



National Center for Homeless Education  
Supporting the Education of Children and  
Youth Experiencing Homelessness  
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## McKinney-Vento in ESSA State Plans: A Summary of Plans and Highlighted Practices

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### Introduction

Following the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) by the Every Student Succeeds Act (ESSA), all States were required to submit either individual program State plans and/or a consolidated State plan that addressed covered programs under the ESEA and other related statutes, including the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act). State educational agencies (SEAs) could therefore include plans for their Education for Homeless Children and Youth (EHCY) program under the McKinney-Vento Act in their consolidated State plans, and all States chose to do so. During the spring and fall of 2017, the U.S. Department of Education's (ED) EHCY program conducted a peer review of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) section of each State's consolidated plan.

States were required to address the questions in the EHCY section of their consolidated plan that covered the EHCY program requirements for the McKinney-Vento Act, which are referenced in the State plan template and guidance that were issued in March 2017 on the [ED State Plan web page](#). The questions related to each requirement included the following categories:

1. Student Identification (*722(g)(1)(B) of the McKinney-Vento Act*);
2. Dispute Resolution (*722(g)(1)(C) of the McKinney-Vento Act*);
3. Support for School Personnel (*722(g)(1)(D) of the McKinney-Vento Act*);
4. Access to Services (*722(g)(1)(F) of the McKinney-Vento Act*);
5. Strategies to Address Other Problems (*722(g)(1)(H) of the McKinney-Vento Act*);
6. Policies to Remove Barriers (*722(g)(1)(I) of the McKinney-Vento Act*); and
7. Assistance from Counselors (*722(g)(2)(K) of the McKinney-Vento Act*).

This document provides an analysis of the EHCY portion of State Plan responses to requirements for the EHCY programs in their states. The appendix contains reviewer recommendations for activities and strategies to include in EHCY programs per each requirement.

In addition, this document provides:

- A description of *key elements* of SEA responses to the requirements for EHCY programs

- synthesized from the reviewers' comments;
- Examples of *highlighted practices* identified in the State plans; and
- A description of *reviewers' recommendations* per requirement.

## Key Elements of State Plan EHCY Sections

- Training, Technical Assistance and Tracking
- Data Collection and Needs Assessment
- Policy Review and Revision
- Collaboration
- Policies and Supports

### Training, Technical Assistance, and Tracking:

While most State plans discussed activities LEAs planned to carry out, several State plans articulated the SEA's role in supporting the LEAs and holding them accountable through monitoring and tracking LEA activities.

### Data Collection and Needs Assessment:

State plans also included a discussion of the data or needs assessment results that guided the SEA in selecting or prioritizing activities and in determining how the SEA will provide the data to LEAs and support LEA efforts in using data to plan services for homeless children and youth.

### Policy Review and Revision:

State plans also described State and local policies that remove educational barriers for homeless children and youth; their State's process for reviewing and revising existing policies that respond to provisions in the reauthorized ESEA; and ways the SEA ensures that these policies exist and are implemented in LEAs.

### Collaboration:

Collaboration with other departments and agencies helps ensure that homeless children and youth are provided a range of services to meet their varied and complex needs. State plans addressed collaboration including descriptions of the activities of the collaboration and the expected outcomes and how State-level collaboration translates into services for homeless children and youth at the local level.

### Policies and Supports:

Most States have policies and supports for public school students in general from which homeless students benefit greatly. Some State plans explained how these policies and supports will specifically apply to homeless children's and youths' access to supports and how the SEA will track and monitor the application of these policies to homeless children and youth in LEAs.

1. *Student Identification (722(g)(1)(B)) of the McKinney-Vento Act): Describe the procedures the State educational agency (SEA) will use to identify homeless children and youth in the State and assess their needs.*

The use of data is an essential task of the SEA. Collecting quality data, analyzing the data, and using the data for training and technical assistance to assist LEAs in identifying and serving homeless students is an important part of an EHCY program. It is also important that States analyze the data to determine if each LEA is identifying a number of homeless students that is "reasonable" for its community, taking into account the level of poverty and other factors. Many SEAs provide a common residency form for all LEAs to use, which allows for consistent data to be collected upon enrollment. Most State plans focused on

identification at the point of enrollment, particularly at the beginning of the school year. However, having procedures and processes to identify students throughout the year was an important feature of State plans as well because homeless children and youth arrive at LEAs throughout the year. Important features also included descriptions of ongoing outreach activities to enable parents, guardians, and unaccompanied youth to become aware of educational rights of homeless children and youth. Involving community partners to increase their awareness and engage them in referring homeless families or youth to schools was a strategy also included in State plans. Use of data and measures to ensure consistent and ongoing identification of homeless students, together with working with community partners, supports student identification in EHCY programs.

### Highlighted Practices Identified in the State Plans

- LEAs will assess the needs of homeless children and youth through a collaborative effort of assessments administered by various school personnel (e.g., special education, speech pathology, English for Speakers of Other Languages, school nurses). (AR)
  - Following times of disaster, the SEA uses an expedited identification process. (CO)
  - The SEA will develop an Early Indication Tool to assist the SEA and local educators to uniquely examine academic progress and educational needs of students, and will track student attendance, bullying incidents, suspensions, course failure, academic test results, and student mobility. (CT)
  - The SEA tracks three high-level McKinney-Vento performance indicators: homeless student identification rate, homeless student school attendance rate, and homeless student grade promotion rate, and will monitor these indicators to drive program and homeless student needs assessment and evidence-based practices. (FL)
  - The Migrant Education Program coordinated with the EHCY program to develop a form to be used by migrant recruiters to identify families with eligible children for the Migration Education Program who may also be eligible for services under the McKinney-Vento Act. (MA)
2. *Dispute Resolution (722(g)(1)(C)) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.*

All State plans included or referenced a McKinney-Vento dispute resolution policy to guide the SEA and LEAs in managing disputes with parents, guardians, or unaccompanied youth over enrollment, school selection, or eligibility. State plans often included a clearly articulated McKinney-Vento dispute procedure that described the steps, responsibilities of the SEA and LEA, and timelines for prompt resolution. In addition, some State plans described how the process is accessible and fair and helps ensure that homeless students are provided services, including enrollment in the parent's or guardian's or youth's preferred school and transportation that created the least amount of uncertainty and disruption in a child's or youth's education.

Many State plans demonstrated how the SEA plays a pivotal role in creating an efficient dispute policy (and in some cases assisting LEAs in creating their own policies that align with the State's dispute policy) and in providing training and technical assistance to ensure that all LEAs understand the policy and are capable of implementing it. State plans described how the SEA monitors LEAs for compliance in carrying out the dispute process, especially for providing immediate enrollment and transportation to school. In addition, these plans included a process for the SEA and LEAs to allow parents, guardians, and youth to appeal decisions and for informing parents, guardians, and of their rights in this regard. Some State plans also included strategies for how the SEA tracks disputes, reviews them for compliance with the dispute resolution policy,

and identifies any barriers that necessitate a revision of the policy. Similarly, these plans included the State’s process for reviewing LEA McKinney-Vento dispute policies and providing technical assistance when policies need to be revised.

### Highlighted Practices Identified in the State Plans

- In the case of a dispute, the matter is first referred to the local liaison with a written explanation from the disputing school. The local liaison then makes a determination regarding school selection, eligibility, or enrollment. The LEA has five business days to make a determination; if not resolved, the dispute is sent to the county office liaison to resolve in five business days; if not resolved, the dispute is referred to the State Coordinator, and a determination is made within 10 working days. (CA)
  - The SEA and LEAs collect and maintain communication logs of disputes and reported barriers to inform training. (MD)
  - The State Coordinator convenes a panel of three SEA staff to investigate and resolve disputes within 15 calendar days. (MT)
  - The State Coordinator documents all calls regarding disputes, as well as possible disputes, and reviews this information annually to note trends and provide appropriate professional development. (ND)
  - All LEAs in the State use the same dispute process to ensure consistency across the State in the event that students move across school district lines. (WA)
3. *Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals, and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.*

SEA efforts to support local liaisons and other LEA administrators and educators, including providing trainings for serving runaway and homeless children and youth, are essential for the implementation of the McKinney-Vento Act. While all State plans described training and technical assistance that the SEA provides or will provide to the LEAs, several of the plans were very specific about the types of training to be provided. The McKinney-Vento Act requires that the SEA provide training for a range of staff roles within the LEA; therefore, some plans detailed how training would be tailored to the needs and responsibilities of different staff roles and how the effectiveness of the training would be determined. A key feature highlighted from some State plans was the inclusion of how the SEA would document that local liaisons participated in trainings to ensure that all would be prepared to carry out their responsibilities. These plans also described how SEAs would include the training of local liaisons in their LEA monitoring.

### Highlighted Practices Identified in the State Plans

- The SEA collects data on the number and frequency of LEA liaisons participating in homeless education professional development through the Homeless Education Implementation and Policy web page and offers technical assistance to those LEAs and liaisons that report they have not participated in homeless education professional development in the past year. The web page also provides local liaisons and other LEA staff serving homeless children and youth with resources such as samples of residency forms,

intake forms, caregiver affidavits, and other resources for LEA use. (CA)

- The SEA creates an annual comprehensive professional development delivery plan. (OH)
- The SEA requires LEAs to maintain barrier tracking logs and to monitor the academic progress and attendance of homeless children and youth. Barrier tracking logs are notes that local liaisons and State Coordinators maintain on every contact from an LEA, student, parent, or guardian related to an educational barrier that a homeless student is facing. (NC)
- The SEA collaborated with the State childcare division, the entity that oversees federal and state regulations related to childcare, to produce an online tutorial on homelessness for local child care providers. (OR)
- The SEA provides a comprehensive train-the-trainer curriculum on the needs of homeless children and youth and the implementation of the McKinney-Vento Act for regional staff to provide to local stakeholders. (TX)

4. *Access to Services (722(g)(1)(F)) of the McKinney-Vento Act): Describe procedures that ensure that:*

- i. *Homeless children have access to public preschool programs, administered by the SEA or local educational agency (LEA), as provided to other children in the State;*

Some of the State plans included systematic ways of identifying the number and needs of homeless preschoolers and of removing barriers to accessing a preschool education. These plans also specified how the State's efforts impacted services for preschool children in LEAs, including application, enrollment, prioritization, holding slots, and transporting homeless children in the State- or LEA-administered preschool programs.

Most State plans discussed the importance of collaboration with State agencies and external programs serving preschool-aged homeless children, including the participation of State Coordinators on advisory councils. Some State plans described collaborations with State agencies addressing the needs of young children that resulted in new policies that removed barriers for homeless children to participate in preschool programs. Most State plans included ways in which the SEA assisted LEAs in outreach efforts to homeless parents and community agencies to identify homeless preschool-aged children. Some State plans discussed providing posters and other materials to LEAs and templates for memoranda of agreement to facilitate awareness, data sharing, mutual referrals, and other types of coordination.

LEA monitoring is essential for holding LEAs accountable for compliance with statutory requirements. Therefore, State plans often included a description of the SEA's process for monitoring to ensure that LEAs were addressing the needs of preschool-aged homeless children.

#### Highlighted Practices Identified in the State Plans

- The SEA collects data on preschool-aged homeless children, provides the data to LEAs, and assists LEAs with reviewing their local programs and policies. (NC)
- The SEA works with community partners to implement a system of standardized access and assessment for appropriate services and eliminating barriers for young homeless children. (DC)
- State early childhood funding is required to include homeless students as one of its priorities as a condition of funding. (NV)
- The SEA will assist LEA-administered preschool programs with establishing transportation agreements. (OK)
- The SEA requires that LEAs develop interagency coordination plans to help clarify



coordination concerns over enrollment, transportation, and records transfer. The SEA noted that these plans should include agreements with local homeless shelters. (SD)

- ii. *Homeless youths and youths separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies;*

State plans also described how SEAs support LEAs and hold them accountable for identifying and addressing the needs of homeless youth and youth separated from public schools, e.g., youth who have stopped attending school or dropped out. Several State plans utilized data to define the challenges homeless youth face and prioritized their plan's activities accordingly. In addition, such plans addressed general barriers to services experienced by homeless youth and youth separated from public schools, and specifically focused on the new requirement to remove barriers from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school. State plans also addressed unique identification strategies for homeless youth, including how to identify youth who do not self-identify as homeless.

Some State plans described their SEA's uniform graduation requirements that facilitate the transfer of credits among LEAs. These State plans described how they tracked barriers to graduation for homeless students. Tracking barriers to graduation for homeless students at the State level results in consistent policies and procedures across LEAs.

#### Highlighted Practices Identified in the State Plans

- The SEA requires subgrantees to provide outreach to homeless children and youth not in school. (CO)
- The State maintains databases that track attendance, homework, and test scores, which can facilitate the awarding of partial credit. (GA)
- The SEA requires high schools to develop an education completion work plan for homeless students who experience educational disruption that creates a way to accrue full and partial coursework and outlines a pathway to graduation. (ME)
- The SEA requires LEAs to provide entrepreneurial education, financial management, and technological literacy for homeless youth. (PR)
- The State has a common course numbering system used by LEAs to allow for easy transfer of student coursework. (SD)

- iii. *Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.*

Many State plans described the training and technical assistance the SEA provides to LEAs regarding removing barriers to educational opportunities, including requiring collaboration with the various programs, providing training on topics like fee waivers and transportation, and providing guidance documents and sample policies. Many State plans reported coordination with State athletic associations resulting in removing residency requirements to enable homeless youth to participate in sports activities. Some State plans in States with charter schools described outreach to these schools to include them in training and monitoring. Some of the State plans addressed each type of program listed in this requirement and described how the SEA provides

support to local liaisons and how the SEA will track progress on removing barriers to homeless students' access to these programs.

### Highlighted Practices Identified in the State Plans

- LEA monitoring indicators specify that LEAs must coordinate efforts within the LEA and with other agencies as needed in order to provide homeless students access to advanced/dual enrollment and online course offerings, extracurricular activities, vocational education, gifted, extended, and unique admissions. (MI)
  - The SEA identified transportation as a specific barrier to homeless student participation in extracurricular activities. The State Coordinator discussed the problem with the State Department of Transportation and the State Association for Pupil Transportation. The State legislature has provided some reimbursement for homeless student transportation and is establishing a commission to seek further solutions. (MA)
  - The State requires career-technical schools to appoint homeless liaisons who work to ensure and coordinate services provided through the homeless student's home district. (OH)
  - The State's Digital Learning Plan works with LEAs to develop innovative approaches to ensure all students have access to the Internet outside of school. (WY)
  - The State High School Association and Elementary School Association will have membership on the State McKinney-Vento advisory council. (IL)
5. *Strategies to Address Other Problems (722(g)(1)(H)) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:*
- *Requirements of immunization and other required health records;*
  - *Residency requirements;*
  - *Lack of birth certificates, school records, or other documents;*
  - *Guardianship issues; or*
  - *Uniform or dress code requirements.*

Because the requirement to address enrollment delays was in effect prior to the 2015 reauthorization of the law, most State plans described strategies already in place within their LEAs. Most plans described training, technical assistance, and monitoring to ensure that enrollment delays for homeless students do not occur. Many State plans mentioned policies in State codes that have been in place for many years. Some State plans addressed each component of this State plan requirement while also addressing other problems related to enrollment delays, such as chronic absenteeism.

### Highlighted Practices Identified in the State Plans

- The SEA provides training to LEAs on
  - obtaining identification cards and copies of birth certificates through the Division of Motor Vehicles;
  - connecting with local health departments to set up local clinics to obtain immunization and health records and to assess medical needs of homeless children and youth; and
  - getting information on food banks, clothes closets, and social services. (CA)
- To address chronic absenteeism, the SEA provides training and technical assistance on using real-time attendance data and selecting strategies that deal with root causes rather

- than implement exclusionary discipline. (OR)
  - The SEA generates a report in the State’s data system that provides the enrollment data for each identified student. It matches the date on the report against the date the student was identified to verify how quickly a student was enrolled after identification. (SD)
  - State law allows local liaisons, school nurses, and school counselors to provide informed consent for non-emergency health care on behalf of minor patients who are unaccompanied youth and who meet the definition of homeless under the McKinney-Vento Act. (WA)
  - The State student data system facilitates secure and real-time student records transfer, which provides consistency in student records definition and secure transmission; immunizations records can be securely and efficiently loaded due to secure data transfer within the State’s immunization registry. (WI)
6. *Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.*

Most State plans described SEA policies and laws in State code that remove barriers for homeless children and youth. Many plans discussed requirements for LEAs to have local McKinney-Vento policies and described the ways the SEAs support the development and implementation of these local policies by providing training and sample policies and by monitoring LEAs to ensure these policies exist and are followed. Such State plans specified how policies related to the specific components of this State plan requirement (barriers to identification and to enrollment and retention due to outstanding fees or fines or absences) were developed, reviewed, and revised. Moreover, these plans explained how the SEA ensures that policies are reviewed and revised at the LEA level and the type of documentation the SEA requires for this purpose when monitoring.

Because of the new language in the law regarding removing barriers to enrollment and retention due to outstanding fees or fines or absences, State plans included discussion of how State-level and LEA-level policies have been developed to address this issue and how the SEA is providing training and support to LEAs on this issue, as well as collecting data and monitoring LEAs to determine the extent to which these barriers have been addressed.

#### Highlighted Practices Identified in the State Plans

- The SEA requires LEAs to have homeless policies and are assisted in this matter by the State School Board Association and the SEA attorneys to review policies regarding enrollment, attendance, and academic success of homeless students. (KS)
- A State statute includes an explicit provision that educational disruptions due to homelessness are excused absences. (ME)
- State code prevents schools from holding student records for fines or fees. (MT)
- SEA policy requires that public and charter schools must accept and apply credits from previous schools and offer extended time for homeless students to meet diploma requirements. (OR)
- The State created the Scholar Retention Program (UNARE) to address absenteeism and class failure, which is offered to all youths, including homeless youths; the program takes family needs into consideration. (PR)

7. *Assistance from Counselors (722(g)(2)(K) of the McKinney-Vento Act): A description of how*



*youths described in section 725(2) will receive assistance from counselors to advise such youths and prepare and improve the readiness of such youths for college.*

Most of the State plans described how school counselors are trained according to national standards, such as the American School Counseling National Model, to provide assistance to all students, including homeless students. This assistance would include helping students with their readiness and plans for college. These State plans focused on ways to ensure that school counselors are informed of the needs and rights of homeless students and of ways to tailor their services to assist homeless students in preparing for college and exploring career options. Some of these State plans included ways that school counselors would be included in State EHCY trainings or presentations on serving homeless students at annual school counselor conferences. Topics include credit recovery, ACT/SAT fee assistance, and the FAFSA application for homeless students, and some described how verification of school counselors' outreach and assistance to homeless students would be included in the LEA monitoring process.

Several State plans also included strategies for coordinating with institutions of higher education through higher education networks or establishing single points of contact on campuses to serve homeless students. The SEA would provide training to these contacts and instruct local liaisons to communicate with them regarding their homeless students' postsecondary needs. Some State plans described the use of individual graduation plans or transition plans developed in early grades and reviewed every year to ensure that students were attaining credits toward graduation and college preparedness. Such plans indicated that these plans would follow homeless students wherever they attended school in the State and would be customized and updated to fit their needs.

#### Highlighted Practices Identified in the State Plans

- State law requires postsecondary education institutions to designate a staff member to serve as a homeless and foster student liaison; local liaisons are encouraged to develop relationships and collaborations with local postsecondary institutions. (CA)
- State code provides a tuition and fee exemption to public colleges, universities, and technical schools for homeless students; institutions of higher education track the number of homeless exemptions awarded each term. (FL)
- State code requires school counselors to meet with students every year to discuss transition to the next grade level and plan for future college/career goals; the student's profile connects to the student's schedule and programs of instruction. (GA)
- The SEA requires LEAs to share the FAFSA verification form that identifies homeless students as independent students annually with school counselors. The local liaison will maintain a roster of homeless students receiving the verification form and will make it available for review during LEA monitoring. (NC)
- State code encourages LEAs and charter schools to provide services for homeless students when applying for admission to postsecondary study and when seeking sources of funding for college. (TX)

This document has provided an analysis of the EHCY portion of ESSA State plan responses to requirements for the EHCY programs across States, including the District of Columbia and Puerto Rico. The analysis includes a description of key elements of SEA responses to the requirements for EHCY programs and examples of highlighted practices identified in the State plans.

Following is an appendix with reviewer recommendations that feature what the reviewers thought should be included in the State plans with regard to each of these items. The purpose of including

reviewer recommendations in this document is to provide additional good practices from experienced State Coordinators, who served as reviewers, for ways that States may improve the implementation of the McKinney-Vento Act and the EHCY program.

## APPENDIX

1. Student Identification (722(g)(1)(B)) of the McKinney-Vento Act): Describe the procedures the state education agency (SEA) will use to identify homeless children and youth in the State and assess their needs.

Following are State plan reviewers' recommendations for inclusions regarding the requirement for the identification of homeless children and youth:

- Data or information related to identifying homeless children and youth in the State and their unique challenges;
  - Data or information regarding support provided to local liaisons to ensure procedures are in place for identifying and assessing homeless students;
  - Data or information regarding the training of local liaisons specific to identifying and assessing students;
  - Data or information regarding the responsibilities local liaisons have for training school district personnel to ensure timely and appropriate identification of homeless students;
  - How LEAs will be monitored regarding their procedures to identify homeless children and youth;
  - How the SEA and LEAs will determine if the numbers identified align with poverty rates for the LEA and community;
  - How data from needs assessments are used to drive improvements or close gaps in identifying and serving homeless students;
  - How State or SEA policies will be reviewed and revised;
  - Distribution of public awareness materials on the educational rights of homeless children and youth; and
  - State-level collaborations to increase identification of homeless children and youth.
2. Dispute Resolution (722(g)(1)(C)) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

Following are State plan reviewers' recommendations for inclusions regarding the requirement for prompt dispute resolution:

- A description of the elements of the SEA's McKinney-Vento dispute resolution policy, including responsibilities of the SEA, LEA, and other parties;
  - Specific time frames for each stage of the dispute;
  - An emphasis on the promptness of the process to reach a resolution;
  - A clear process for how parents, guardians, and youth can appeal decisions;
  - A process for revising the dispute policy when needed;
  - Training, technical assistance, and resources provided to LEAs;
  - How enrollment and transportation are ensured during the dispute process; and
  - How the SEA reviews the LEA's dispute process and monitors for compliance.
3. Support for School Personnel (722(g)(1)(D)) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals, and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

Following are State plan reviewers' recommendations for inclusions regarding the requirement for support for school personnel:

- Description of how the SEA uses data to determine training and technical assistance needs;
- Types of training and support provided to various stakeholders;
- Ways to support local liaisons in their training responsibilities;
- Collaborative activities to identify training needs and to conduct trainings for personnel and agencies outside of the EHCY program;
- A method of tracking who attends trainings and a process for measuring the effectiveness of trainings;
- Differentiated training tailored for various school role groups;
- If resources and training modules are developed, a description of how they will be used and what ensures that they are used;
- Specific mention of training for runaway and homeless youth; and
- LEA monitoring process related to local liaison and school personnel training.

4. Access to Services (722(g)(1)(F)) of the McKinney-Vento Act): Describe procedures that ensure that:

- i. Homeless children have access to public preschool programs, administered by the SEA or local educational agency (LEA), as provided to other children in the State;

Following are State plan reviewers' recommendations for inclusions regarding the requirement for access to public preschool programs:

- A systematic way to identify the numbers and needs of preschool-aged homeless children in the State;
  - Discussion of data related to preschool-aged homeless children;
  - The SEA's procedures for supporting LEAs in identifying and serving preschool-aged homeless children;
  - Specific procedures for application, enrollment, prioritization, holding slots, and transporting homeless children in the State or LEA-administered preschool programs;
  - Materials provided to LEAs, such as enrollment forms, awareness posters, and templates for memoranda of agreement;
  - State-level policies that facilitate access at the local level;
  - State Coordinator participation on advisory councils that serve young children; and
  - Monitoring indicators to determine the LEA's efforts to identify and enroll preschool-aged homeless children.
- ii. Homeless youths and youths separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies;

Following are State plan reviewers' recommendations for inclusions regarding the requirement for serving homeless youth and youth separated from public school related to equal access to education, support services, and the removal of barriers for full or partial credit for coursework satisfactorily completed:

- Data that show needs and trends of homeless youth, including those separated from public schools;
  - SEA support for LEA identification strategies and services, including training and formal guidance and procedures, that remove barriers, especially barriers related to credit accrual and graduation;
  - LEA monitoring that addresses LEA accountability for removing barriers for homeless youth; and
  - Collaboration with State-level agencies that impact policies and services for homeless youth.
- iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

Following are State plan reviewers' recommendations for inclusions regarding the requirement that homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities:

- A description of how the State will review and update State and local policies and procedures impacting access to and participation in each of the programs listed in the requirement;
  - Specific policies and procedures the State uses to ensure that homeless children and youth are accorded access to appropriate academic and extracurricular activities;
  - Training and support to LEAs to remove barriers to participation;
  - Coordination with agencies and programs to revise their policies to remove barriers to homeless student participation;
  - Data used to track progress on homeless student access; and
  - LEA monitoring that focuses on removing barriers to access.
5. Strategies to Address Other Problems (722(g)(1)(H)) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:
- Requirements of immunization and other required health records;
  - Residency requirements;
  - Lack of birth certificates, school records, or other documents;
  - Guardianship issues; or
  - Uniform or dress code requirements.

Following are State plan reviewers' strategy recommendations for inclusions regarding the requirement to address other problems, including those resulting from enrollment delays:

- Data that document the extent to which homeless children and youth experience enrollment delays in the State;
- Processes for ongoing review of data to determine where and why continued enrollment delays exist;
- SEA policies and procedures and State legislative provisions that facilitate immediate enrollment of homeless children and youth;
- Policies, procedures, and LEA training that addresses each of the components of this State plan requirement;



- Coordination with State-level departments, such as the health department, to implement policies to remove enrollment delays for homeless children and youth; and
  - LEA monitoring to ensure that enrollment delays do not exist.
6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

Following are State Plan reviewers' recommendations for inclusions regarding the requirement to demonstrate that the SEA and LEAs have developed, reviewed, and revised, policies to remove barriers:

- Description of SEA policies that remove barriers for homeless children and youth;
  - Procedures for reviewing SEA and LEA policies to ensure alignment with the McKinney-Vento Act and new ESSA provisions;
  - How the SEA provides training and technical assistance to ensure that LEAs are implementing State policies related to homeless children and youth;
  - How LEAs are supported in developing or revising local policies to remove educational barriers for homeless children and youth;
  - How the SEA will ensure that LEA policies related to removing barriers are being implemented through barrier tracking and monitoring; and
  - Elaboration on SEA and LEA policies and procedures related to enrollment and retention due to outstanding fees or fines or absences.
7. Assistance from Counselors (722(g)(2)(K) of the McKinney-Vento Act): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths and prepare and improve the readiness of such youths for college.

Following are State plan reviewers' recommendations for inclusions regarding the requirement about how homeless youths will receive assistance from counselors to advise them and prepare them for college:

- Annual examination of college data for homeless children and youth, including graduation rates and college application and acceptance rates;
- How school counselors will be trained on the needs of homeless youth, including how counselors will work with homeless youths for college assistance: addressing youth social-emotional needs, proper academic placing and follow up, FAFSA completion, ACT/SAT fee waivers, and contacting postsecondary institutions when necessary to ensure smooth transition to college;
- How FAFSA verification will be addressed;
- Description of how homeless students will be connected to school counselors and how this assistance will be documented and tracked, as in the school counselors' frequency of outreach to homeless children and youth;
- Coordination between local liaisons or school counselors and institutions of higher education related to the transition of homeless students to college;
- How the role of school counselors in assisting homeless students preparing for college will be monitored by the SEA; and
- How SEA and LEA policies and/or State code will be revised to reflect the new requirement for school counselors assisting homeless students.