgeting & Accounting



Citation

Evidence & Supporting Documents

Reviewed onsite/interview

- The LEA's accounting systems must track and report all Federal grants *allocations* (budgets) and expenditures separate from State and Local Funds. **Each Federal program must have its own proper IFARM (function) code and each programs' actual allocation must align to the CFSGA.**

- **Title I-A Homeless Set-Aside:** Budget report breakdown should reflect the amount set-aside in the CFSGA to support MV program/students.

ESSA Section 1113 (a) (3).
Uniform Guidance 2 C.F.R.
200.302.

FA 2 – MV Evidence



CFSGA

At A Glance | More Info

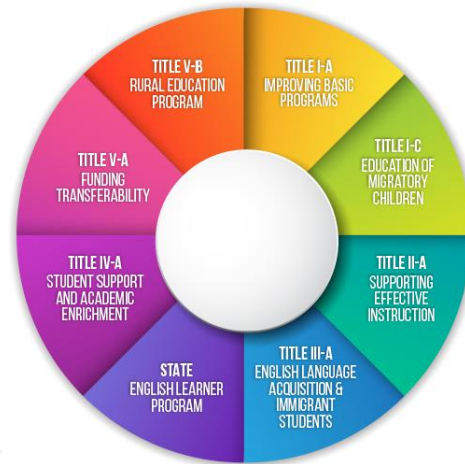
Consolidated Federal and State Grant Application

Welcome to the Consolidated Federal and State Grant Application (CFSGA). This is the District's application for federal and state funds for the following programs:

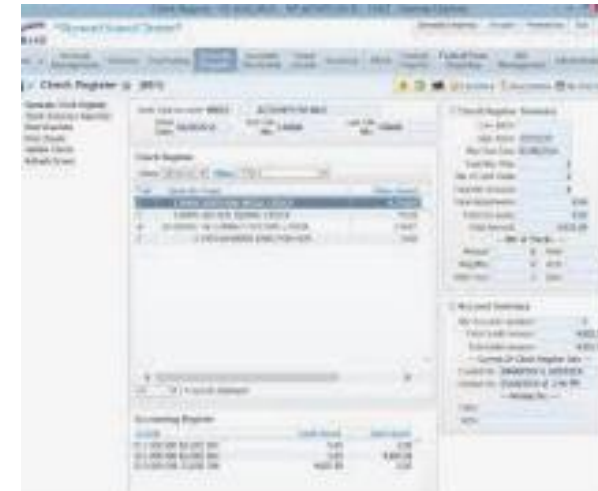
- Title I-A Improving Basic Programs
- Title I-C Education of Migratory Children
- Title II-A Supporting Effective Instruction
- Title III-A English Language Acquisition
- Title III-A Immigrant Education Program
- English Learner Program
- Title IV-A Student Support and Academic Enrichment
- Title V-A Funding Transferability
- Title V-B Rural Education Program

The application process includes completing a budget and a plan for the funds. The completed application(s) must be submitted by 6/30/2021. Budgets and plans will be reviewed by the respective program directors and coordinators by 7/31/2021. A notification will be sent to each district upon approval of all of the programs in the CFSGA. If there are any revisions required, they must be completed before a grant award letter is issued and money can be accessed in the Grant Reimbursement Application (GRA).

We appreciate the work and cooperation of each district in this process. Our directors and coordinators are willing to provide technical assistance to any district at any time. Contact information for each program can be found under the Contacts link in the menu to the left. A link to the Comment section is also located to the left for ISDE and district communication concerning the plan during the application and approval process as well as any necessary communication during the year.



Accounting Records



<p>Homeless Set-Aside</p> <p><i>Include any personnel (Job Title and FTEs) paid with Title I-A Homeless Set-Aside funds</i></p>	<p>Amount: <input type="text" value="\$500"/></p> <p>Description: <input type="text" value="Funds to be used to support homeless"/></p>	<p>Amount: <input type="text" value="\$0"/></p> <p>Description: <input type="text"/></p>
---------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

FA 3 – Allowable Use of Funds



Citation

Evidence & Supporting Documents

Reviewed onsite/interview

- Expenditures maintained at the LEA for **each** Federal program are-
- **Allowable** and approved activities.
- **Supplement Not Supplant** state and local funds. **Note:** Supplement/not supplant for Title I-A has its own indicator (FA 6)
- **Necessary, reasonable and allocable**
- **Conform** with the Federal law and grant terms, consistent with State and local policies, consistently treated as either direct cost or an indirect cost, in accordance with GAAP

- CFSGA - MV Budget Tab should list all staff, including MV program staff (FTE % or stipend) being paid with Homeless Set-aside
- MV related expenses listed in the CFSGA must be allowable
 - approved CFSGA satisfies this

ESSA Sections 1003, 1112, 1118(b), 2103, 2301, 3116. Uniform Guidance 2 CFR Part 200, Subpart E.



Accounting Records

GRA

Allowable Use of Title I-A Funds for Homeless Students

Title I-A Homeless Set-Aside - Reservations

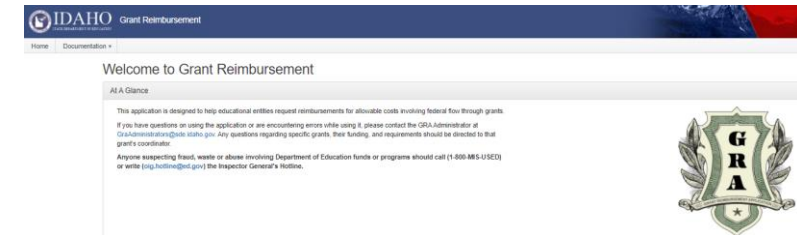
Section 1113 (3) RESERVATION-A local educational agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve-

(A) homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live...

The department advises districts to consider reserving a sufficient amount of their Title I funds to provide comparable supplementary academic and support services to homeless students who may be enrolled, at any time during the school year, in non-Title I schools, or in grades not included in the district's Title I programming. This set-aside must be based on a needs assessment.

In addition, when all other resources are exhausted, Title I funds can help remove educational barriers such as:

- Supporting the position of the homeless education local liaison
- Assistance with students who are homeless, and their parents, in school/community learning opportunities that are related to academic achievement goals
- Assistance with high school graduation fees, college examination, or application costs when the district's policy is not to provide this support for any of its students for these purposes
- Assistance with **excess cost** to pay for transportation to a student's school of origin for the remainder of the academic year **after** a formerly homeless student becomes permanently housed
- Barriers to learning that may occur while living in domestic abuse and emergency shelters
- Interpretation and translations of materials for ELL students and their parents for educational and educational rights and responsibilities purposes
- Participation in before and after school programs
- Participation in tutorial, mentoring, and enrichment programs
- Printed materials that are needed to support and expand literacy development
- Purchase of supplementary instructional materials such as books, school supplies, homework tools, and calculators
- Remedy or assist with removal of barriers that prevent children and youth who are homeless from having a fair opportunity to attend school, including assistance with medical needs (eye glasses, doctor and dental appointments) and other emergency needs.



FA 12 – Homeless Set-Aside Funds



Citation

Evidence & Supporting Documents

Reviewed onsite/interview

- The LEA shall reserve Title I-A funds as are necessary to provide services comparable to those provided to children in public funded schools to homeless children and youths to assist them to effectively take advantage of educational opportunities.
- This reservation requirement is not formula driven. The method of determination of such funds shall be determined;
- based on the total Title I-A allocation received by the LEA; and
- prior to any allowable expenditure or transfers by the LEA.
- Funds may be used to provide homeless children and youth, who attend Title I and non-Title I, schools services not ordinarily provided to other students, i.e. funding for Homeless liaison, transportation, fees, etc. ESEA 1113(c)(3)(A)&(C)

- Procedures for how Homeless Set-Aside funds can be accessed by the MV liaison
- Evidence of agreement of the set-aside amount by Title I director and Homeless Liaison to meet the Homeless ed. program needs (calendar or meeting agenda)
- Evidence of budget expenditures to provide educationally related support services to children in non-Title I-A schools.
- CFSGA Homeless Tab – Title IA Homeless set-aside amount must be sufficient to provide services to homeless child and youth and is based on:
 - a Needs Assessment;
 - the number/needs of previous year identified students, OR
 - Other formula

Optional: Evidence of alternative funding sources and/or donations to support the needs of the LEA's Homeless Ed. Program. i.e. "Angel" fund, Ed. Foundation, Donor lists, etc.



CFSGA – Homeless Ed. Tab

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Title I-A Budget	Action Plan	Homeless Education
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Title I-A Improving Basic Programs for fiscal 2021-2022

Best viewed in 1280 X 1024 resolution.

Applies to all LEAs receiving any Federal funds
(ESEA Act, Title I-A as amended by ESSA Title IX-A; McKinney Vento Homeless Assistance Act VII-B;

- Funds may be used for funding the designated district liaison position, transportation services
- Funds must be used only as a last resort when funds or services are not available from other Education Foundations) used to provide similar services for economically disadvantaged stud

Prior year (2020-2021) Title I-A Homeless Set-Aside funds:

Total number of students identified during the prior year (2020-2021):

1. Total prior year Title I-A Homeless Set-Aside funds expended

2. The Homeless set-aside takes into consideration the numbers and needs of homeless children school.
 Yes No

3. The Homeless set-aside amount was determined by:
 Needs Assessment
 Number/Needs of identified students from previous year
 Other

4. Other Homeless set-aside amount determination method - required if Other is selected above

5. A Homeless liaison has been appointed at the LEA level who:

- has sufficient time, capacity and knowledge to perform required duties as outlined in ESSA
- participates in SDE provided Homeless Education program training
- collaborates with service providers, and advocates working with homeless families.

 Yes No

6. The LEA Homeless education policy has been adopted by the governing board and reviewed
 Yes No

7. Processes are in place to identify and verify the homeless status of school-age children at the

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:

- Dollar amount of set-aside.
- Evidence of a needs assessment or other written documentation of how the set-aside amount was determined.
- 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.
- 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 fields may indicate a need for professional development, improvement planning, or collaboration.

CREATED 03.21.19 <<Homeless Program Development & Set-Aside Needs Assessment>> / Federal Programs / SDE / 1

Homeless Education Program/Liaison Monthly Calendar – Sample

(Please adapt to meet the needs/resources of your district)

Late Spring/Summer Months:

- Make sure housing surveys are in registration packets for all students
- Order educational rights posters from National Center for Homeless Education (NCHCE) for your school
- Order materials for staff professional development or parents from NCHCE
- Consult with your administrator about Title I-A Homeless set-aside amounts and create budget
- Estimate school supplies needed and distribution processes
- Renew or establish new possible local partners and update MOUs
- Update Homeless Ed. Program website

August:

- Review Night-time Residency forms and verify/identify new students upon enrollment
- Review Night-time Residency forms for previously identified students to determine if they are still eligible
- Ensure that students are coded correctly in the student management system to upload correctly to ISEE
- Contact Social Services, Public Health, and/or other organizations to update contact information for referrals or schedule mobile services to schools
- Make sure student rights posters are placed in the schools – elementary & secondary, at your social services agencies, public health, food bank, and/or other agencies that may provide services to families
- Provide annual MV/Homeless Ed. training to all staff
 - Strategies to identify and support students
 - MV definition
 - Services available to students
 - Staff referral process
- Meet with transportation department and school secretaries and provide information about identifying students.
- Provide food service staff of list of identified students with their eligibility dates – update as needed
- Review your Title I Homeless set-asides budget amount and plan appropriately

September:

- Ensure that all identified McKinney Vento students participate in district benchmark/universal screening assessments.
- Review assessment data for homeless students. Identify and set up system for regular monitoring/check-in with students for Absences, Behavior, Coursework, and/or Physical needs as appropriate.
- Refer students to appropriate educational services as needed.

October:

- Monthly monitoring/check-in of identified students (Absences, Behavior, Coursework, Physical needs)
- Plan for winter needs
- Verify data for Homeless student data submission for ISEE upload in early October. (All past year students who are no longer eligible should be removed by this upload)
- Support seniors with FAFSA and college/career planning

Learning Targets



- I understand how the Federal Monitoring Tool – MV program indicators can be used for program/system development instead of just a means of compliance.
- I can navigate to aligned resources on the Homeless Education website
- I can organize Homeless Ed Program Folders/Files to match the indicators for easy access and sharing information
- I can organize tasks related to the Homeless Ed Program through the development & use of a Month-by-Month Calendar
- I have a better understanding of how the Homeless Indicators can help you to develop a district Homeless program and prepare for our upcoming Federal Programs review or annual Self-Monitor.



Questions?



Suzanne M Peck | Coordinator –

Title IX-A Homeless Education & Title I-D Neglected, Delinquent & At-Risk

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208 332 6904

speck@sde.idaho.gov

www.sde.idaho.gov/federal-programs



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

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