

**SUBTITLE B OF TITLE VII OF
McKINNEY-VENTO HOMELESS ASSISTANCE ACT**

AS AMENDED BY

THE NO CHILD LEFT BEHIND ACT OF 2001

**STATE PLAN FOR THE EDUCATION FOR
HOMELESS CHILDREN AND YOUTHS PROGRAM**

Part 2: Narrative

2010 Update

Blue, bold, italics reflect new comments not in the 2002 Plan



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Title X, Part C of *the No Child Left Behind Act*

Public Law 107-110

Policy Statement

Section 721(I)(2) of the McKinney-Vento Homeless Education Act:

The following is the policy of the Congress:

- (1) Each State educational agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.**
- (2) In any State that has a compulsory residency requirement as a component of the State's compulsory school attendance laws or other laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.**
- (3) Homelessness alone is not sufficient reason to separate students from the mainstream school environment.**
- (4) Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State student academic achievement standards to which all students are held.**

Definitions

Homeless Children and Youths

According to Section 725(2) of the McKinney-Vento Homeless Education Act, "the term 'homeless children and youths'--

- (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)) ['one who (1) lacks a fixed, regular, and adequate residence or (2) has a primary nighttime residence in a supervised publicly or privately operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.']; and**
- (B) includes--**
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer**

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- parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;**
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));**
 - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and**
 - (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii)."**

In Section 725(6), "the term 'unaccompanied youth' includes a youth not in the physical custody of a parent or guardian."

A fixed residence is one that is stationary, permanent, and not subject to change. A regular residence is one which is used on a regular (i.e., nightly) basis. An adequate residence is one which is sufficient for meeting both the physical and psychological needs typically met in home environments. According to the McKinney-Vento Act, children who lack a fixed, regular, and adequate residence are considered homeless.

Section 103(c) of the Act specifically excludes from the definition of homeless individuals any person who is imprisoned or otherwise detained by Act of Congress or State law. Therefore, children who are incarcerated or in Virginia Youth Corrections facilities generally are not to be considered homeless.

Free and Appropriate Public Education

Based on the Act's definition, "free and appropriate public education" in Virginia means the provision of services for which the child would be eligible if not homeless in the same manner as that provided to other students who are similarly eligible for the service. Therefore, homeless children shall be eligible for transportation services, compensatory education services, bilingual education services, special education services, school nutrition programs, preschool programs, or any other programs offered by the local school division for which the homeless child or youth is otherwise eligible.

School Age

Virginia Code, Section 22.1-254 states individuals who are over the age of five on or before September 30th of any school year are considered eligible for school enrollment. Section 22.1-271.1 defines "student" to mean "any person who seeks admission to a school, or for whom admission to a school is sought by a parent or guardian and who will not have attained the age of twenty years by the start of the school term for which admission is sought." However, school age, for the purposes of this plan, exceeds these limits whenever the school division offers services to children younger or older than the required ages. For instance, if the school division offers a preschool program to three- and four-year-olds, then homeless three- and four-year-olds shall be considered to be of school age if they would otherwise qualify for the division's preschool program. Special education services, as

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required under the Individuals With Disabilities Education Act, would apply to children experiencing homelessness from birth through age 21.

State Plan

Section 722(g) of the McKinney-Vento Homeless Education Act:

(g) STATE PLAN-

(1) IN GENERAL- Each State shall submit to the Secretary a plan to provide for the education of homeless children and youths within the State. Such plan shall include the following:

(A) A description of how such children and youths are (or will be) given the opportunity to meet the same challenging State academic achievement standards all students are expected to meet.

Current Status

- Since 1995, the Office of the State Coordinator for the Education of Homeless Children and Youths has been outsourced and administered for the Virginia Department of Education (VDOE) by The College of William and Mary as Project HOPE. Project HOPE staff work closely with VDOE to ensure students experiencing homelessness have access to and success within Virginia's public education system. *In 2003, the office changed its name to Project HOPE-Virginia to distinguish our program from other organizations with the same name.*
- Students experiencing homelessness in Virginia are not segregated from housed peers on the basis of homelessness status and are included in the appropriate educational programs. Students experiencing homelessness are to be included in the school division assessments, including the Virginia Standards of Learning assessments and other state assessments. *A shelter-based school option in the New River Valley was dismantled and a new program for serving students was instituted during the 2005-06 school year, following a change in the USED non-regulatory guidance issued in 2004.*
- The General Assembly in Virginia passed House Joint Resolution No. 61 in 1998 which requested that "The Department of Education review its current programs for at-risk students and identify those for which inclusion of homeless students as an eligible student population would be appropriate, and provide guidance to the local educational authorities regarding the inclusion of the homeless student population in their development of targeted programs." This work was completed during the 1998-99 school year.

Proposed Activities and Timelines

While students experiencing homelessness are expected to participate fully in academic programs provided within the public schools, including accountability measures, achievement data are not currently disaggregated by housing status. The following table outlines a plan of action to further address the requirement of Section 722(g)(1)(A).

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| Proposed Activity | Anticipated Implementation Date | <i>Status as of July 2010</i> |
|---|--|--|
| Collect baseline data for participation rates and performance on the Virginia Standards of Learning assessments from current subgrantees in compliance with the requirement from the U. S. Department of Education. | Spring/Summer 2002 | <i>Completed Summer 2002</i> |
| Provide data analysis, including comparison with other participation/pass rates within the commonwealth. | Fall 2002/Winter 2003 | <i>Completed Winter 2003; subgrant data has been collected annually since 2002 SOL testing; in-depth analysis of participation rate for Prince William shared with USED during state’s monitoring. Most tests had a 100% participation rate for 2006-07.</i> |
| Enhance Virginia’s ability to ensure access to state academic standards through training and professional development for local liaisons to fulfill the new requirements of the McKinney-Vento Act. | Spring 2002: Regional No Child Left Behind Academies and HOPE Seminar 2002-2003 School Year: Regional and local training | <i>Completed initial activities, as listed; trainings are conducted on an ongoing basis.</i> |
| Discuss the viability and desirability of state level disaggregation of achievement data for students experiencing homelessness with appropriate VDOE staff and representatives from school divisions. | 2002-2003 School Year | <i>Beginning in 2008, on-time graduation rates were calculated and disaggregated for homeless students. Meetings have been held with data specialists at VDOE to ensure consistency of CSPR reporting and expand achievement tracking to nonsubgrants.</i> |

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(B) A description of the procedures the State educational agency will use to identify such children and youths in the State and to assess their special needs.

Current Status

- Virginia Code was amended in 2000 to reflect the definition of homelessness included in the 1995 Preliminary Guidance document from the United States Department of Education. Identification and assessment of special needs have been addressed in Virginia through the triennial child estimate. *Data are discussed at subgrant meetings, trainings, and advisory board meetings in an effort to refine identification and assessment of needs.*
- All shelters that accept children and youth and all public schools within the commonwealth have been contacted to collect information for the triennial child estimate. *Shelters are no longer a source as the annual CSPR data requires school division data. Shelter count data from the Virginia Department of Housing and Community Development (VDHCD) were compared to LEA data for 2007-08; continue to provide this triangulation.*
- In 1998, all school divisions in Virginia were asked to identify a central office employee to act as a point of contact for the collection and dissemination of information related to the education of homeless children and youth. Such personnel have been called “LEA Contacts.” *This was changed to homeless education liaison in 2002.*
- LEA Contacts were instrumental in the child estimate for 1999-2000. Other agencies that work with homeless families and youth also were contacted to provide information on the special needs of these students.
- Subgrantees provide an annual evaluation that includes the number of children and youth served and an identification of the needs and services provided or required, including continuing barriers.
- The Project HOPE Advisory Board, whose membership includes representatives from VDOE, local subgrantee liaisons, and shelter providers is a third vehicle for identifying needs and developing intervention strategies. *Non-subgrantee liaisons and other representatives have been invited to participate on the board during 2003-04. No meetings were held during 2007-09; a new structure was proposed and will be implemented in 2010-11.*
- Project HOPE staff maintains records of requests for technical assistance and barrier tracking which are synthesized and shared with appropriate VDOE staff and the Virginia Board of Education, as needed, *and summarized in the Annual Report submitted to VDOE.*
- Project HOPE materials are currently being revised to reflect the updated definition of homeless included in the *No Child Left Behind (NCLB) Act*. These materials will be available for dissemination Summer/Fall 2002. *Revisions have been made and materials distributed.*
- Project HOPE has initiated a collaborative relationship with the Parent Educational Advocacy Training Center (PEATC) to ensure access to appropriate special education services. *Through a special education grant from the Virginia Department of Education, Project HOPE-VA has developed materials and trainings to increase awareness of the needs for students with disabilities who are homeless.*

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- Project HOPE has submitted a grant proposal to the Virginia Department of Education, Office of Special Education, to provide training and develop materials focusing on providing appropriate special education services to students experiencing homelessness. Notice of funding is anticipated Spring 2002. *Funding was awarded and several publications and training events have occurred targeting school-age and early childhood. During 2004-10, the focus expanded to include older youth.*

Proposed Activities and Timelines

New activities reflect the revised requirements under the NCLB Act. The following table outlines a plan of action to further address the requirement of Section 722(g)(1)(B).

| Proposed Activity | Anticipated Implementation Date | <i>Status as of July 2010</i> |
|---|--|---|
| Provide state level collaboration between Project HOPE and the Virginia Interagency Action Council for the Homeless (VIACH) to explore potential educational agency collaboration with agencies involved in Continuums of Care and Homeless Management Information Systems (HMIS) to assist localities in identification efforts. | 2002 – 2003; ongoing as structures are developed | <i>Several LEAs participate with their local CoC; level of involvement and ability to share data varies. VIACH has not convened since 2006</i> |
| Include information about HUD requirements for Continuums of Care and HMIS during liaison training; explore opportunities for collaboration across agencies to assist in identification efforts. | Session at June 2002 HOPE Seminar. 2002-2003 School Year: Regional and local training | <i>Included in liaison trainings and HOPE Seminar sessions; VDHCD representative on panel at HOPE 2009 Seminar</i> |
| Include strategies for the identification of homeless children and youth and potential approaches to conducting needs assessments during the training of local liaisons. | Spring 2002: HOPE Seminar, 2002-2003 School Year: Regional and local training | <i>Addressed in HOPE trainings and through technical assistance; briefs: identifying unaccompanied youth distributed 2008; embedded in discussions of Title I reservation</i> |
| Disseminate revised posters and family brochures, including the updated definition of homelessness. | Summer/Fall 2002 | <i>Completed 2002; sent as annually; family brochures and posters modified in 2006/07 focus on temporary housing before homeless terminology is used.</i> |

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| Proposed Activity | Anticipated Implementation Date | <i>Status as of July 2010</i> |
|---|---|---|
| Consult with appropriate VDOE staff and the Virginia Attorney General's Office to consider amending Virginia Code to align with the new definition of homelessness included in the <i>NCLB Act</i> , including the requirement to enroll unaccompanied youth. | Summer/Fall 2002 | <i>Chapter 500, the 2004 legislation that aligns VA Code with McKinney-Vento passed and became effective 7-01-04; added to Toolkit, newsletter, and trainings.</i> |
| Provide local liaisons with copies of the <i>Local Homeless Education Liaison Toolkit</i> developed for the National Center for Homeless Education (tailored for Virginia school divisions). | Spring 2002: HOPE Seminar 2002-2003 School Year: Regional and local training | <i>Tailored toolkits provided to all training participants; liaisons at 2004 HOPE Seminar provided Toolkit updates; 2007 Revised NCHE Toolkit was tailored to Virginia in Fall 2008 and distributed through trainings and on the Web.</i> |
| Continue state-level collaboration with VDOE staff in special education and compensatory programs to build awareness and identify opportunities to facilitate access to services needed by students experiencing homelessness. | ongoing | <i>Special Education grants enhanced coordination and resources for students with disabilities who are homeless; meetings held several times/year with Title I staff to address coordination with McKinney-Vento; in 2009, participated in Consolidated Application trainings with PAA staff; State Coordinator participates in VAFEPA conference planning, Shining Stars Early Childhood Education Conference; presentations for other programs made upon request.</i> |

(C) A description of procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths.

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Current Status

- Virginia has developed a dispute resolution process.
- The process is available on the Project HOPE Web site, has been reprinted in the HOPE newsletter, and has been sent to shelters and LEA Contacts in all Virginia school divisions.
- When disputes reach the Project HOPE office, the LEA Contact is alerted and technical assistance is provided.
- Instances of disputes or requests to clarify appropriate procedures to avoid barriers are included in the technical assistance/barrier tracking report referenced under Section (B).

Proposed Activities and Timelines

The role of local liaisons defined in the *NCLB Act* expands the current responsibilities for Virginia’s LEA Contacts, including their role in the dispute resolution process. This will be incorporated in a revised dispute resolution and liaison training. The following table outlines a future plan of action to further address the requirement of Section 722(g)(1)(C).

| Proposed Activity | Anticipated Implementation Date | <i>Status as of July 2010</i> |
|---|--|--|
| Revise current dispute resolution to align with new legislative requirements. Involve appropriate staff from Project HOPE, VDOE, representatives from school divisions, and homeless service providers. Revisions must address: <ul style="list-style-type: none"> - Immediate enrollment of homeless students in school of choice pending resolution of the dispute. - Guidelines for appropriate timelines during the dispute resolution process. - Processes for appeals and final decisions. - Development of written explanation of the dispute resolution process to be shared with parents or guardians. - The responsibility of the local liaison in carrying out the dispute resolution process and advocating for unaccompanied youth. | Summer 2002 | <i>Revised dispute resolution process in Oct. 2005 as Supt. Memo #56</i> |
| Refine current draft procedures for making a best interest determination regarding school placement. | Summer 2002 | <i>Included in Supt. Memo #51, March 2003</i> |

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| Proposed Activity | Anticipated Implementation Date | <i>Status as of July 2010</i> |
|---|---|--|
| Train local liaisons to implement the dispute resolution process. | 2002-2003 School Year: Regional and local training | <i>Updated process: Reprinted Supt. Memo #56 in newsletter, added to Toolkit, posted on Web site; included in liaison trainings since 2005</i> |
| Disseminate revised dispute resolution process and related materials via Web site, newsletter, direct mailings, Project HOPE training sessions, and conference presentations. | 2002-2003 School Year (continued follow up in subsequent years) | <i>See status above; continuing to publicize and include in trainings; included in local federal program monitoring of EHCY since 2007</i> |

(D) A description of programs for school personnel (including principals, attendance officers, teachers, enrollment personnel, and pupil services personnel) to heighten the awareness of such personnel of the specific needs of runaway and homeless youths.

Current Status

The following efforts to build awareness have been undertaken by Project HOPE:

- Posters and family brochures, available in Spanish and English, are distributed to all public schools and shelters in Virginia.
- The *NCLB Act* clarifies the requirement to maintain school of origin through the academic year if a student becomes permanently housed. The opportunity to maintain school of origin has been requested when cases reach Project HOPE, but was not a requirement in the *Improving America’s Schools Act (IASA)* legislation.
- Project HOPE has revised its posters and family brochures to include the new legislative language.
- The Project HOPE newsletter is published three times a year. Distribution includes all public schools in Virginia, LEA ~~Contacts~~ *liaisons*, school division superintendents, shelters (including shelters for runaway youth), and other people/organizations that have indicated an interest in

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programs for children and youth experiencing homelessness. (The Project HOPE mailing list contains over 3400 contacts across the commonwealth and is updated on a continual basis.) *As of July 2009, the Project HOPE-VA mailing database is greater than 9700.*

- Information packets are revised to contain legislative and program information related to the education of children and youth experiencing homelessness. These materials are disseminated upon request.
- The Project HOPE Web site undergoes revisions at least quarterly. Information briefs are translated into PDF files that can be downloaded directly from the Web site. The Web site is located at: <http://www.wm.edu/education/HOPE/Homeless.html>. *The website was revised most recently during Summer 2010 and has a new address: <http://education.wm.edu/centers/hope/>.* During the 2001-2002 school year, a William and Mary undergraduate junior, majoring in information technology, provided technical assistance by refining and maintaining the Web site on a volunteer basis. *This student continued to assist our office after graduation and received a special award from the National Association for the Education of Homeless Children and Youth in 2003.*
- Superintendent's Memo #46, August 2000, highlighted changes to Virginia Code made in January 2000 and reviewed school division responsibilities found in the McKinney Act. The memo was reprinted, included in the Fall 2000 HOPE newsletter, and disseminated during educational conferences throughout Virginia. Superintendent's Memos related to homeless education are hotlinked from the VDOE Web site to Project HOPE's Web site.
- A listing of LEA ~~Contacts~~ *liaisons* for all Virginia public school divisions is updated at least annually and is posted on the Project HOPE Web site. Informational mailings to ~~Contacts~~ *liaisons* have been conducted since November 1998.
- Collaboration with programs within VDOE and other agencies is an ongoing focus for Project HOPE. There is consistent attendance at regular meetings to share current initiatives and make contacts with other agencies whose expertise may support state level and local school division needs. Presentations are made at conferences sponsored by these organizations.
- Based on a request from the Virginia State Superintendent of Public Instruction, Dr. Jo Lynne DeMary, Project HOPE collaborated with Title I and Title VI staff in the Office of Compensatory Programs to purchase children's books for Virginia shelters. Nearly 6000 children's books were ordered and distributed to approximately 50 shelters across Virginia. To increase involvement of other educational programs, the books were delivered in November and December 2000 with the assistance of staff from VDOE, Project HOPE, Special Education Training and Technical Assistance Centers, and the Governor's Best Practice Centers. The initiative resulted in two newspaper articles and numerous letters of thanks from shelters. A description of the initiative and pictures of the "Kick Off" with Dr. DeMary at Flagler Home can be found at the Project HOPE Web site.
- As previously required by the McKinney Act, a child estimate has been conducted triennially. Data are requested from all local school divisions, individual schools, and shelters. The child estimate provides another opportunity to build awareness of the definition of homelessness and resources available through Project HOPE. *Annual data collection through the Consolidated State Performance Report (CSPR) has been in effect since 2007, and HOPE staff collaborate*

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with VDOE personnel in educational information management and program offices to provide needed data.

- Publications by Project HOPE staff include:
 - Stronge, J. H., & Reed-Victor, E. (Eds.) (2000). *Promising Practices for Educating Homeless Students*. Larchmont, NY: Eye on Education.
 - Stronge, J. H., Popp, P. A., Geiger, C., Morgan, R., & Spady, P. (2000). *The Education of Homeless Children and Youth: A Compendium of Research & Information*. Greensboro, NC: SERVE.
 - Stronge, J. H. (guest editor). (1999). Special Issue: Educating Homeless Children and Youth. *Journal for a Just and Caring Education*, 5.
- *Publications since 2002 by HOPE staff include:*
 - Popp, P. A., Hindman, J. L., & Stronge, J. H. (2003). *Students on the move: Reaching and teaching highly mobile children and youth*. Greensboro, NC: National Center for Homeless Education; New York: ERIC Clearinghouse on Urban Education. Available at <http://www.serve.org/nche/downloads/studentmobilitydocument.pdf>.
 - Popp, P. A., Hindman, J. L., & Stronge, J. H. (2003 prepublication draft). *State Coordinator's Handbook for Supporting Local Homeless Education Liaisons*. Greensboro, NC: National Center for Homeless Education at SERVE.
 - Popp, P. A., Hindman, J. L., & Stronge, J. H. (2003 prepublication draft). *Local Homeless Education Liaison Toolkit*. Greensboro, NC: National Center for Homeless Education at SERVE.
 - Popp, P. A. (2004). *Reading on the Go! Students Who Are Highly Mobile and Reading Instruction*. Greensboro, NC: National Center for Homeless Education. Available at http://www.serve.org/nche/products_list.php#reading.
 - Popp, P. A. (2006). *Reading on the Go! Volume 2: A Handbook of Resources*. Greensboro, NC: National Center for Homeless Education. Available at http://www.serve.org/nche/products_list.php#reading.
 - Stronge, J. H., Popp, P. A., & Grant, L. W. (2007). *Effective teachers of at-risk and highly mobile students: A review of the literature*. Greensboro, NC: National Center for Homeless Education. Available at http://www.serve.org/nche/downloads/eff_teach_lit_rev.doc.
 - Grant, L. W., Stronge, J. H., & Popp, P. A. (2008). *Effective Teaching and At-Risk/Highly Mobile Students: What Do Award-Winning Teachers Do?* Greensboro, NC: National Center for Homeless Education: Available at http://www.serve.org/nche/downloads/eff_teach.pdf.
 - Popp, P. A., Smith, A. M., Levers, L. L., Reid, K. G., Cox, R. D., France, A. (2008). *BOOK REVIEWS (Poverty by Ruth Lister)*. *Journal of Children in Poverty*, 14(1), 111-117.

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- *Brown, L., Fonzi, J., Popp, P. A., Gerry, R., Walls, N. E., White, T. J. (2009). BOOK REVIEWS (Laboring to Learn: Women's Literacy and Poverty in the Post-Welfare Era by Lorna Rivera). Journal of Children in Poverty, 15(1), 71-78.*
- *Popp, P. A., & Stronge, J.H. (2009). Children and youth experiencing high mobility and homelessness. White paper for the SocioDesign Foundation Architect Competition.*
<http://www.sociodesignfoundation.org/2010compseriesstreetspoppstronge.html>.
- **Publications for Project HOPE-VA not included; these are listed in each newsletter and the HOPE publication order form.**
- Additional technical support has been possible with the award of Title VI funds from the Virginia Department of Education since 1998. Activities and products developed include the following:
 - Creation of an Advisory Board that provides input in planning topics and activities for professional development.
 - One- and two-day seminars on Homeless Education for LEA Contacts, subgrantees, Child Services Coordinators from shelters, and other homeless service providers held annually since 1999 with 60 - 70 participants in attendance. National speakers and Virginia representatives share their expertise during keynote addresses and concurrent sessions.
 - Workshops on tutoring programs and building positive behavioral supports.
 - Information briefs disseminated to Virginia public schools, LEA Contacts, and shelters. Materials are summarized on the Project HOPE order form.
 - Resources such as curriculum guides, videos, and books are identified, purchased, and reviewed for use in training. These materials are currently being catalogued to allow subgrantees to access them via a lending library. *While materials are maintained in the HOPE office, there is limited call for lending resources due to on-line access.*
- LEA Contacts *liaisons* are currently posted on the Project HOPE Web site.
- LEA Contacts *liaisons* currently collaborate with Project HOPE as needed.
- There has been Project HOPE participation in the following groups:
 - Early Childhood Education Network (ECEN) *replaced by the Early Childhood Priority Project*
 - Virginia Interagency Action Council for the Homeless (VIACH)
 - Head Start Collaborative
 - National Association for the Education of Homeless Children and Youth (NAEHCY) *(Patricia Popp was elected to a two-year term as president of NAEHCY in October 2003; she served as immediate past president for 2005-07; Patricia Popp now serves as the chair for the LeTendre Education Fund; Jodi Mincemoyer was the communications Chair through 2007.)*
 - Advisory Board for the National Center for Homeless Education (NCHE)
 - NCHE workgroup to develop indicators for local homeless education programs
 - Virginia Association of Federal Education Program Administrators (VAFEPA)

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- National Association of Directors of Special Education (NASDSE) Forum
- VDOE, Office of Compensatory Programs, to implement Project STARS, a collaborative professional development project for Title I elementary schools

Proposed Activities and Timelines

Activities currently being implemented continue. The following table outlines a plan of action to further address the requirement of Section 722(g)(1)(D).

| Proposed Activity | Anticipated Implementation Date | Status as of July 2010 |
|--|--|---|
| Disseminate new family brochures and posters to all contacts in the Project HOPE database. | Summer 2002 | <i>Completed fall 2002; new family brochure was part of Fall 2006 mailing; Spanish translation completed in 2007</i> |
| Revise the Web site listing of LEA Contacts to reflect any changes in personnel for local homeless education liaisons. Include a description of liaison responsibilities. | Summer 2002 | <i>Completed fall 2002; Web site is updated regularly; fall request for changes is made to LEAs, Title I, Part A, applications are reviewed for consistent identification of liaisons</i> |
| Highlight liaison responsibilities in Project HOPE newsletters. | Summer 2002 | <i>Completed fall 2002</i> |
| Complete direct mailing to shelters identifying local liaisons following confirmation of liaison staff changes. | Fall 2002 | <i>Completed fall 2002; Web site included in back-to-school mailings to shelters</i> |
| Train local liaisons to use the materials developed in the <i>Local Homeless Education Liaison Toolkit</i> . These materials include a PowerPoint presentation for staff development and fact sheets for various school personnel positions. (The <i>Toolkit</i> is being tailored for Virginia schools. State level collaborations will be reviewed for potential local implementation and training.) | 2002-2003 School Year: <ul style="list-style-type: none"> • regional/local training • educational conferences (follow up in subsequent years) | <i>Ongoing; 2006-07 drafted new resources on unaccompanied youth which were completed during 2007-08; Toolkit was revised and distributed during 2008-09.</i> |
| Develop introductory materials to be used by higher education during pre-service training through a VDOE Title VI grant. Targeted professionals include teachers, school administrators, school nurses, and social workers/school counselors. | Summer 2002 | <i>Completed: revised, as needed; 2005 drafted new materials for special education; 2006-07 – review and revise, as needed</i> |

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| Disseminate the materials to institutions of higher education with majors for these professions. | Summer/Fall 2002 | <i>Distributed Winter 2004; re-sent with HOPE video in 2005</i> |
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(E) A description of procedures that ensure that homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, or local food programs.

Current Status

- Virginia's 1999-2000 Child Estimate indicated that school and shelter respondents considered access to food programs a minor need that was well addressed. (The Virginia Child Estimate, completed for the U. S. Department of Education, is posted on the Project HOPE Web site: www.wm.edu/education/hope/homeless.html.)

Proposed Activities and Timelines

There is growing awareness at the state level of the need to alert localities to the streamlined options and potential resources that exist for accessing food programs for students experiencing homelessness. The following table outlines a plan of action to further address the requirement of Section 722(g)(1)(E).

| Proposed Activity | Anticipated Implementation Date | <i>Status as of July 2010</i> |
|--|--|--|
| Identify state level resources, including those shared at the March 2002 U.S. Department of Education State Coordinator’s Meeting and recent information shared via the homeless education listserv. Summarize this information for easy access by localities. | 2002-2003 School Year | <i>Ongoing activity; disseminated CNA 2004 reauthorization from VA Supt. Memo to all liaisons; resources posted to HOPE Web site</i> |
| Disseminate information via direct mailings to local liaisons, newsletter articles, Web site updates, and training sessions. | 2002-2003; ongoing | <i>Ongoing activity with newsletter articles, links to Web site, additions to resources</i> |

(F) A description of procedures that ensure that--

- (i) homeless children have equal access to the same public preschool programs, administered by the State agency, as provided to other children in the State;**
- (ii) homeless youths and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services; and**

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(iii) homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, or local before- and after-school care programs.

Current Status

- Virginia's 1999-2000 Child Estimate indicated that respondents considered access to preschool programs a major need that was only moderately addressed. The limited availability of such services for all children and current waiting lists were cited as barriers to these programs.
- Greater outreach to homeless youth, especially those separated from the public schools is needed. This can be inferred from the significant decrease in students identified as homeless from elementary to secondary schools in the last child estimate (approximately a 30% decrease).
- Access to before- and after-school care programs was identified in the Child Estimate as a minor need that was currently being addressed at a moderate level.
- The Early Childhood Education Network (ECEN) offered an annual conference and bi-monthly meetings with early childhood education groups across Virginia, explored potential collaborations, and shared information across programs and agencies. Project HOPE staff were active members of ECEN from 1995. This group was disbanded in 2001.
- Project HOPE staff participated in the Head Start Collaborative. Due to staff changes at Head Start, this partnership was not active during 2001 and was re-initiated during Spring 2002.
- The former State Director of Transportation for Virginia participated in the NCHE Symposium on Transportation.
- Copies of the NCHE Proceedings from the Transportation Symposium have been distributed to all LEA Contacts.
- Materials are shared between Migrant Education and Project HOPE and presentations on highly mobile students have been co-presented by staff from both programs.
- Collaboration with PEATC has been initiated. Project HOPE's mailing list of shelters has been shared with PEATC and all Parent Resource Centers in Virginia have been added to the Project HOPE database.
- Project HOPE has submitted a grant proposal to the Virginia Department of Education, Office of Special Education, to provide training and develop materials focusing on providing appropriate special education services to students experiencing homelessness. Notice of funding is anticipated Spring 2002.

Proposed Activities and Timelines

Activities currently being implemented will be continued. The following table outlines a plan of action to further address the requirement of Section 722(g)(1)(F).

2010 Update

| Proposed Activity | Anticipated Implementation Date | <i>Status as of July 2010</i> |
|--|--|---|
| Continue participation in the Head Start Collaborative to develop a working relationship and facilitate access to Head Start for preschoolers experiencing homelessness. | 2002, ongoing | <i>Included Head Start representative on subgrant award committee in 2005 and 2008; discussion with HS collaboration director on implementation of 2008 HS legislation is ongoing; co-presented at State Head Start Conference in 2009; began Head Start task force initiative through HS strategic plan developed Summer 2010.</i> |
| Contact current State Director of Transportation to begin collaboration. Consider joint cover letter to school division transportation directors with a copy of the NCHE proceedings document. | Spring 2002 | <i>Presentation at Pupil Transportation Conference 2003 and 2008; transportation sessions included in state seminar; technical assistance provided, as needed.</i> |
| Explore state level collaborations with cited programs to establish guidance to facilitate enrollment/access to appropriate services and assist school divisions in local collaborations. | Summer/Fall 2002 | <i>VAFEPA used as vehicle for collaboration with Title I and other federal programs; 2004 contact made with school nutrition program to disseminate USDA free meals guidance; participated at ECSE stakeholders meetings in 2006-10.</i> |
| Include collaboration across programs in local liaison training. | ongoing | <i>Ongoing –added depth for “advanced” liaison training since Spring 2005.</i> |
| Explore collaboration opportunities with Even Start and other preschool initiatives to ensure access by homeless students. | 2002-2003 | <i>Participated in Early Childhood 2004 – 2010 Conference planning – provided renewed visibility; display at conferences; concurrent session on homeless ed in 2006; met with VDOE contact Winter 2008 – reviewed VPI application and proposed changes to highlight coordination with homeless education; became member of VICC during 2008-09 for early intervention presence.</i> |
| Create an ad hoc committee for VIACH to explore the needs of homeless youth. | Initiated Spring 2002; ongoing | <i>VIACH approved committee late fall 2002; participants identified and invited to introductory meeting July 2003; suggestions from July meeting initiated; follow up meeting Spring 2004 held; conducted survey spring/summer 2005; data analyzed in 2005-06 and used to draft new information briefs 2007 and 2008 printing.</i> |

2010 Update

(G) Strategies to address problems identified in the report provided to the Secretary under subsection (f)(3).

Current Status

- The 1999-2000 Child Estimate included identification of barriers and problems currently encountered by children and youth experiencing homelessness. In addition to issues addressed in earlier sections, major needs identified and the level to which the needs were met included:
 - Tutoring/remedial services – moderately to well addressed
 - Counseling – moderately addressed
 - Parent training/involvement – moderately addressed
- The above-mentioned services are allowable activities for subgrant funds.
- Tutoring and parent training have been targeted in workshops and concurrent sessions at the Project HOPE Seminars.
- Counseling has been incorporated in the issue brief for School Social Workers scheduled for publication Spring 2002.
- The following potential barriers to school attendance/enrollment ranked as the five most frequently identified in the child estimate. They are listed from most to least frequently encountered:
 - Birth certificates
 - Immunization requirements
 - Physical examination records
 - Availability of school records
 - Transportation
- *Barriers identified by subgrantees for 2007-08 were transportation, immunizations, and determining eligibility for services. Less than 5 subgrants reported other barriers.*
- Concurrent with the data collection for the child estimate, Project HOPE developed a Plan of Action outlining strategies to address the needs and barriers being identified. This plan was presented to and approved by the Virginia Board of Education in May 2000. An update report describing the status of plan items was presented to the Board of Education in December 2001.
- Current Virginia Code was amended to require schools to enroll students who require a physical examination and then refer the family to the appropriate contact to obtain the needed physical.
- Current strategies have focused on *expediting* enrollment rather than requiring *immediate* enrollment.

Proposed Activities and Timelines

Activities currently being implemented will be continued. State coordinators and service providers have cited the identified needs and barriers addressed under the requirement of Section 722(g) (1) (G) frequently. References in the following table address the requirement of Section 722(g)(1)(G).

2010 Update

| Proposed Activity | Anticipated Implementation Date | Status as of July 2010 |
|---|--|--|
| See proposed activities under Section 722(g)(1)(C). Following state refinement of these procedures, make materials and training available to all school divisions. | Summer 2002 | <i>Initial activities completed; ongoing training</i> |
| Consult with the Virginia Attorney General's Office and appropriate VDOE staff to identify potential revisions to Virginia Code needed to align the commonwealth with the McKinney-Vento Act. Issues to be discussed include immediate enrollment, lack of immunization information, and amending code to indicate that referrals for physicals must be forwarded to the local liaison. | Summer/Fall 2002 Winter 2003: Possible amendments to Virginia Code | <i>2004 legislation passed: Chapter 500 effective 7-01-04; included in Fall 2004 newsletter and subsequent trainings</i> |
| Support posting of rights for students experiencing homelessness through dissemination of revised posters to all school divisions. | Summer 2002 | <i>Completed initial activities; ongoing</i> |
| Explore providing training to school personnel responsible for enrollment. Incorporate training currently being completed by subgrantees. Adapt materials from <i>Local Homeless Education Liaison Toolkit</i> emphasizing the new requirement for immediate enrollment and procedures for subsequent follow up to obtain records. | 2002 -2003 ongoing | <i>Suggestions included in trainings, enrollment information brief disseminated Spring 2006</i> |
| See technical assistance listed under Section 722(g)(2)(B) | | |

- (H) Strategies to address other problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays that are caused by--**
- (i) immunization and medical records requirements;**
 - (ii) residency requirements;**
 - (iii) lack of birth certificates, school records, or other documentation;**
 - (iv) guardianship issues; or**
 - (v) uniform or dress code requirements.**

Current Status

Strategies to address (i) through (iv) were outlined in the previous Plan of Action approved by the Virginia Board of Education May 2000.

- This included changes to the Virginia Code, Section 22.1-270, in 2000 that requires schools to enroll students experiencing homelessness who lack physicals and refer them to the appropriate local health department.

2010 Update

- Immunizations still pose a potential conflict between Virginia Code and the McKinney-Vento Act. Efforts to facilitate enrollment when immunizations may cause delays have been addressed through collaborative efforts with the Virginia Department of Health. *Virginia Code revised in 2004 to align with McKinney-Vento.*
- Residency requirements listed in Virginia Code, Section 22.1-3 were amended to include students experiencing homelessness, based on the U. S. Department of Education Preliminary Guidance definition.
- Virginia Code, Section 22.1-3.1 addresses birth certificates and has included the option of using an affidavit when the birth certificate is not available. Such flexibility in current state code has been highlighted in Superintendent’s Memos and Project HOPE newsletters and training.
- When Project HOPE is contacted regarding the lack of records for enrollment, staff assists schools in acquiring the needed information.
- Uniform or dress code requirements have not been addressed in previous plans of action.
- Handling student records, as referenced in Section 722(g)(3)(D), is consistent with current Virginia Code and practice.
- Sample NCHE Parent Packs have been shared with LEA Contacts and shelters across Virginia to assist families in maintaining copies of important school documents.
- Current Virginia Code addresses children living with a parent or guardian who is homeless but does not address problems faced when a child or youth is placed temporarily in a location without the parent or guardian.
- Project HOPE has identified local shelters and runaway programs throughout the commonwealth. Project HOPE has sent letters to LEA Contacts with a listing of area shelters and to shelters identifying their LEA Contact. These letters and Project HOPE newsletters have provided shelters and contacts with suggestions for collaboration and sharing of information.
- Other local agencies are being identified to assist liaisons in fulfilling new responsibilities.

Proposed Activities and Timelines

The reauthorization of the McKinney-Vento Act requires immediate enrollment of students experiencing homelessness. Current activities have focused on *facilitating* enrollment; therefore, additional changes in procedures and legislation are anticipated. The following table outlines a plan of action to further address the requirement of Section 722(g)(1)(H).

| Proposed Activity | Anticipated Implementation Date | <i>Status as of July 2010</i> |
|--|--|--|
| See proposed activities under Section 722(g)(1)(C). Following state refinement of these procedures, make materials and training available to all school divisions. | Summer 2002 | <i>VSBA sample policy with state level resolution from Supt. Memo #64 and examples of VA LEA policies shared in trainings and included in Toolkit.</i> |

2010 Update

| Proposed Activity | Anticipated Implementation Date | <i>Status as of July 2010</i> |
|--|---|--|
| <p>Explore options for school divisions to set aside funds when school uniforms are required through McKinney-Vento or Title I, or otherwise require school divisions to have a procedure to provide uniforms for students who cannot afford them. Investigate how activity fees are currently addressed and determine if similar procedures can be adapted for school uniforms.</p> | <p>Fall 2002</p> | <p><i>No incidents reported; article in Spring 2002 newsletter provided suggestions to address uniforms; strategies shared during liaison training</i></p> |
| <p>Consult with the Virginia Attorney General's Office and appropriate VDOE staff to identify potential revisions to Virginia Code needed to align the commonwealth with the McKinney-Vento Act. Issues to be discussed include revised definition of homeless, immediate enrollment, lack of immunization information, and amending code to indicate that referrals for physicals must be forwarded to the local liaison.</p> | <p>Summer/Fall 2002 Winter 2003: Possible amendments to Virginia Code</p> | <p><i>Chapter 500 became effective July 1, 2004</i></p> |
| <p>Address the topic of guardianship through the VIACH ad hoc committee on homeless youth.</p> | <p>Initiated Spring 2002 Ongoing through at least 2003</p> | <p><i>Chapter 500 addresses enrollment requirement; 2004 guidance from Superintendents-Judges Liaison Committee is shared through trainings; further exploration through 2005 older youth survey; foster care addressed through VA Code in 2005 (SB 1006; Chapter 343). Consistent determination of which unaccompanied youth are homeless is an emerging issue addressed with VDOE policy staff in 2009-10.</i></p> |
| <p>Train school division personnel regarding the new requirements of the McKinney-Vento Act.</p> | <p>Spring 2002: Regional NCLB Academies, HOPE Seminar; 2002-2003 School Year: Regional and local training</p> | <p><i>Stand-alone trainings and presentations at statewide and local conferences are ongoing; NCHE webinars and online trainings are advertized and offer an alternate means of receiving needed information.</i></p> |
| <p>Consider presenting to the State Superintendent's Study Group.</p> | <p>Fall 2002</p> | <p><i>On-hold; awaiting invitation to share. 2009: delete from plan.</i></p> |

2010 Update

(I) A demonstration that the State educational agency and local educational agencies in the State have developed, and shall review and revise, policies to remove barriers to the enrollment and retention of homeless children and youths in schools in the State.

Current Status

- Four (*five, including May 2002*) presentations have been made to the Virginia Board of Education since 1999 to review policies and identify potential barriers.
- A plan of action was approved by the Board of Education to address identified barriers. *The current state plan was presented and approved in May 2002.*
- Subgrantees are required to submit information regarding the review and revision of local policies in their annual evaluation report.
- During 1995-96 an external evaluation of the homeless education program was conducted to identify current strengths and areas requiring additional attention. This information was used to shape activities during the past six years.
- A new external evaluation is currently underway with initial findings available Spring 2002. During informal meetings, the evaluators have noted an increase in the number of school divisions that have developed policy statements and established procedures.
- Project HOPE staff follow up with school divisions whose policies are identified as barriers, providing guidance regarding legal requirements and offering technical assistance.
- The need to review tuberculosis testing practices has been highlighted in the Project HOPE newsletter and through a direct mailing to LEA Contacts.
- Draft local procedures have been developed for guidance that will need revision to align with the *NCLB Act. LEA policies are reviewed as part of the federal program monitoring process.*
- Project HOPE participates and serves on the executive board of an interagency council, VIACH. VIACH includes representatives from state and local housing agencies. *Note: no activity since 2006.*
- Project HOPE has participated in VIACH task force activities for the Virginia General Assembly, including studies of homeless children and youth and rural homelessness. Participation has included involvement in study design, data collection, and dissemination of results.
- Legislative initiatives have included:
 - Participation in Virginia Commission on Youth studies of homeless children requested through HJR 181 and HJR 524 in 1996 and 1997.
 - 1997 amendment to Virginia Code §22.1-3 to include temporary shelters in residency requirement.
 - VDOE staff and Attorney General's office collaboration leading to SB147 in 2000.
 - Participation in study of rural homelessness requested through HJR 257 in 2000. Continued representation on the workgroup during 2001.

Proposed Activities and Timelines

2010 Update

The reauthorization of the McKinney-Vento Education Act requires immediate enrollment of students experiencing homelessness. Since current activities have focused on *facilitating* enrollment, the state and school divisions will need to conduct additional review and make new revisions. The following table outlines a plan of action to further address the requirement of Section 722(g)(1)(I). Several of these items are included in previous sections of the plan.

| Proposed Activity | Anticipated Implementation Date | <i>Status as of July 2010</i> |
|--|---|--|
| <p>Consult the Virginia Attorney General's Office and appropriate VDOE staff to identify potential revisions to Virginia Code to align with the McKinney-Vento Act. Issues include revised definition of homelessness, immediate enrollment, lack of immunization information, and amending Virginia Code to indicate that referrals for physicals must be forwarded to the local liaison.</p> | <p>Summer/Fall 2002 Winter 2003: Possible amendments to Virginia Code</p> | <p><i>Chapter 500 became effective July 1, 2004</i></p> |
| <p>Revise draft local procedural guidelines to align with reauthorization. Potential vehicles for dissemination may include:</p> <ul style="list-style-type: none"> • liaison training, • Project HOPE Web site and newsletter, • “DOE Hour” Web cast, and • technical assistance with localities, as needed. | <p>Summer/Fall 2002</p> | <p><i>Draft submitted to VDOE for review September 2002. Sample included in Toolkit; VSBA contacted and drafted sample local policy; VSBA contacted following finalization of dispute resolution to incorporate state dispute resolution; VSBA sample policy with state level resolution from Supt. Memo #64 and examples of VA LEA policies shared in trainings and Toolkit</i></p> |
| <p>Offer local liaison training, including use of the <i>Local Homeless Education Liaison Toolkit</i>, throughout the commonwealth. The <i>Toolkit</i> provides guidance for school divisions to review and revise policies to comply with the new McKinney-Vento Act.</p> | <p>Spring 2002: Regional NCLB Academies, HOPE Seminar; 2002-2003 School Year: Regional and local training</p> | <p><i>Initial activities completed; ongoing training with revisions and updates</i></p> |

(J) Assurances

Current Status

2010 Update

- Students in Virginia are not segregated on the basis of their homelessness.
- Since 1998, all school divisions in Virginia have identified an LEA Contact for homeless education.
- Provision of transportation has been identified as a barrier that has prevented maintaining students in their school of origin.
- Draft guidance for determining best interest placements for students and feasibility has been created.
- Part 3 contains a signature page for the assurances listed in this application package.
- Local assurances have been included in the Request for Proposal for McKinney-Vento subgrant funds and in Virginia's local Title I application.

(2) COMPLIANCE-

(A) IN GENERAL- Each plan adopted under this subsection shall also describe how the State will ensure that local educational agencies in the State will comply with the requirements of paragraphs (3) through (7).

Current Status

- Subgrantees have been required to sign an assurance of their compliance with the current McKinney Act and have been involved in the external evaluations (1995-96 and 2001). Site visits from Project HOPE staff have been made to more than 50% of the subgrantees. All subgrantees have participated in meetings and professional development offered by Project HOPE.
- Identification of LEA Contacts beginning in 1998 was an early effort to ensure compliance across all school divisions. (Communication efforts have been described in earlier sections.)
- Family brochures and posters have been disseminated to all Virginia public schools, shelters, local Departments of Health, and local Departments of Social Services. These brochures and posters include many of the current school division responsibilities.
- In addition to offering professional development and information briefs to school divisions, Project HOPE shares this information with advocacy groups and other service providers.
- Since 1998, all school divisions in Virginia have identified an LEA Contact for homeless education.
- Virginia has a process for tracking noncompliance and offering technical assistance to school divisions when noncompliance occurs.

2010 Update

Proposed Activities and Timelines

Since current activities have focused on *building awareness* of school division responsibilities, proposed activities to ensure compliance in sections 722(g)(3) through 722(g)(7) will be addressed for each section. Activities that apply across these sections are found in the following table that outlines a plan of action to further address the requirement of Section 722(g)(2)(A).

| Proposed Activity | Anticipated Implementation Date | <i>Status as of July 2010</i> |
|--|--|---|
| <p>Include language to ensure collaboration and compliance with McKinney-Vento in the local school division Title I application currently under development. Title I funds are received by all Virginia school divisions. (These assurances will provide a written commitment from all Virginia school divisions.)</p> | Spring 2002 | <p><i>Request made for Title I application revision in spring 2003; assurance noted in Supt. Memo #51, March 2003; input provided regarding coordination and set aside in local Title I applications for 2003-04; similar process in 2004 – 2009 with additional resources available at the HOPE Web site to assist LEAs completing the homeless education portion of their applications; questions regarding the requirement of a set-aside are unresolved at this time; the limited number of set asides was a finding in the 2005 USED monitoring visit; review of LEA Title I, Part A applications for 2007-08 reflect greater accuracy and completeness than in prior years; the 2008 USED monitoring included a recommendation to enhance coordination with Title I, Part A and increase justification if no set aside is made.</i></p> |
| <p>Explore potential collaborations with other state-level compensatory programs. For example:</p> <ul style="list-style-type: none"> • training for state compensatory education staff on the requirements of McKinney-Vento, • participation by Project HOPE in regional meetings, such as Title I, and • joint site visit reviews. | 2002-2003 | <p><i>Initial request made Summer/Fall 2002; revisited in Spring and Summer 2005; joint federal program monitorings (FPM) coordinated with PAA have been in effect since 2007; PAA staff receive a review of McKinney-Vento as part of the monitoring training process.</i></p> |
| <p>Consult appropriate VDOE staff, Attorney General’s Office and Virginia Board of Education to develop a system for addressing school division non-compliance with McKinney-Vento requirements.</p> | 2002-2003 | <p><i>Discussed at initial policy meeting Sept. 2002; not pursued as compliance efforts have focused on technical assistance. Lack of LEA monitoring was a 2005 USED monitoring finding; 29 LEAs were monitored by conference call or on site in 2007, 20 in 2008, and 25 in 2009, and 27 in 2010.</i></p> |

2010 Update

(B) COORDINATION- Such plan shall indicate what technical assistance the State will furnish to local educational agencies and how compliance efforts will be coordinated with the local educational agency liaisons designated under paragraph (1)(J)(ii).

Current Status

- For current efforts focusing on technical assistance see the description under Section 722(g)(2)(A).
- While Virginia has had LEA Contacts for all school divisions since 1998, the responsibilities found in the new legislation include many new roles, which will require additional training.

Proposed Activities and Timelines

Activities that apply across sections 722(g)(3) through (7) are found in the following table that outlines a plan of action to further address the requirement of Section 722(g)(2)(B).

| Proposed Activity | Anticipated Implementation Date | <i>Status as of July 2010</i> |
|---|--|--|
| Include the responsibilities listed in Section 722(g)(6)(A) in liaison training and highlight in a direct mailing to LEA Contacts. Request school divisions review the responsibilities and determine if a change in assignment is warranted to ensure fulfillment of the new requirements. | Spring 2002 | <i>Completed All local school divisions identified liaisons by Fall 2002</i> |
| Introduce the McKinney-Vento Act requirements during VDOE Regional Academies. | Spring 2002 | <i>Completed</i> |
| Include a three-hour workshop at the HOPE 2002 Seminar to train local liaisons, based on the State Coordinators training developed for NCHE. | Summer 2002 | <i>Completed</i> |
| Provide presentation(s) for the Virginia Council of Administrators in Special Education (VCASE). | Fall 2002 | <i>Table displays at VCASE conference annually.</i> |
| Provide individual and regional training for new homeless education liaisons through stand alone workshops or, when possible, in collaboration with other training for school divisions related to the <i>NCLB Act</i> . | ongoing | <i>Initial activities completed; ongoing training</i> |
| Provide presentations for other professional education organizations, based on interest and availability (e.g., school counselors and visiting teachers, school social workers, special education, and school administrator organizations). | ongoing | <i>Ongoing – summary of presentations included in HOPE Annual reports</i> |

2010 Update

| Proposed Activity | Anticipated Implementation Date | <i>Status as of July 2010</i> |
|---|--|--|
| Explore opportunities to collaborate with other service providers for the homeless to provide greater outreach to families and unaccompanied youth experiencing homelessness to ensure their awareness of the requirements of the McKinney-Vento Act (e.g., shelters, Virginia Coalition for the Homeless, VIACH, and PEATC). | ongoing | <i>Ongoing – summary of activities included in Annual reports</i> |
| Encourage involvement and participation in the National Association for the Education of Homeless Children and Youth Conference being planned for northern Virginia. | Fall 2003 | <i>Complete: Announcements and requests in newsletters; Supt. Memo Spring 2003 encouraged attendance; conference information shared annually; VA hosted 2008 NAEHCY Conference at same site.</i> |

- **The state application requires a description of "how the SEA will use the funds it receives under this program to carry out State-level activities and to make subgrants to School divisions."**
 - Appendix M contains a draft budget for SEA activities during fiscal year 2002-2003. *Appendix not included. A budget and action plan are submitted to the Virginia Department of Education annually based on federal funding announcements.*
 - A State Superintendent's Memo provides notice of the Subgrant Application. *Subgrant programs are awarded on a triennial basis with funding awards made annually. Awards are based on evidence of need and quality of proposed program and have been reviewed by a committee of HOPE and VDOE staff. The 2005 and 2008 review teams also included a representative from Head Start.*