

Appendix D-1. Monitoring Indicators for McKinney-Vento Homeless Education Program Standards, Assessment and Accountability

1.1: The SEA conducts monitoring and evaluation of LEAs with and without subgrants, sufficient to ensure compliance with McKinney-Vento program requirements. [§722(g)(2)(A) and (B)]		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<p><u>Questions:</u></p> <ul style="list-style-type: none"> ▪ How does the SEA inform LEAs with and without subgrants about data collection responsibilities, and ensure complete, accurate and timely reports? ▪ How does the LEA collect local data and transmit information requested on homeless students to the SEA? ▪ How do the SEA and LEAs ensure that homeless students are included in statewide assessments? ▪ What emphasis do SEA and LEA place on student academic outcomes as part of the subgrant application? ▪ Does the SEA provide technical assistance and require LEAs with subgrants to conduct a program evaluation to determine the effectiveness of the program? ▪ What information has the LEA received 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ Written guidance for data collection requirements for LEAs and how the SEA reviews the data. ▪ Written procedures for monitoring LEAs with and without subgrants to include: <ul style="list-style-type: none"> ▪ Recent copy of monitoring policies and procedures, schedules for current and previous school years. ▪ Sample notification letters to LEAs, preparation checklists, or other forms. ▪ A copy of the interview protocol for LEA reviews. ▪ Most recent copies of reports, recommendations and follow-up to corrective actions. 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ The most recent copy of any evaluation reports of McKinney-Vento services or subgrant project. ▪ Written documentation or summaries of homeless students’ primary nighttime residence. ▪ Most recent reports of statewide assessment performance of homeless students enrolled in the district for the last fiscal or school year.

<p>from the SEA about its monitoring requirements for the McKinney-Vento program?</p>		
<p>2.1: The SEA implements procedures to address the identification, enrollment and retention of homeless students through coordinating and collaborating with other program offices and State agencies. [Title X, §722 (f) and (g)]</p>		
<p>Guiding Questions</p>	<p>Acceptable SEA Evidence</p>	<p>Acceptable LEA Evidence</p>
<p><u>Questions:</u></p> <ul style="list-style-type: none"> ▪ How and from what sources does the State collect information to determine the ongoing needs of homeless students in the State? ▪ Since the State submitted its 2002 application, has it reviewed, revised, and developed policies, or issued policy briefs or memoranda to ensure removal of barriers for homeless students? ▪ How does the State coordinator collaborate with other State agency staff to address the needs of homeless children and youth? ▪ How do the SEA and State coordinators ensure coordination among SEA programs serving students experiencing homelessness, including Title I, Part A, Title III, special 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ Written communication to LEAs updating SEA policies and procedures that address the problems homeless children and youth face in school enrollment and retention since the last ED program review. ▪ Updates to the State Plan, including the completion of planned activities and proposals for new State-level activities. ▪ Data and summary reports from other program offices in the SEA and other State agencies concerning the educational needs of homeless children and youth in the State. ▪ Evidence that the SEA coordinates programs and services between the SEA, the State social services agency, and other agencies (including agencies 	<p>N/A</p>

<p>education, early learning services, and at-risk youth programs?</p> <ul style="list-style-type: none"> How does the State coordinator participate in Statewide activities that address the needs of homeless pre-school children and unaccompanied youth? 	<p>providing mental health services), for example schedules, agendas, minutes, notes or handouts from attending such meetings.</p> <ul style="list-style-type: none"> Evidence that the SEA ensures that eligible homeless students receive Title I, Part A services through its written guidance to LEAs, sections of the consolidated application and schoolwide program plans addressing the educational needs of homeless students, and description of the activities funded through the LEA reservation for comparable services for homeless students in non-Title I schools. 	
<p>2.2: The SEA provides, or provides for, technical assistance to LEAs to ensure appropriate implementation of the statute. [§722(e) and (g)(3)(a)]</p>		
<p>Guiding Questions</p>	<p>Acceptable SEA Evidence</p>	<p>Acceptable LEA Evidence</p>
<p><u>Questions:</u></p> <ul style="list-style-type: none"> What ongoing professional development activities does the State coordinator provide to LEAs with and without subgrants about the requirements of McKinney-Vento? How often does the SEA monitor changes in staffing of LEA liaisons? 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> Copies of written guidance to LEAs and/or information dissemination materials distributed electronically or by other means. The most recent liaison orientation, on-line trainings, conferences, and regional training agendas and 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> Evidence that the LEA annually reviews and revises policies and practices to ensure they do not act as barriers to enrolling homeless students, such as agenda, minutes or notes from meeting where these reviews occur.

<p>How does the SEA assist new liaisons with learning their responsibilities for implementing McKinney-Vento?</p> <ul style="list-style-type: none"> ▪ What special activities are undertaken on behalf of homeless preschool children and homeless unaccompanied or out-of-school youth? ▪ How do the SEA and LEAs ensure enrollment in the school of origin, if feasible and in the best interest of the child, and transportation, when requested? ▪ What is the technical assistance that the State provides to LEAs to ensure that community agencies that serve homeless individuals are made aware of the rights of homeless students? ▪ How do the SEA and LEA ensure that homeless students are enrolled and assisted with basic school requirements (e.g., records transfer, health and immunization records, and residency)? 	<p>technical assistance log.</p> <ul style="list-style-type: none"> ▪ The most recent professional development schedules and agenda, handouts or other sample materials unique to the State. ▪ Documents related to activities associated with homeless preschool children, unaccompanied and out-of-school youth. 	<ul style="list-style-type: none"> ▪ Evidence that the LEA designates and allows for training of a liaison for homeless children and youth and that this person provides training to other relevant district personnel. ▪ Examples of written notification to parents and youth regarding placement decisions when they are different from what was requested. ▪ Evidence that the LEA ensures that transportation to the school of origin is provided upon request and monitored by the LEA. ▪ Evidence that the LEA liaison or district staff conducts outreach to relevant community groups to inform them of McKinney-Vento rights and services for homeless children and youth, such as copies of agenda, minutes, handouts or notes.
<p>3.1 The SEA ensures that Local Education Agency (LEA) subgrant plans for services to eligible homeless students meet all requirements. [§722(e)(1) and §723]</p>		

Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<p><u>Questions:</u></p> <ul style="list-style-type: none"> ▪ What are the steps the State takes to organize a subgrant competition? How are reviewers chosen and trained? ▪ How does the SEA review grants for quality of application as well as local need? ▪ How does the SEA ensure subgrant funds (including regular McKinney-Vento and ARRA funds) are awarded in a timely manner and available throughout the grant period? ▪ What is the SEA’s policy regarding carryover and reallocation of funds? ▪ What kind of internal fiscal controls do SEAs and LEAs have in place to account for the use of subgrant funds in a way that meets Federal requirements? 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ Evidence the SEA has an application and approval process to provide competitive subgrants to LEAs. ▪ Evidence that LEA subgrant applications are reviewed and awarded on a competitive basis for both need <u>and</u> quality of the project proposal. ▪ If the SEA awards any of its State-level coordination activity budget to LEAs for pilot projects, detail of those expenditures for the current fiscal year and any use of funds for the last fiscal year. ▪ Any other fiscal reporting or oversight of EHCY; for example, quarterly reports, budget amendment requests and approvals, etc. 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ Evidence the LEA application/plan includes assessment of the needs of homeless students and the supplemental services provided. ▪ Evidence that the subgrant expands or improves services provided as part of regular academic program. ▪ Written contracts when an LEA subcontracts any of its EHCY activities to a third-party organization. ▪ Evidence that the LEA is implementing required and authorized activities; for example, budget reports at the end of a fiscal year, records of expenditures, carryover and other summary reports. ▪ A current list of all personnel (instructional and administrative staff) paid with McKinney-Vento subgrant funds.
<p>3.2: The SEA complies with the statutory and other regulatory requirements governing the reservation of funds for State-level coordination activities. [§722 (c) – (g)] [Also OMB Circular A-87 and any other relevant standards, circulars, or legislative mandates]</p>		

Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<p><u>Questions:</u></p> <ul style="list-style-type: none"> ▪ How much of the McKinney-Vento EHCY allocation does the SEA reserve for State-level coordination activities and what are those activities? ▪ What is the SEA’s policy regarding carryover of these funds? ▪ What kind of internal fiscal controls does the SEA have in place to ensure that it can account for the use of the regular McKinney-Vento and ARRA funds for State-level activities in a way that meets Federal requirements? ▪ What kinds of Statewide needs assessment and program evaluation is funded through State-level activities or conducted by the State coordinator? 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ SEA budget detail on reserved funds for State-level coordination activities for the current fiscal year and use of funds for the last fiscal year. ▪ Any other fiscal documents, such as contracts, invoices, etc. ▪ Needs assessment or evaluation reports for State-level coordination activities. 	<p>N/A</p>
<p>3.3: The SEA has a system for ensuring the prompt resolution of disputes. [§722(g)(C)]</p>		
Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<p><u>Questions:</u></p> <ul style="list-style-type: none"> ▪ How does the State Coordinator ensure that liaisons are aware of the 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ Updated SEA dispute resolution policy and procedures including: 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> ▪ Written dispute resolution policy.

D-1-6

State Coordinators’ Handbook: Tips on preparing for federal monitoring review of the McKinney-Vento Education for Homeless Children and Youth Program
Appendix D-1. Monitoring Indicators for McKinney-Vento Homeless Education Program Standards, Assessment and Accountability

<p>State's dispute resolution policy and that the LEA has adopted or adapted the policy?</p> <ul style="list-style-type: none"> ▪ What is the State's process to review or investigate disputes brought by parents/youth? ▪ Do all districts have a written district dispute resolution process and track pre-dispute inquiries concerning barriers to enrollment? ▪ Do the SEA and LEAs conduct independent surveys of community groups to determine if parents/youth are receiving their rights regarding school enrollment and enrollment disputes? 	<ul style="list-style-type: none"> ➤ procedures for tracking disputes ➤ documents indicating that dispute procedures have been implemented ➤ records indicating that disputes are addressed, investigated and resolved in a timely manner <ul style="list-style-type: none"> ▪ Evidence that SEA tracks if LEAs have a dispute resolution policy in place. ▪ Survey results or records of inquiries and complaints made by community groups concerning barriers to enrollment for students experiencing homelessness. 	<ul style="list-style-type: none"> ▪ Evidence that LEA implements a process for the prompt resolution of disputes, such as a phone log, notes, or e-mail messages. ▪ Records indicating that enrollment disputes are investigated and resolved in a timely manner. ▪ Evidence that students are enrolled and provided transportation during the dispute resolution process. ▪ Survey results or records of inquiries and complaints made by community groups concerning barriers to enrollment for students experiencing homelessness.
---	--	--