

**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**



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Joseph F. Johnson, Jr., Director
Compensatory Education Programs
Office of Elementary and Secondary Education Programs
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6132

Part 1

Application Form

UNITED STATES DEPARTMENT OF EDUCATION

The State of Virginia hereby requests funds as authorized by Section 726 of Title VII, Subtitle B of the McKinney-Vento Homeless Assistance Act as amended by Public Law 107-110.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

TITLE VII, SUBTITLE B

EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

(No. 84.196 in the Catalog of Federal Domestic Assistance)

1. Legal Name of Applicant Agency: Virginia Board of Education	2. DUNS Identification Number: 54-6001771
3. Address (include zip code) Post Office Box 2120 Richmond, Virginia 23218-2120	4. Contact Person Name: James H. Stronge, Ph.D. Position: State Coordinator for the Education of Homeless Children & Youth Telephone: 757-221-4002 Fax: 757-221-2988
5. Is the applicant delinquent of any Federal debt? X ___No.	___Yes, explanation attached
6. To the best of my knowledge and belief, all data are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the assurances provided in this package if the assistance is awarded	
a. Typed Name and Title of Authorized Representative: Mark C. Christie, President Virginia Board of Education	b. Telephone Number: 804-698-1513
c. Signature of Authorized Representative:	d. Date:

Form Instructions

- 1. Legal Name and Address.** Enter the legal name of the applicant agency.
- 2. D-U-N-S Number.** Enter the applicant's D-U-N-S Number. If your organization does not have a D-U-N-S Number, you can obtain the number by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL: <http://www.dnb.com>
Taxpayer Identification Number. Enter the taxpayer's identification number as assigned by the Internal Revenue Service.
- 3. Address.** Address of the applicant agency.
- 4. Program Contact.** Name, address, telephone and fax numbers, and email address of the person to be contacted on matters involving this application.
- 5. Federal Debt Delinquency.** Check "Yes" if the SEA is delinquent on any Federal debt. (This question refers to the applicant's organization and not to the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes.) Otherwise, check "No."
- 6. Certification.** To be signed by the authorized SEA representative of the applicant.

Part 2

Narrative

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

Public Law 107-110

Policy Statement

Section 721(1)(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 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 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.
- 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.
- 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." (See Appendix A.) 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).

Proposed Activity	Anticipated Implementation Date
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. (See Appendix B for communication with subgrantees for this data collection.)	Spring/Summer 2002
Provide data analysis, including comparison with other participation/pass rates within the commonwealth.	Fall 2002/Winter 2003
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
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

(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. (See Appendix C.)
- 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.
- 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.”

- 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. (See Appendix D.)
- 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.
- Project HOPE staff maintain 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. (See Appendix E.)
- 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.
- Project HOPE has initiated a collaborative relationship with the Parent Educational Advocacy Training Center (PEATC) to ensure access to appropriate special education services.
- 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

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
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
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
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
Disseminate revised posters and family brochures, including the updated definition of homelessness.	Summer/Fall 2002
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
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
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

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

Current Status

- Virginia has developed a dispute resolution process. (See Appendix F.)
- 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) and found in Appendix E.

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
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
Refine current draft procedures for making a best interest determination regarding school placement. (See Appendix G.)	Summer 2002
Train local liaisons to implement the dispute resolution process.	2002-2003 School Year: Regional and local training
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)

- (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, school division superintendents, shelters (including shelters for runaway youth), and other people/organizations that have indicated an interest in 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.)
- 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>. 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.
- 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. (See Appendix H.) 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 for all Virginia public school divisions is updated at least annually and is posted on the Project HOPE Web site. Informational mailings to Contacts 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.
- 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.
- 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. (See Appendix I.)

- 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.
- LEA Contacts are currently posted on the Project HOPE Web site.
- LEA Contacts currently collaborate with Project HOPE as needed.
- There has been Project HOPE participation in the following groups:
 - Early Childhood Education Network (ECEN)
 - Virginia Interagency Action Council for the Homeless (VIACH)
 - Head Start Collaborative
 - National Association for the Education of Homeless Children and Youth
 - Advisory Board for the National Center for Homeless Education (NCHE)
 - NCHE workgroup to develop indicators for successful local homeless education programs
 - Virginia Association of Federal Education Program Administrators (VAFEPA)
 - 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
Disseminate new family brochures and posters to all contacts in the Project HOPE database.	Summer 2002
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
Highlight liaison responsibilities in Project HOPE newsletters.	Summer 2002
Complete a direct mailing to shelters identifying local liaisons following confirmation of liaison personnel changes.	Fall 2002
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 (continued follow up in subsequent years)
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
Disseminate the materials to institutions of higher education with majors for these professions.	Summer/Fall 2002

(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
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
Disseminate information via direct mailings to local liaisons, newsletter articles, Web site updates, and training sessions.	2002-2003; ongoing

- (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**
 - (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).

Proposed Activity	Anticipated Implementation Date
Continue participation in the Head Start Collaborative to develop a working relationship and facilitate access to Head Start for preschoolers experiencing homelessness.	2002, ongoing
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
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
Include collaboration across programs in local liaison training.	ongoing
Explore collaboration opportunities with Even Start and other preschool initiatives to ensure access by homeless students.	2002-2003
Create an ad hoc committee for VIACH to explore the needs of homeless youth.	Initiated Spring 2002; ongoing

(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
- 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. (See Appendix J.)
- 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).

Proposed Activity	Anticipated Implementation Date
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
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
Support posting of rights for students experiencing homelessness through dissemination of revised posters to all school divisions.	Summer 2002
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
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. (See Appendix C.)
- 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.

- 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. (See Appendix C.)
- 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. (See Appendix H.)
- 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
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
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.	Fall 2002
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.	Summer/Fall 2002 Winter 2003: Possible amendments to Virginia Code
Address the topic of guardianship through the VIACH ad hoc committee on homeless youth.	Initiated Spring 2002 Ongoing through at least 2003
Train school division personnel regarding the new requirements of the McKinney-Vento Act.	Spring 2002: Regional NCLB Academies, HOPE Seminar; 2002-2003 School Year: Regional and local training
Consider presenting to the State Superintendent's Study Group.	Fall 2002

(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 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. (See Appendix J.)
- Subgrantees are required to submit information regarding the review and revision of local policies in their annual evaluation report. (See Appendix D.)

- 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. (See cover letter in Appendix F.)
- Draft local procedures have been developed for guidance that will need revision to align with the *NCLB Act*. (See Appendix K.)
- Project HOPE participates and serves on the executive board of an interagency council, VIACH. VIACH includes representatives from state and local housing agencies.
- 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. (See Appendix C.)
 - Participation in study of rural homelessness requested through HJR 257 in 2000. Continued representation on the workgroup during 2001.

Proposed Activities and Timelines

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
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.	Summer/Fall 2002 Winter 2003: Possible amendments to Virginia Code
Revise draft local procedural guidelines to align with reauthorization. Potential vehicles for dissemination may include: <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. 	Summer/Fall 2002
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.	Spring 2002: Regional NCLB Academies, HOPE Seminar; 2002-2003 School Year: Regional and local training

(J) Assurances

Current Status

- 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.

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
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.)	Spring 2002
Explore potential collaborations with other state-level compensatory programs. For example: <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
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.	2002-2003

(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
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. (See Appendix L.)	Spring 2002
Introduce the McKinney-Vento Act requirements during VDOE Regional Academies.	Spring 2002
Include a three-hour workshop at the HOPE 2002 Seminar to train local liaisons, based on the State Coordinators training developed for NCHE. (See Appendix L.)	Summer 2002
Provide presentation(s) for the Virginia Council of Administrators in Special Education (VCASE).	Fall 2002
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
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 administrators organizations).	ongoing
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
Encourage involvement and participation in the National Association for the Education of Homeless Children and Youth Conference being planned for northern Virginia.	Fall 2003

- **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.
 - A State Superintendent's Memo provides notice of the Subgrant Application. Appendix N contains the current draft Request for Proposal for school division subgrants with a description of selection criteria.

Part 3

Assurances and Certifications

ASSURANCES AND CERTIFICATIONS

The State hereby declares that the following assurances and certifications covering the McKinney-Vento Homeless Assistance Act Education for Homeless Children and Youths have been filed with the U.S. Department of Education, and as of the date of the signature below, reaffirms and incorporates by reference those assurances and certifications in this State plan or application. The State certifies that no circumstances affecting the validity of these assurances have changed since their previous filing.

- As applicable, the assurances in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead- based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations.
- The three certifications in ED Form 80-0013, regarding lobbying, debarment/suspension responsibility status, and drug-free workplace. (A copy of the related debarment/suspension responsibility assurances that the State is required to obtain from subgrantees and maintain on file (ED Form 80-0014) is attached for the State's information.) **(A copy of these forms is available on the Department’s Web site at <http://www.ed.gov/offices/OCFO/grants/appforms.html>.)**
- With respect to the Certification Regarding Lobbying, the State recertifies that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; that the State shall complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and that the State shall require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

The State further agrees to:

- The certifications in the Education Department General Administrative Regulations (EDGAR) § 76.104, relating to State eligibility, authority and approval to submit and carry out the provisions of its State plan, and consistency of that plan with State law.
- The assurances in section 441 of the General Education Provisions Act (GEPA).
- Ensure the SEA and School divisions in the State will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.
- Ensure the School divisions in the State will designate an appropriate staff person, who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths, to carry out the duties described in paragraph (6)(A) in Section 722 of the Act.
- Ensure the SEA and School divisions in the State will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in paragraph (3)(A) of Section 722 of the Act and as applicable Section 722(g)(1)(J)(iii) of the Act.
- The State further assures that, no later than January 31, 2003, the SEA will provide to the Secretary for each LEA that received a subgrant from the State’s FY 2001 McKinney-Vento allocation the following information for homeless students served by the subgrant during the 2001-2002 school year: the number of homeless students enrolled in the grade levels assessed by the State (for 2001-2002); the number of such students assessed; and number of such students at or above the State’s proficient level.

Name of Applicant:	Program:
Printed Name and Title of Authorized Representative of the State:	
Signature:	Date: