



“10 IN 10”

ORIENTATION TUTORIAL FOR NEW STATE COORDINATORS FOR THE EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM 10 TEN-MINUTE MODULES

INTRODUCTION

ABOUT THE NATIONAL CENTER FOR HOMELESS EDUCATION (NCHE)

NCHE operates the U.S. Department of Education's technical assistance center for the Education for Homeless Children and Youth (EHCY) program.

NCHE provides the following general resources to all audiences

- A comprehensive website
- Publications and briefs on a broad range of topics related to serving children and youth experiencing homelessness
- Webinars and presentations
- Customized phone and email technical assistance
- Information and updates from the federal EHCY program office



ABOUT THE NATIONAL CENTER FOR HOMELESS EDUCATION (NCHE)

NCHE provides the following resources specifically for State Coordinators

- A [State Coordinator's Handbook](#)
 - A [web page](#) resources specifically for State Coordinators
 - An annual meeting of State Coordinators featuring updates from federal program staff
 - Targeted technical assistance customized for your needs
 - An extranet with state EHCY data workbooks
 - [Resources](#) that can be utilized in local liaison trainings, including a [Homeless Liaison Toolkit](#)
- ✓ Visit the [NCHE website](#) to explore resources and to join the distribution list.
 - ✓ Contact the NCHE Helpline: 800-308-2145 or by email: homeless@serve.org for questions and to obtain access to the extranet.
 - ✓ Mark your calendar for the annual State Coordinators meeting.



ABOUT THE "10 IN 10" MODULE SERIES

NCHE's "10 in 10" module series for new State Coordinators for the EHCY program

- Provides 10 short modules that cover essential topics to orient you to your new position
- Is based on information in NCHE's more comprehensive [*State Coordinator's Handbook*](#)
- Includes Questions to Consider to reinforce key points
- Contains links to resources and additional information



HOW TO USE THE MODULES

- Use the modules as an overview of the law and your responsibilities to orient you to your position.
- Use the modules on an ongoing basis as a quick reference for the law and your responsibilities.
- Share this information with your supervisor to provide clarification on the role of the state education agency (SEA) and the State Coordinator in the implementation of the EHCY program.
- Follow this information with reading the actual text of the [McKinney-Vento Act](#) and the [EHCY Non-Regulatory Guidance](#).
- Develop a work plan that addresses the responsibilities of the State Coordinator featured in the modules.
- Supplement the modules with implementation strategies and good practices from experienced State Coordinators contained in the [State Coordinator's Handbook](#).



RESOURCES

- [Education for Homeless Children and Youths Program: Non-Regulatory Guidance](#)
- [The McKinney-Vento Act: Education for Homeless Children and Youths, Title IX, Part A of the Every Student Succeeds Act of 2015 \(42 U.S.C. Chapter 119, Subchapter VI, Part B: Education for Homeless Children and Youths §§ 11431-11435\)](#)
- [NCHE Resources for State Coordinators](#)
- [NCHE: State Coordinator's Handbook](#)





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**MODULE 1: INTRODUCTION TO CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS AND
THE MCKINNEY-VENTO ACT**

MODULE I OVERVIEW

In Module I, State Coordinators will learn about

- National data on children and youth experiencing homelessness
- Educational barriers they face
- Key provisions of the McKinney-Vento Act
- LEA requirements

Abbreviations used in this module:

ED – U. S. Department of Education

EHCY – Education for Homeless Children and Youth

LEA – Local educational agency

Local liaison – LEA local homeless liaison

NCHE – National Center for Homeless Education

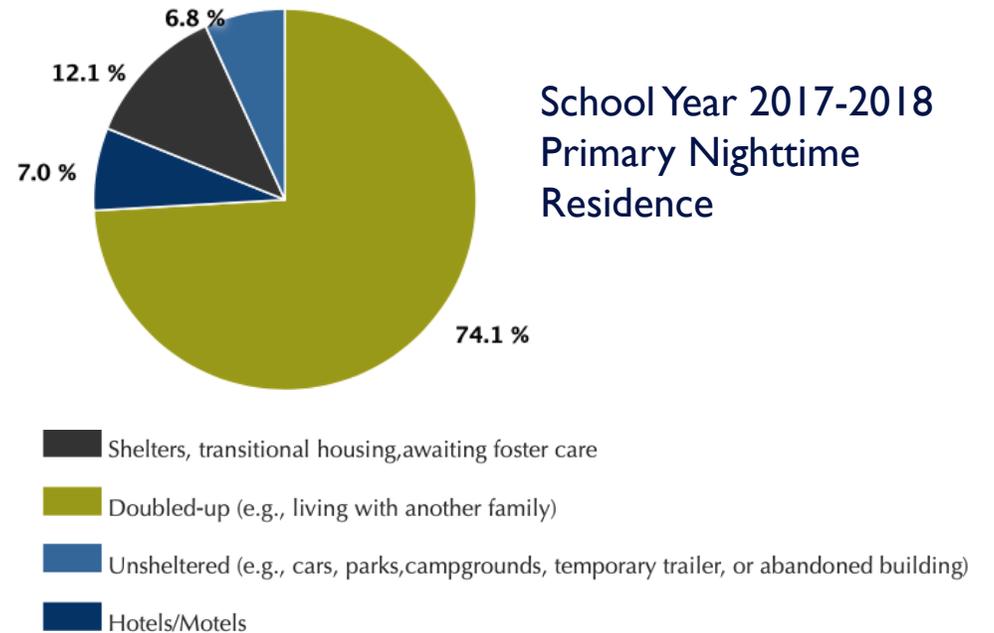
SEA – State educational agency



NUMBER OF STUDENTS EXPERIENCING HOMELESSNESS ENROLLED IN SCHOOL – THE NATIONAL PICTURE

- Data submitted to the U.S. Department of Education show that in school year 2017-2018, schools identified 1,504,544 students experiencing homelessness.*
- The number of students experiencing homelessness has increased every year.
- The figure to the right shows the primary nighttime residence of these students.

*NCHE [National Data Summary](#)



For data on students experiencing homelessness in your state, visit the [State Profiles](#) page on the NCHE website.

EDUCATIONAL BARRIERS FACED BY CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS

- Trauma related to losing their housing, belongings, routines, and friends
- Unmet basic needs – food, clothing, and medical care
- Educational disruption due to changing schools or lack of regular attendance
- Problems enrolling without required records
- For unaccompanied youth experiencing homelessness, difficulty enrolling without a parent or guardian
- Poor academic performance and lack of credit accrual



THE MCKINNEY-VENTO ACT: AN OVERVIEW

- Enacted in 1987 as a subtitle of the Stewart B. McKinney Homeless Assistance Act, reauthorized most recently in 2015 as part of the Elementary and Secondary Education Act (ESEA) as [Title IX, Part A of the Every Student Succeeds Act](#)
- Ensures that children and youth experiencing homelessness can enroll in and attend school without barriers
- Requires SEAs and LEAs to ensure **immediate enrollment, school stability, and academic support** to increase educational success
- Requires the appointment of a local homeless liaison in every school district or LEA
- Requires a State Coordinator for every state's EHCY program
- Requires allocation of 75% of a state's federal McKinney-Vento grant to LEAs as competitive subgrants except minimally funded states (those receiving less than \$150,000) which must allocate 50% to LEAs



THE MCKINNEY-VENTO ACT: LEA REQUIREMENTS

[42 U.S.C. § 11432 (g)(3)]

- According to the student's best interest, continue the child's or youth's education in the school of origin for the duration of homelessness.
 - The term “school of origin” means the school that a child or youth attended when permanently housed or the school in which the child was last enrolled, including a preschool.
- In determining the best interest of the child or youth for where he or she should attend school, presume that keeping the student in the school of origin is in the student's best interest; consider student-centered factors related to the child's or youth's best interest.
- Immediately enroll a child or youth experiencing homelessness even if the child is unable to produce records normally required for enrollment.*

**Text on the provisions in the law has been shortened for brevity; read the full text of the [McKinney-Vento Act](#) for exact language and details.*



THE MCKINNEY-VENTO ACT: REQUIREMENTS FOR LEAS SERVING CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS [42 U.S.C. § 11432 (g)(3)]

- If a dispute arises over eligibility, school selection, or enrollment in a school, the child must be immediately enrolled in the school in which enrollment is sought, pending the final resolution of the dispute, including all available appeals; the LEA must provide the parent or guardian or (in the case of an unaccompanied youth experiencing homelessness) the youth with a written explanation of any decisions related to school selection or enrollment made by the school, the LEA, or the SEA, including the right to appeal such decisions.
- Each child or youth experiencing homelessness assisted under the McKinney-Vento Act must be provided services comparable to services offered to other students in the school selected for attendance, including transportation services, services for which the child or youth meets eligibility criteria, programs in career and technical education (CTE), programs for gifted and talented students, and school nutrition programs.



THE MCKINNEY-VENTO ACT: REQUIREMENTS FOR LEAS SERVING CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS [42 U.S.C. § 11432 (g)(3)]

- LEAs must coordinate
 - the provision of services with local services agencies and other agencies or entities providing services to children and youth experiencing homelessness and their families, and
 - transportation, transfer of school records, and other interdistrict activities, with other LEAs.
- If applicable, SEAs and LEAs must coordinate with state and local housing agencies to minimize educational disruption for children and youth who become homeless.



THE MCKINNEY-VENTO ACT: REQUIREMENTS FOR LEAS SERVING CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS [42 U.S.C. § 11432 (g)(3)]

- The purpose of coordination is to (i) ensure that all children and youth experiencing homelessness are promptly identified, (ii) ensure that all children and youth experiencing homelessness have access to, and are in reasonable proximity to, available education and related support services, and (iii) raise awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.
- For children and youth who are served under the McKinney-Vento Act and who have disabilities, the LEA must coordinate the provision of services with the provision of programs for children with disabilities and other involved LEAs.

(Additional requirements will be covered in subsequent modules.)



QUESTIONS TO CONSIDER

1. How many children and youth experiencing homelessness has your state identified?
2. What are three educational barriers that children and youth experiencing homelessness face?
3. What are three requirements for LEAs in serving children and youth experiencing homelessness under the McKinney-Vento Act?
4. In determining where a child or youth experiencing homelessness should attend school, what is generally presumed to be in the child's or youth's best interest?
5. What is the purpose of coordination described in the McKinney-Vento Act?



RESOURCES

- [Education for Homeless Children and Youths Program: Non-regulatory Guidance](#)
- [The McKinney-Vento Act: Education for Homeless Children and Youths, Title IX, Part A of the Every Student Succeeds Act of 2015 \(42 U.S.C. Chapter 119, Subchapter VI, Part B: Education for Homeless Children and Youths §§ 11431-11435\)](#)
- [NCHE Brief: Children and Youth Experiencing Homelessness: An Introduction to the Issues](#)
- [NCHE: Data and Statistics on Homelessness](#)
- [NCHE: Resources for State Coordinators](#)





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ORIENTATION TUTORIAL FOR NEW STATE COORDINATORS FOR THE EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM

10 TEN-MINUTE MODULES

MODULE 2: UNDERSTANDING THE DEFINITION OF HOMELESS IN THE MCKINNEY-VENTO ACT

MODULE 2 OVERVIEW

In Module 2, State Coordinators will learn about

- The definition of homeless in the McKinney-Vento Act
- The definition of an unaccompanied youth experiencing homelessness
- Clarifications of parts of the definition
- Strategies for determining eligibility for McKinney-Vento services

Abbreviations used in this module:

ED – U. S. Department of Education

EHCY – Education for Homeless Children and Youth

LEA – Local educational agency

Local liaison – LEA local homeless liaison

NCHE – National Center for Homeless Education

SEA – State educational agency



WHY SHOULD STATE COORDINATORS UNDERSTAND THE DEFINITION OF HOMELESS?

- To provide quality training and technical assistance to LEAs to build their capacity in making determinations of eligibility for McKinney-Vento services
- To determine if an LEA is compliant in its eligibility determinations
- To be able to fully understand disputes over eligibility and provide guidance or rulings as needed in the dispute process



THE DEFINITION OF HOMELESS [42 U.S.C. § 11434a(2)]

The term “homeless children and youths” –

(A) Means individuals who lack a fixed, regular, and adequate nighttime residence; 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; or are abandoned in hospitals;*

**Text on the provisions in the law has been shortened for brevity; read the full text of the [McKinney-Vento Act](#) for exact language and details.*



THE DEFINITION OF HOMELESS [42 U.S.C. § 11434a]

- (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;
- (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 who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).



THE KEY DETERMINANTS OF HOMELESSNESS

- A child or youth who lives in a situation that is not fixed, regular, and adequate is considered homeless.
 - **Fixed** (stationary, permanent, not subject to change)
 - **Regular** (used on a nightly basis)
 - **Adequate** (sufficient for meeting the physical, psychological, and safety needs typically met in a home environment)
- If a child or youth lacks any one of these three conditions in a living situation, he or she is considered homeless.



CLARIFICATION: SHARING THE HOUSING OF OTHERS (DOUBLED-UP)

- Not all doubled-up situations are considered homeless.
- Note the key phrase in the definition: “sharing the housing of others **due to loss of housing, economic hardship, or a similar reason.**”
- To be eligible for McKinney-Vento services, a child or youth living doubled-up must have lost housing or experienced a crisis.



HELPFUL QUESTIONS TO ASK TO DETERMINE IF SHARING THE HOUSING OF OTHERS WOULD BE CONSIDERED HOMELESS

1. Why did the family or youth move in with another family?
2. Is this a long-term arrangement?
3. Is it a situation of mutual benefit or convenience to both parties or was it precipitated by a crisis?
4. Where would the doubled-up family or youth live if unable to stay with the host family or friend?



WHICH OF THE FOLLOWING WOULD YOU CONSIDER HOMELESS?

- A. A single mother moved in with her mother because her mother can provide after-school care for her son and because her mother is getting older and needs some help.
- B. A family lost its housing due to a fire and moved in with relatives until the house is repaired.



THE ANSWER

- If you selected B, you are correct. The family is living doubled up due to loss of housing, and the situation is temporary.
- The living situation in A was a choice for convenience and would not fit the definition of *homeless* based on the information provided. The family's situation appears to be fixed, regular, and adequate.



CLARIFICATION ON UNACCOMPANIED HOMELESS YOUTH

- The term “unaccompanied youth” includes a youth not in the physical custody of a parent or guardian. [42 U.S.C. § 11434a]
- To be eligible for McKinney-Vento services, an unaccompanied youth also must fit the definition of homeless in the McKinney-Vento Act.
- Note: not all unaccompanied youths are homeless; an unaccompanied youth is eligible for McKinney-Vento services only if he or she lacks a living situation that is fixed, regular, and adequate.

Unaccompanied + Homeless = Unaccompanied Youth Eligible for McKinney-Vento Services



WHICH OF THE FOLLOWING WOULD YOU CONSIDER HOMELESS?

- A. A youth moved in with a friend's family when his parents kicked him out of their home after he disclosed that he is gay. The friend's parents said that he could only stay for a week.
- B. A youth has lived with her grandmother ever since her mother was incarcerated two years ago. The grandmother intends to allow the youth to remain with her until her mother is released from prison.



THE ANSWER

- The youth in example A would be considered eligible as an unaccompanied homeless youth. He was kicked out of his home and his current living situation is temporary.
- The youth in example B, while unaccompanied, would most likely not be considered eligible since her living situation appears stable with her grandmother.



PROCESS FOR DETERMINING ELIGIBILITY

1. Gather as much information about the family's or youth's living situation as can be accomplished reasonably and lawfully.
2. Analyze the information.
 - Determine if the living situation fits one of the specific living situations in the definition.
 - If not, use “fixed, regular, and adequate” as guiding principles.
3. Make a determination.
 - If unsure, discuss the situation with colleagues, local liaisons, another State Coordinator, or NCHE staff.



QUESTIONS TO CONSIDER

1. What are the three main criteria for determining homelessness in the McKinney-Vento definition?
2. Under what circumstances would a student living doubled up be considered homeless according to the McKinney-Vento definition?
3. What two conditions must a student meet to be considered an unaccompanied homeless youth according to the McKinney-Vento Act?
4. Why is it important to gather as much information as possible to make an eligibility determination?
5. Who are the people you will consult when processing a complex situation for determining eligibility?



RESOURCES

- [Education for Homeless Children and Youths Program: Non-regulatory Guidance](#)
- [NCHE Brief: Determining Eligibility for McKinney-Vento Rights and Services](#)
- [NCHE Brief: Confirming Eligibility](#)
- [The McKinney-Vento Act: Education for Homeless Children and Youths, Title IX, Part A of the Every Student Succeeds Act of 2015 \(42 U.S.C. Chapter 119, Subchapter VI, Part B: Education for Homeless Children and Youths §§ 11431-11435\)](#)





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10 TEN-MINUTE MODULES

MODULE 3: MCKINNEY-VENTO REQUIREMENTS FOR THE STATE OFFICE OF THE COORDINATOR AND THE STATE PLAN

MODULE 3 OVERVIEW

In Module 3, State Coordinators will learn about

- The functions of the Office of the Coordinator
- What is included in the SEA Consolidated State Plan for the EHCY program

Abbreviations used in this module:

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FUNCTIONS OF THE OFFICE OF THE COORDINATOR [42 U.S.C. § 11432(f)]

- The McKinney-Vento Act provides a list of responsibilities to be carried out by the State Coordinator.
- These responsibilities should be carried out and documented in preparation for federal monitoring.



FUNCTIONS OF THE OFFICE OF THE COORDINATOR [42 U.S.C. § 11432(f)]

According to the McKinney-Vento Act*, the Office of the Coordinator (State Coordinator) must

1. Gather and make publicly available information on
 - the number of children and youths experiencing homelessness identified in the state, and post this information on the SEA's website;
 - the nature of the problems children and youths experiencing homelessness face in gaining access to school;
 - the difficulties in identifying the special needs and barriers to school participation and achievement these children face;
 - any progress made by the SEA and LEAs in addressing the problems and difficulties; and
 - the success of the programs in identifying children and youths experiencing homelessness and allowing them to enroll in, attend, and succeed in school.
2. Develop and carry out the State Plan.
3. Collect data for submission to the Department of Education annually.

**Text on the provisions in the law has been shortened for brevity; read the full text of the [McKinney-Vento Act](#) for exact language and details.*



FUNCTIONS OF THE OFFICE OF THE COORDINATOR [42 U.S. C. § 11432(f)]

4. Coordinate activities and collaborate with
 - (A) Educators;
 - (B) Providers of services to homeless children and youth and their families;
 - (C) Providers of emergency, transitional, and permanent housing to homeless children and youth and their families;
 - (D) LEA local homeless liaisons;
 - (E) Community organizations and groups representing homeless children and youth and their families.



FUNCTIONS OF THE OFFICE OF THE COORDINATOR [42 U.S.C. § 11432 (f)]

5. Provide technical assistance to and conduct monitoring of LEAs for compliance with the McKinney-Vento Act.
6. Provide professional development opportunities for LEA personnel and the local homeless liaison.
7. Respond to inquiries from parents and guardians of homeless children and youths, and (in the case of unaccompanied youths) such youths, to ensure that each child or youth receives full protections and services in the McKinney-Vento Act.



THE STATE PLAN

- In 2017, State Coordinators were required to submit a plan meeting the requirements of 42 U.S.C. § 11432(g) in the McKinney-Vento Act that became part of the SEA's Consolidated State Plan.
- Many key provisions of the law are included in the description of the State Plan requirements and should be reviewed in this module.
- Each McKinney-Vento portion of the State Plan underwent a peer-review process and was subsequently approved by the U.S. Department of Education's EHCY program.
- The McKinney-Vento portion of the State Plan is the foundation for ensuring that LEAs comply with the requirements of the McKinney-Vento Act [42 U.S.C. § 11432(g)(2)(A)].
- State Coordinators are obligated to carry out the EHCY State Plan as part of ESSA and McKinney-Vento compliance.
- You should review your [SEA Consolidated State Plan](#) and include this information in your planning.



THE STATE PLAN [42 U.S.C. § 11432 (g)(1)]

The State Plan must include the following:

- A. A description of how children and youth experiencing homelessness are given the opportunity to meet the same challenging state academic standards as all students are expected to meet.
- B. A description of the procedures the SEA will use to identify children and youth experiencing homelessness and to assess their needs.
- C. A description of procedures for the prompt resolution of disputes regarding the educational placement of children and youth experiencing homelessness.
- D. A description of programs for school personnel (including local homeless liaisons, principals and other school leaders, attendance officers, teachers, enrollment personnel and instructional support personnel) to heighten awareness of the specific needs of children and youth experiencing homelessness.



THE STATE PLAN [42 U.S.C. § 11432 (g)(1)]

The State Plan must include the following:

- E. A description of procedures that ensure that children and youth experiencing homelessness who meet the relevant eligibility criteria are able to participate in federal, state, or local nutrition programs.
- F. A description of procedures that ensure that
 - I. Children experiencing homelessness have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the state;
 - II. Unaccompanied youths experiencing homelessness and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including identifying and removing barriers that prevent receiving credit for full or partial coursework satisfactorily completed; and
 - III. Children and youth experiencing homelessness who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities.



THE STATE PLAN [42 U.S.C. § 11432 (g)(1)]

The State Plan must include the following:

- G. Strategies to address identified problems.
- H. Strategies to address other problems, including problems resulting from enrollment delays that are caused by
 - i. Requirements of immunization and other required health records;
 - ii. Residency requirements
 - iii. Lack of birth certificates, school records, or other documentation
 - iv. Guardianship issues
 - v. Uniform or dress code requirements
- I. A demonstration that the SEA and LEAs have developed, reviewed, and revised policies to remove barriers to the identification, enrollment, and retention of children and youths experiencing homelessness, including barriers to enrollment and retention related to outstanding fees or fines, or absences.



THE STATE PLAN [42 U.S.C. § 11432 (g)(1)]

The State Plan must include the following:

J. Assurances that the following will be carried out:

- i. The SEA and LEA will adopt policies and practices to ensure that children and youth experiencing homelessness are not stigmatized or segregated on the basis of their status as homeless;
- ii. LEAs will designate an appropriate staff person, able to carry out the duties of the local homeless liaison;
- iii. The SEA and LEAs will adopt policies and practices to ensure that transportation is provided at the request of a parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin;
- iv. The SEA and LEAs will adopt policies and practices to ensure participation of local homeless liaisons in professional development and other technical assistance, as determined appropriate by the State Coordinator.

K. A description of how unaccompanied youth experiencing homelessness will receive assistance from counselors to advise them and prepare and improve their readiness for college.



QUESTIONS TO CONSIDER

1. What information related to children and youth experiencing homelessness is the SEA required to make public on its website?
2. What are three types of activities that the State Coordinator is required to carry out to support LEAs' compliance with the McKinney-Vento Act?
3. What is the purpose of the McKinney-Vento portion of the Consolidated State Plan?
4. Name three components of the McKinney-Vento portion of the Consolidated State Plan.
5. How should State Coordinators use the functions of the office of the coordinator and the State Plan requirements in the McKinney-Vento Act to plan their work?



RESOURCES

- [Education for Homeless Children and Youths Program: Non-regulatory Guidance](#)
- [The McKinney-Vento Act: Education for Homeless Children and Youths, Title IX, Part A of the Every Student Succeeds Act of 2015 \(42 U.S.C. Chapter 119, Subchapter VI, Part B: Education for Homeless Children and Youths §§ 11431-11435\)](#)
- [NCHE; Resources for State Coordinators](#)
- [NCHE: State Coordinator's Handbook](#)
- [SEA Consolidated State Plan](#)





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10 TEN-MINUTE MODULES

MODULE 4: OVERSEEING MCKINNEY-VENTO IMPLEMENTATION IN LOCAL EDUCATIONAL AGENCIES

MODULE 4 OVERVIEW

In Module 4, State Coordinators will learn about

- SEA and State Coordinator responsibilities related to the implementation of the McKinney-Vento Act in LEAs
- Duties of local liaisons
- Technical assistance to LEAs and local liaisons
- The SEA homeless education website
- Training and professional development for local liaisons
- Monitoring LEAs for McKinney-Vento compliance

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Local liaison – LEA local homeless liaison

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SEA RESPONSIBILITIES TOWARD LEAS AND LOCAL HOMELESS LIAISONS

- State Coordinators must ensure that LEAs will designate an appropriate staff person, able to carry out required duties. [42 U.S.C. § 11432(g)(1)(J)(ii)] *
- State Coordinators and LEAs must inform school personnel, service providers, advocates working with homeless families, and parents and guardians of children and youth experiencing homelessness of the duties of the local liaisons and publish an annually updated list of the liaisons on the SEA's website. [42 U.S.C. § 11432(g)(6)(B)]
- State Coordinators must provide technical assistance to and conduct monitoring of LEAs in coordination with local liaisons to ensure LEA compliance with the McKinney-Vento Act. [42 U.S.C. § 11432(f)(5)]
- State Coordinators must provide professional development opportunities for LEA personnel and the local liaison to assist them in identifying and meeting the needs of children and youth experiencing homelessness and provide training on the definitions of terms related to homelessness. [42 U.S.C. § 11432(f)(6)]

**Text on the provisions in the law has been shortened for brevity; read the full text of the [McKinney-Vento Act](#) for exact language and details.*



DUTIES OF THE LOCAL HOMELESS LIAISON [42 U.S.C. §11432 (g)(6)(A)]

The local liaison must ensure that

- i. Children and youth experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies.
- ii. Children and youth experiencing homelessness are enrolled in, and have full and equal opportunity to succeed in schools in the LEA.
- iii. Families and children and youth experiencing homelessness have access to and receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start), early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the LEA.



DUTIES OF THE LOCAL HOMELESS LIAISON [42 U.S.C. §11432 (g)(6)(A)]

The local liaison must ensure that

- iv. Families and children and youth experiencing homelessness receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
- v. The parents and guardians of children and youth experiencing homelessness are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- vi. Public notice of the educational rights of homeless children and youth is disseminated in locations frequented by parents or guardians of these children and youth and unaccompanied youth, including schools, shelters, public libraries, and soup kitchens.



DUTIES OF THE LOCAL HOMELESS LIAISON [42 U.S.C. §11432 (g)(6)(A)]

The local liaison must ensure that

- vii. Enrollment disputes are mediated in accordance with local and State McKinney-Vento dispute resolution policies.
- viii. The parent or guardian of a child or youth experiencing homelessness, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school that is selected.
- ix. School personnel providing services under the McKinney-Vento Act receive professional development and other support.



DUTIES OF THE LOCAL HOMELESS LIAISON [42 U.S.C. §11432 (g)(6)(A)]

The local liaison must ensure that

- x. Unaccompanied youth –
 - Are enrolled in school.
 - Have opportunities to meet the same challenging state academic standards as the state establishes for other children and youth.
 - Are informed of their status as independent students for purposes of completing the application for federal financial aid and that the youth may obtain assistance from the local liaison to receive verification of this status.



GOOD PRACTICES IN MCKINNEY-VENTO IMPLEMENTATION – TECHNICAL ASSISTANCE TO LEAS

Technical assistance to LEAs and local liaisons may include the following:

- Operating a distribution list (listserv) for local liaisons to provide announcements and updates
- Conducting periodical conference calls with and webinars for local liaisons; building rapport with local liaisons is key to open communication and support to the LEAs
- Identifying LEAs at most risk of non-compliance (such as those who appear to underidentify students experiencing homelessness, have inexperienced local liaisons, submit questionable data, or have monitoring findings) and providing customized technical assistance to these LEAs
- Providing posters and other awareness materials that LEAs may display in their schools and community; NCHE [posters and awareness materials](#) are available for ordering or download for this purpose.



GOOD PRACTICES IN MCKINNEY-VENTO IMPLEMENTATION – SEA HOMELESS EDUCATION WEBSITE

Maintain a homeless education website that includes

- A local homeless liaison directory (required);
- Data on children and youth experiencing homelessness, such as a link to [NCHE's state data profile](#) (the number of students identified in the state must be posted);
- Links to resources, such as NCHE's [homeless education briefs](#), [Homeless Liaison Toolkit](#), and [online trainings](#);



GOOD PRACTICES IN MCKINNEY-VENTO IMPLEMENTATION – SEA HOMELESS EDUCATION WEBSITE (CONT.)

- Policy memos and guidance documents, including
 - Your State’s McKinney-Vento dispute resolution process
 - Access to free school meals through the Child Nutrition Program
 - State laws related to unaccompanied minors
- Sample forms that LEAs may wish to use, including
 - Residency enrollment form
 - Form for written notification when schools and parents disagree



GOOD PRACTICES IN MCKINNEY-VENTO IMPLEMENTATION – PROFESSIONAL DEVELOPMENT FOR LOCAL HOMELESS LIAISONS

- Reinforce that the participation of local liaisons in professional development provided by the SEA is a requirement, keep documentation on LEA participation, and follow up with those who do not participate.
- Review phone and email records to identify topics and compliance challenges to plan your training.
- Provide quality professional development that is relevant, useful, and engaging.
 - Ensure that trainings have follow-up activities, such as conference call discussions or interactive webinars.
 - Include opportunities for participants to discuss the information presented and plan ways to apply it in their LEAs.
 - Invite experienced local liaisons to share information on their programs and implementation strategies.
 - Ensure that new local liaisons have opportunities for professional development as soon as they are appointed and can receive ongoing support as they learn their role.



GOOD PRACTICES IN MCKINNEY-VENTO IMPLEMENTATION – MONITORING LEAS FOR MCKINNEY-VENTO COMPLIANCE

- The SEA is required to conduct monitoring of LEAs to ensure compliance with the McKinney-Vento Act [42 U.S.C. § 11432(f)(5)]; this provision applies to all LEAs regardless of whether they receive subgrants.
- LEA monitoring may include
 - On-site monitoring
 - Desk (remote or virtual) monitoring
 - Inclusion of McKinney-Vento questions as part of consolidated monitoring
 - Group monitoring of several LEAs at one time
- Most monitoring protocols are structured by key provisions of the law and require evidence from documents and interviews in the LEA. An LEA monitoring protocol could be based on NCHE's [Informal LEA Needs Assessment](#).
- LEA monitoring is not only a good way to check for compliance, it provides a technical assistance opportunity.



QUESTIONS TO CONSIDER

1. What are three key responsibilities the SEA has for McKinney-Vento implementation in LEAs?
2. What are four duties of the local liaison outlined in the law?
3. How can the State Coordinator identify LEAs that are at most risk of non-compliance with the law?
4. What professional development does the SEA offer to local liaisons, and how does it track the participation of local liaisons?
5. What process does the SEA use to ensure that all LEAs, both those with and without subgrants, are periodically monitored?



RESOURCES

[The McKinney-Vento Act: Education for Homeless Children and Youths, Title IX, Part A of the Every Student Succeeds Act of 2015 \(42 U.S.C. Chapter 119, Subchapter VI, Part B: Education for Homeless Children and Youths §§ 11431-11435\)](#)

[NCHE: Homeless Education Briefs](#)

[NCHE: *Homeless Liaison Toolkit*](#)

[NCHE: LEA Informal Needs Assessment](#)

[NCHE: Online Training](#)

[NCHE: Posters and Awareness Materials \(Click on “Products”\)](#)

[NCHE: *State Coordinator's Handbook*](#)

[NCHE: State Data Profiles](#)





“10 IN 10”

ORIENTATION TUTORIAL FOR NEW STATE COORDINATORS FOR THE EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM

MODULE 5: AWARDING AND OVERSEEING LEA MCKINNEY-VENTO SUBGRANTS

MODULE 5 OVERVIEW

In Module 5, State Coordinators will learn about

- What portion of a State's allocation for the EHCY program must be awarded in competitive subgrants to LEAs
- SEA requirements for conducting and overseeing McKinney-Vento subgrants in LEAs
- The purpose of McKinney-Vento subgrants
- What strong applications must include
- Allowable uses of subgrant funds
- State Coordinator responsibilities for overseeing the McKinney-Vento subgrant program
- Considerations for planning your state's McKinney-Vento subgrant program

Abbreviations used in this module:

ED – U. S. Department of Education

EHCY – Education for Homeless Children and Youth

LEA – Local educational agency

Local liaison – LEA local homeless liaison

NCHE – National Center for Homeless Education

SEA – State educational agency



HOW MUCH OF A STATE'S EHCY GRANT MUST BE DISTRIBUTED IN SUBGRANTS TO LEAS?

- A state receiving above the minimum level must distribute not less than 75% of its allocation in subgrants to LEAs.* [42 U.S.C. § 11432(e)(1)]
- States funded at a minimum level, must distribute not less than 50% of their allocation in subgrants to LEAs.

**Text on the provisions in the law has been shortened for brevity; read the full text of the [McKinney-Vento Act](#) for exact language and details.*



WHAT IS THE PURPOSE OF LEA MCKINNEY-VENTO SUBGRANTS?

- The purpose of LEA McKinney-Vento subgrants is to facilitate the identification, enrollment, attendance, and success in school of children and youth experiencing homelessness. [42 U.S.C. § 11433(a)(1)]



WHAT SERVICES MAY BE PROVIDED THROUGH THE SUBGRANTS?

[42 U.S.C. §11433(a)(2)(A)]

Services

- May be provided through programs on school grounds or at other facilities.
- Must, to the extent practicable, be provided through existing programs and mechanisms that integrate children and youth experiencing homelessness with those who are not homeless.
- Must be designed to expand or improve services provided as part of a school's regular academic program, but not to replace a school's regular services.



SUBGRANT FUNDS MAY NOT PROVIDE SERVICES THAT SEGREGATE STUDENTS EXPERIENCING HOMELESSNESS [42 U.S.C. §11433(a)(2)(B)]

- If services are provided on school grounds, the school may use the funds to provide the same services to other students who the LEA determines are at risk of failing in or dropping out of school.
- Services must not be provided in settings within a school that segregates students experiencing homelessness from other students, except as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of children and youth experiencing homelessness.



DURATION OF THE GRANTS [42 U.S.C. §11433 (a)(4)]

- Subgrants must be made for terms not to exceed three years.



CRITERIA FOR AWARDS [42 U.S.C. §11433(c)]

- McKinney-Vento subgrants must be awarded on a competitive basis.
- Awards to LEAs must be made on the basis of
 - (1) Need
 - (2) Quality of the applications that must include the
 - Applicant's needs assessment
 - Types, intensity, and coordination of services to be provided
 - Extent to which the applicant will promote meaningful involvement of parents and guardians of children and youth experiencing homelessness in the education of their children
 - Extent to which children and youth experiencing homelessness will be integrated into the regular education program



CRITERIA FOR AWARDS (CONT.) [42 U.S.C. §11433(c)]

- Awards to LEAs must be made on the basis of
 - (2) Quality of the applications that must include the (continued)
 - Quality of the evaluation plan for the program
 - Extent to which services will be coordinated with other services for children and youth experiencing homelessness and their families
 - Extent to which the LEA will use funds to leverage resources
 - Way the LEA will use funds to serve children and youths experiencing homelessness under ESEA § 1113(c)(3)(Title I)
 - Extent to which the LEA program meets other measures the SEA determines indicative of a high-quality program



AUTHORIZED ACTIVITIES [42 U.S.C. §11433(d)]

- (1) Provision of tutoring, supplemental instruction, and enriched educational services
- (2) Provision of expedited evaluations of the strengths and needs of students experiencing homelessness
- (3) Professional development and other activities for educators and specialized instructional support personnel to heighten understanding of the needs of children and youth experiencing homelessness and their rights
- (4) The provision of referral services to children and youth experiencing homelessness for medical, dental, and other health services
- (5) The provision of assistance to defray the excess cost of transportation not otherwise provided through federal, state, or local funding to enable the child to attend the selected school
- (6) The provision of developmentally appropriate early childhood education programs, not otherwise provided through federal, state, or local funding



AUTHORIZED ACTIVITIES (CONT.) [42 U.S.C. §11433(d)]

- (7) The provision of services and assistance to attract, engage, and retain children and youths experiencing homelessness who are not enrolled in school, in public school programs and services provided to nonhomeless children and youth
- (8) The provision for children and youth experiencing homelessness of before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities
- (9) If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records
- (10) The provision of education and training to parents and guardians of children and youth experiencing homelessness about rights and resources available and other activities to increase their involvement in the education of their children



AUTHORIZED ACTIVITIES (CONT.) [42 U.S.C. §11433(d)]

- (11) The development of coordination between schools and agencies providing services to children and youth experiencing homelessness
- (12) The provision of specialized instructional support services and referrals for such services
- (13) Activities to address the particular needs of children and youth experiencing homelessness that may arise from domestic violence and parental mental health or substance abuse problems
- (14) The adaptation of space and purchase of supplies for any non-school facilities to provide services through a subgrant
- (15) The provision of school supplies, including supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations
- (16) The provision of other extraordinary or emergency assistance needed to enable children and youth experiencing homelessness to attend school and participate fully in school activities



STATE COORDINATOR RESPONSIBILITIES FOR OVERSEEING SUBGRANTS

- Conducting the subgrant process in accordance with the McKinney-Vento Act and SEA policies on granting funds
- Disbursing funds on an annual basis to subgrantees
- Ensuring that LEAs are using subgrant funds for allowable expenditures
 - Providing training and technical assistance on allowable uses of funds
 - Reviewing expenditures of each subgrantee on a regular basis
 - Approving budget amendments for subgrantees who wish to alter their spending plan
- Monitoring subgrantees at least once during each subgrant cycle



CONSIDERATIONS FOR SUBGRANTS

SEAs have the flexibility for

- Awarding subgrants once every three years or more frequently
- Awarding larger funding amounts to a smaller number of LEAs or awarding smaller funding amounts to a larger number of LEAs
- Awarding funds based on number of students identified in a tiered approach or based on activities proposed for documented needs
- Awarding subgrants to individual LEAs and consortia of LEAs

As State Coordinators become familiar with the state EHCY program, they should critically review the effectiveness of their subgrants and be willing to make changes to ensure that LEAs with subgrant awards can best serve their children and youth experiencing homelessness.



GOOD PRACTICES FOR OVERSEEING THE MCKINNEY-VENTO SUBGRANT PROCESS

“Section I – The McKinney-Vento Subgrant Process” in NCHE's [State Coordinator's Handbook](#) provides a wealth of strategies and good practices to help with reviewing and revising the McKinney-Vento subgrant program in your state, including

- Planning the subgrant cycle
- Developing the request for applications
- Providing training and technical assistance to LEAs on developing their applications
- Conducting the application review process
- Making awards
- Providing oversight with end-of-year reports and monitoring



QUESTIONS TO CONSIDER

1. What portion of a state's EHCY funding must be awarded to LEAs in subgrants?
2. How frequently must the LEA McKinney-Vento subgrant process occur?
3. What are the two primary criteria for subgrant awards?
4. What are five allowable expenses for McKinney-Vento subgrants?
5. How many McKinney-Vento subgrant awards does your SEA make?
6. When was the subgrant process last conducted in your state?



RESOURCES

- [Education for Homeless Children and Youths Program: Non-regulatory Guidance](#)
- [The McKinney-Vento Act: Education for Homeless Children and Youths, Title IX, Part A of the Every Student Succeeds Act of 2015 \(42 U.S.C. Chapter 119, Subchapter VI, Part B: Education for Homeless Children and Youths §§ 11431-11435\)](#)
- NCHE: [State Coordinator's Handbook \(Sections I and J\)](#)





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ORIENTATION TUTORIAL FOR NEW STATE COORDINATORS FOR THE EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM 10 TEN-MINUTE MODULES

MODULE 6: FEDERAL LEGISLATION BEYOND THE MCKINNEY-VENTO ACT

MODULE 6 OVERVIEW

In Module 6, State Coordinators will learn about federal laws impacting children and youths experiencing homelessness, including

- Title I, Part A
- Individuals with Disabilities Act
- Higher Education Opportunity Act
- Homeless Emergency Assistance and Rapid Transition to Housing Act
- Improving Head Start for School Readiness Act of 2007
- Runaway and Homeless Youth Act
- Child Nutrition and WIC Reauthorization Act of 2004
- Family Educational Rights and Privacy Act

Links to the laws and resources are included for each.

Abbreviations used in this module:

ED – U. S. Department of Education

EHCY – Education for Homeless Children and Youth

LEA – Local educational agency

Local liaison – LEA local homeless liaison

NCHE – National Center for Homeless Education

SEA – State educational agency



IMPORTANCE OF UNDERSTANDING OTHER FEDERAL LAWS

- Many federal laws include provisions that specifically address rights and services for children and youth experiencing homelessness.
- State Coordinators need to ensure that the SEA and LEAs are aware of these laws and follow the laws when serving children and youth experiencing homelessness.
- These laws have implications for how the McKinney-Vento Act is implemented and for how to coordinate services across programs.



TITLE I, PART A OF ESEA [20 U.S.C. § 6311 *et seq.*]

- Title I, Part A of the Elementary and Secondary Education Act (ESEA) is designed to meet the educational needs of low-achieving children in schools with high levels of poverty. Students experiencing homelessness are automatically eligible for services under Title I, Part A.
- LEA Title I, Part A plans must describe how services for homeless students are coordinated and integrated with other programs, including the McKinney-Vento program. [20 U.S.C. § 6312(a)(1)(B)]*

**Text on the provisions in the law has been shortened for brevity. Read the full text of the law for exact language and details. Links to each law and other resources are included throughout this section.*



TITLE I, PART A OF ESEA

- LEAs must reserve funds as are necessary to provide services comparable to those provided to other children under Title I to serve children and youth experiencing homelessness. [20 U.S.C. § 6313(c)(3)(A)]
- Funds reserved for children and youth experiencing homelessness may be used to provide these children and youth with services not ordinarily provided to other students under this part, including providing
 - Funding for the local liaison
 - Transportation to and from the school of origin [20 U.S.C. § 6313(c)(3)(C)(ii)]



TITLE I, PART A OF ESEA RESOURCES

- [Title I, Part A \(20 U.S.C. 6311 et seq.\)](#)
- [Non-regulatory Guidance, 2016, M-4](#)
- [NCHE Brief: Serving Students Experiencing Homelessness Under Title I, Part A](#)



INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (IDEA) [20 U.S.C. § 1400 *et seq.*]

- All students with disabilities must receive a free and appropriate public education (FAPE), including special education and related services to prepare them for further education, employment, and independent living.
- IDEA includes a definition of children and youth experiencing homelessness covered under the McKinney-Vento Act.
- The Child Find provisions in IDEA include a requirement that states ensure that children and youth experiencing homelessness who have disabilities are identified, located, and evaluated.
- Every state receiving IDEA funds must maintain a State Advisory Panel; states must include state and local McKinney-Vento personnel.
- LEAs must ensure that assessments of children who change LEAs during the school year are coordinated with prior schools expeditiously to ensure prompt completion of full evaluation.



INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (IDEA)

- When children with current Individual Education Programs (IEPs) change LEAs during the school year, the new LEA must provide the children with FAPE immediately, including services comparable to those described in the previous IEP, in consultation with the parents.
- For unaccompanied youths, LEAs must appoint surrogate parents and make reasonable efforts to complete the appointment process within 30 days. Temporary surrogate parents may be appointed when needed.
- Any state receiving a Part C grant must make early intervention services available to infants and toddlers with disabilities and their families who are experiencing homelessness.
- Any state receiving a Part C grant must establish a State Interagency Coordinating Council, which must include a representative of the state office of the coordinator for the EHCY program.



INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (IDEA) RESOURCES

- [Individuals with Disabilities Education Improvement Act](#)
- NCHE Brief: [Supporting Homeless Children and Youth with Disabilities](#)
- Office of Special Education and Rehabilitative Services and Office of Elementary and Secondary Education [Questions and Answers on Special Education and Homelessness](#)



HIGHER EDUCATION OPPORTUNITY ACT [20 U.S.C. § 1087vv]

- Independent students may complete the Federal Application for Federal Student Aid (FAFSA) without parental information.
- The definition of independent student includes unaccompanied students experiencing homelessness.
- Documentation of independent student status may be made by a local liaison, director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development, or director (or designee) of a runaway and homeless youth basic center or transitional living program. (FAFSA Application and Verification Guide)



HIGHER EDUCATION OPPORTUNITY ACT RESOURCES

- [FAFSA Application and Verification Guide](#)
- [Higher Education Opportunity Act of 1965](#) (See 20 U.S.C. § 1087vv – Definition of Independent Student)



HOMELESS EMERGENCY ASSISTANCE AND RAPID TRANSITION TO HOUSING (HEARTH) ACT [42 U.S.C. § 11301 *et seq.*]

- The HEARTH Act amended the broader McKinney-Vento Homeless Assistance Act, which includes the definition of homeless followed by programs funded by the U.S. Department of Housing and Urban Development (HUD).
- The [definition of homeless](#) in the HEARTH Act is less expansive than the education definition that is established in Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, as reauthorized by Title IX, Part A of ESSA, and used by U.S. public schools.
- The HEARTH Act added new and updated requirements for HUD programs to coordinate with education programs, referred to as *education assurances*.



HOMELESS EMERGENCY ASSISTANCE AND RAPID TRANSITION TO HOUSING (HEARTH) ACT RESOURCES

- [McKinney-Vento Homeless Assistance Act, as amended by the HEARTH Act of 2009](#)
- NCHE Brief: [Coordinated Entry Processes: Building Mutual Engagement between Schools and Continuums of Care](#)
- NCHE Brief: [Housing and Education Collaborations to Serve Homeless Children and Youth and Their Families](#)
- NCHE Tip Sheet: [Housing and School Partnership on the Point-In-Time Count](#)
- NCHE Video Training: [Local Liaison Authority to Determine HUD Homeless Assistance Eligibility](#)



IMPROVING HEAD START FOR SCHOOL READINESS ACT OF 2007

[42 U.S.C. § 9831 *et seq.*]

- Children and families experiencing homelessness are categorically eligible for services.
- The Head Start program adopted the McKinney-Vento EHCY program definition of homeless.
- Head Start programs must implement policies and procedures to ensure that children experiencing homelessness are identified and prioritized for services.

Resource

[The Head Start Act](#) as amended by the Improving Head Start for School Readiness Act of 2007



RUNAWAY AND HOMELESS YOUTH ACT (RHYA) [42 U.S.C. § 5701 *et seq.*]

- The RHYA provides funding to local programs that serve a subpopulation of youth included in the definition of homeless in the McKinney-Vento Act, including basic center programs, street outreach programs, transitional living programs, and maternity group homes.
- RHYA centers must coordinate with local liaisons to ensure that youth experiencing homelessness are provided information about educational services available to them under the McKinney-Vento Act.

Resource

[Runaway and Homeless Youth Act](#)



CHILD NUTRITION AND WIC REAUTHORIZATION ACT [42 U.S.C. § 1758]

- Children and youths who are homeless are categorically eligible for free meals.
- With verification by a local homeless liaison or shelter director, no application is required

Resources

[NCHE Brief: Access to Food for Homeless and Highly Mobile Students](#)

[Richard B. Russell National School Lunch Act](#) reauthorized by the Child Nutrition and WIC Reauthorization Act



QUESTIONS TO CONSIDER

1. What is the purpose of the funds reserved for students experiencing homelessness through Title I, Part A?
 - Do all LEAs receiving Title I, Part A funds in your state reserve funds for students experiencing homelessness?
2. How does IDEA ensure that students with disabilities who transfer from one LEA to another can receive special education services without interruption?
3. What is the purpose of the education assurances in the HEARTH Act?
4. Under the Head Start Act, how are children experiencing homelessness determined eligible for services?
5. Under the Child Nutrition and WIC Reauthorization Act, how can a child experiencing homelessness qualify for free meals?





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ORIENTATION TUTORIAL FOR NEW STATE COORDINATORS FOR THE EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM

MODULE 7: DISPUTES

MODULE 7 OVERVIEW

In Module 7, State Coordinators will learn about

- Requirements in the McKinney-Vento Act for resolving disputes over eligibility, school selection, and enrollment in a school and services children and youth experiencing homelessness must receive while a dispute is pending
- The role of the State Coordinator in the dispute process
- Ways to support LEAs in conducting the dispute process
- Strategies for avoiding or mitigating disputes

Abbreviations used in this module:

ED – U. S. Department of Education

EHCY – Education for Homeless Children and Youth

LEA – Local educational agency

Local liaison – LEA local homeless liaison

NCHE – National Center for Homeless Education

SEA – State educational agency



SEA RESPONSIBILITIES RELATED TO DISPUTES IN THE STATE PLAN

[42 U.S.C. § 11432(g)(1)(C)]

- Each SEA's Consolidated State Plan must include a description of procedures for the prompt resolution of disputes regarding the educational placement of children and youth experiencing homelessness.*

**Text on the provisions in the law has been shortened for brevity; read the full text of the [McKinney-Vento Act](#) for exact language and details.*



LOCAL EDUCATIONAL AGENCY REQUIREMENTS [U.S.C. § 11432(g)(3)(E)]

- If a dispute arises over eligibility, or school selection or enrollment in a school –
 - (i) the child or youth must be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals
 - (ii) the parent or guardian of the child or youth or (in the case of an unaccompanied youth) the youth must be provided with a written explanation of any decisions related to school selection or enrollment made by the school, the LEA, or the SEA involved, including the rights of the parent, guardian, or unaccompanied youth to appeal the decision
 - (iii) the parent, guardian, or unaccompanied youth must be referred to the local liaison to carry out the dispute resolution process, as described in the State Plan, as expeditiously as possible after receiving notice of the dispute
 - (iv) in the case of an unaccompanied youth, the local liaison must ensure that the youth is immediately enrolled in the school in which he or she seeks enrollment, pending the resolution of the dispute



DISPUTE RESOLUTION DUTIES OF THE LEA LIAISON [U.S.C. § 11432(g)(6)(A)(vii)]

- Each LEA local liaison must ensure that enrollment disputes are mediated in accordance with the LEA requirements for dispute resolution.



WHAT MUST THE WRITTEN NOTICE TO PARENTS, GUARDIANS, OR UNACCOMPANIED YOUTH INCLUDE?

- An explanation of how the school reached its decision regarding eligibility, selection, or enrollment, which should include:
 - A description of the action proposed or refused by the school
 - An explanation of why the action is proposed or refused
 - A description of any other options the school considered
 - The reasons why any other options were rejected
 - A description of any other factors relevant to the school's decision and information related to the eligibility or best interest determination including facts, witnesses, and evidence relied upon and their sources
 - Appropriate timelines to ensure any relevant deadlines are not missed
- Contact information for the local liaison and State Coordinator and a brief description of their roles. (*EHCY Program Non-regulatory Guidance*, p. 32)



WHY IS A DISPUTE RESOLUTION PROCESS IMPORTANT?

- A dispute resolution process protects the rights and best interests of children and youth experiencing homelessness and the LEA.
- A formal McKinney-Vento dispute resolution process
 - Ensures that each party's views are represented
 - Enables the facts of the case to be collected, documented, and reviewed without emotions or agendas
 - Brings a situation to closure
 - Allows students to attend school during the process and avoid educational disruption



WHAT YOU SHOULD KNOW ABOUT YOUR STATE MCKINNEY-VENTO DISPUTE RESOLUTION PROCESS

Questions to ask

- Am I familiar with the state's McKinney-Vento dispute resolution process?
- Does the process clearly define the steps that the LEA and SEA must follow in the event of a dispute?
- Does the process include an expeditious time frame in which the final decision must be rendered?
- How is the dispute process made available to all parties involved? Is it posted publicly?
- Are records of past disputes available for me to review?
 - How many disputes take place in my state on average during a year?
 - What are the most common topics of disputes?
 - What implications do past disputes have for technical assistance and training to LEAs or revising policies?



HOW CAN THE STATE COORDINATOR SUPPORT LEAS IN RESOLVING DISPUTES EFFECTIVELY?

- Adequately train LEA liaisons on the McKinney-Vento Act so that disputes over eligibility, school selection, or enrollment in a school do not hinder the LEA from upholding the rights in the law.
- Train LEA liaisons on working with parents, children, and youths experiencing homelessness from a trauma-informed perspective.
- Train LEA liaisons on appropriate ways to gather information on the facts of the case that do not violate privacy laws or harass parents, guardians, or unaccompanied youth.
- Provide common policies and written explanation forms for all LEAs to use or provide good models that LEAs can use to craft their own.

HOW CAN THE STATE COORDINATOR SUPPORT LEAS IN RESOLVING DISPUTES EFFECTIVELY? (CONT.)

- During LEA compliance monitoring, review the LEA's dispute resolution policy and written notice form. Provide feedback, and include a question in the monitoring protocol specific to whether (1) the LEA provides written notice to all parents, guardians, or unaccompanied youth who disagree with an LEA's decision, and (2) the LEA enrolls the child or youth in the school in which enrollment is sought pending the resolution of the dispute.
- After a dispute is resolved, debrief the process with the local liaison to determine what improvements are needed in the dispute resolution process.



HOW SHOULD A STATE COORDINATOR BE INVOLVED IN A DISPUTE?

- Review the dispute process in the State Plan to determine the role that the State Coordinator must play.
- When a parent, guardian, or unaccompanied youth contacts you over a disagreement with the LEA,
 - listen carefully and respectfully – sometimes a dispute can be diffused if the offended party feels heard, and
 - avoid making or expressing any sort of judgment about the case since you are hearing only one side of the story.
- Contact the local liaison to make sure that he or she is following the law and procedures outlined in the State Plan regarding McKinney-Vento disputes.
- Gather the facts of the case from the LEA and the parent, guardian, or unaccompanied youth in a way that is comprehensive, objective, and in compliance with privacy laws.
- Keep detailed notes and records of the dispute.



QUESTIONS TO CONSIDER

1. What are the three areas for disputes between parents, guardian, and unaccompanied youth and the LEA that are listed in the law?
2. What two things must happen immediately when a parent, guardian, or unaccompanied youth disagrees with a decision of the LEA related to the McKinney-Vento Act?
3. How can a State Coordinator ensure that dispute resolution policies are carried out in LEAs according to the law and the State Plan?
4. How can a State Coordinator possibly prevent a dispute when an angry parent, guardian, or unaccompanied youth calls?
5. What should a State Coordinator do during an LEA dispute resolution case?



RESOURCES

- [Education for Homeless Children and Youths Program: Non-Regulatory Guidance](#)
- [The McKinney-Vento Act: Education for Homeless Children and Youths, Title IX, Part A of the Every Student Succeeds Act of 2015 \(42 U.S.C. Chapter 119, Subchapter VI, Part B: Education for Homeless Children and Youths §§ 11431-11435\)](#)
- [NCHE Brief: Dispute Resolution](#)
- [NCHE: State Coordinator's Handbook](#)





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ORIENTATION TUTORIAL FOR NEW STATE COORDINATORS FOR THE EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM 10 TEN-MINUTE MODULES

MODULE 8: STATE LEVEL COORDINATION

MODULE 8 OVERVIEW

In Module 8, State Coordinators will learn about

- What the McKinney-Vento Act requires related to state-level collaboration
- What federal guidance recommends on with whom State Coordinators should collaborate
- Purpose of collaboration
- Outcomes of collaboration
- Types of collaborative activities
- Levels of collaboration
- Supporting LEA collaboration

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Local liaison – LEA local homeless liaison

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WITH WHOM DOES THE MCKINNEY-VENTO ACT REQUIRE STATE COORDINATORS TO COLLABORATE? [42 U.S.C. § 11432(f)(4)]

The State Coordinator will coordinate activities and collaborate with –

- (A) Educators, including teachers, special education personnel, administrators, and child development and preschool program personnel;
- (B) Providers of services to children and youth experiencing homelessness and their families, including public and private child welfare and social service agencies, law enforcement agencies, juvenile and family courts, agencies providing mental health services, domestic violence agencies, childcare providers, runaway and homeless youth centers including Runaway and Homeless Youth Act programs;*

**Text on the provisions in the law has been shortened for brevity; read the full text of the [McKinney-Vento Act](#) for exact language and details.*



WITH WHOM DOES THE MCKINNEY-VENTO ACT REQUIRE STATE COORDINATORS TO COLLABORATE? (CONT.) [42 U.S.C. § 11432(f)(4)]

The State Coordinator will coordinate activities and collaborate with –

- (C) Providers of emergency, transitional, and permanent housing to children and youth experiencing homelessness and their families, including public housing agencies, shelter operators, operators of transitional housing facilities, and providers of transitional living programs;
- (D) LEA local liaisons;
- (E) Community organizations and groups representing children and youth experiencing homelessness and their families.



WITH WHOM DOES THE FEDERAL GUIDANCE RECOMMEND STATE COORDINATORS COLLABORATE?

The 2018 EHCY *Non-Regulatory Guidance* recommends that State Coordinators

- Coordinate housing, health, and other services with the regional representatives of the U.S. Interagency Council on Homelessness; and
- Coordinate and consult with state and local policy makers to ensure that legislation and policies do not create barriers for the education of children and youth experiencing homelessness. (E-8, p. 14)



WITH WHOM DOES THE FEDERAL GUIDANCE RECOMMEND STATE COORDINATORS COLLABORATE?

The guidance lists programs that have coordination requirements with the EHCY program:

- Title I, Part A
- Individuals with Disabilities Education Act (IDEA), Parts B and C
- Head Start
- Post-secondary education programs, related to verification of unaccompanied youth status for independent student status on the Free Application for Federal Student Aid (FAFSA)
- U.S. Department of Agriculture for coordination on expedient access to free and reduced meals
- U.S. Department of Health and Human Services related to early education and childcare (L-1, p. 36)



PURPOSE OF COORDINATION [42 U.S.C. § 11432(g)(5)(C)]

The coordination required in the McKinney-Vento Act is designed to –

- (i) Ensure that all children and youth experiencing homelessness are promptly identified;
- (ii) Ensure that all children and youth experiencing homelessness have access to, and are in reasonable proximity to, available education and related support services; and
- (iii) Raise awareness of school personnel and services providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.



OUTCOMES OF COLLABORATION

- Enabling programs and agencies to expand and/or customize their services through greater awareness of the needs of children and youth experiencing homelessness
- Using resources efficiently by coordinating services across programs
- Removing barriers to services across programs and agencies by aligning policies and practices
- Building strong cross-agency advocacy and policy initiatives



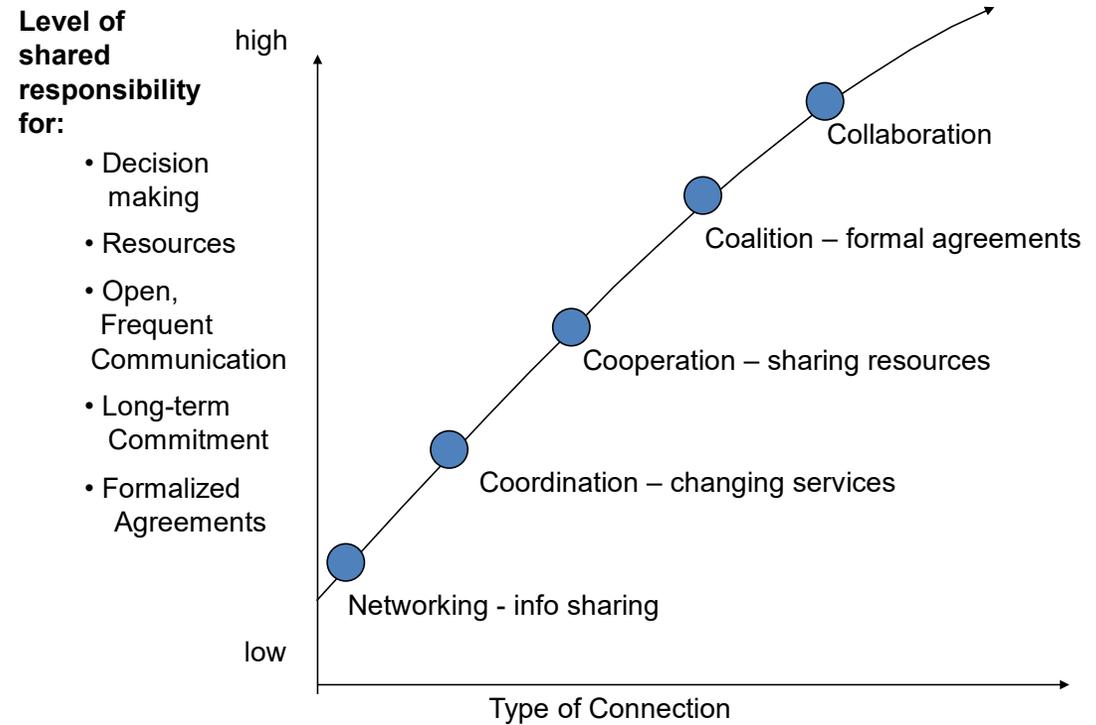
TYPES OF STATE COORDINATOR PARTICIPATION IN COLLABORATIVE ACTIVITIES

- Providing advice on services for children and youth experiencing homelessness
- Serving on advisory boards, councils, and coalitions
- Bringing awareness to legislators and policy makers on educational barriers for children and youth experiencing homelessness and assisting with policy development
- Developing joint trainings, memos, and policies to facilitate cross-program coordination



A CONTINUUM OF CONNECTIONS

Fit the type of coordination and collaboration to the purpose and desired outcome.



HOW STATE COORDINATORS CAN SUPPORT LOCAL LIAISONS IN DEVELOPING COLLABORATIONS

- Provide training on LEA collaboration requirements in the law [42 U.S.C. § 11432(g)(5)]
- Set expectations for collaboration in LEA monitoring protocols
- Include requirements for collaboration in subgrant applications
- Provide training to local liaisons on effective collaboration strategies
- Work with state-level agencies to develop joint memos and guidance for requiring cross-agency collaboration at the local level
- Provide joint trainings for LEAs and local service providers and other programs serving children and youth experiencing homelessness



QUESTIONS TO CONSIDER

1. With what programs and agencies is the State Coordinator required to collaborate in the McKinney-Vento Act?
2. What does the McKinney-Vento Act describe as the purpose of coordination and collaboration?
3. With what SEA programs does the EHCY program currently coordinate?
4. With what state-level agencies does the EHCY program currently have collaborative initiatives?
5. With what state-level agencies do I need to create collaborative initiatives?
6. How can I increase coordination and collaboration at the LEA level?



RESOURCES

- [Education for Homeless Children and Youths Program: Non-Regulatory Guidance](#)
- [The McKinney-Vento Act: Education for Homeless Children and Youths, Title IX, Part A of the Every Student Succeeds Act of 2015 \(42 U.S.C. Chapter 119, Subchapter VI, Part B: Education for Homeless Children and Youths §§ 11431-11435\)](#)
- [NCHE: State Coordinator's Handbook](#) Section C: Connections to Collaboration





“10 IN 10”

ORIENTATION TUTORIAL FOR NEW STATE COORDINATORS FOR THE EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM

10 TEN-MINUTE MODULES

MODULE 9: DATA

MODULE 9 OVERVIEW

In Module 9, State Coordinators will learn about

- Requirements in the McKinney-Vento Act for collecting, posting, and using data
- ED's *EDFacts* and Eden Submission System
- What data are collected
- How the federal data are used
- The role of State Coordinators in the data collection process
- NCHE's data workbooks for State Coordinators

Abbreviations used in this module:

ED – U. S. Department of Education

EHCY – Education for Homeless Children and Youth

LEA – Local educational agency

Local liaison – LEA local homeless liaison

NCHE – National Center for Homeless Education

SEA – State educational agency



TWO DATA-RELATED FUNCTIONS OF THE OFFICE OF THE COORDINATOR [42 U.S.C. § 11432(f)]

The Coordinator for the EHCY program in each state shall

- (1) Gather and make publicly available reliable, valid, and comprehensive information on –
 - (A) The number of children and youth experiencing homelessness in the state, which shall be posted annually on the SEA’s website.
- (3) Collect data for and transmit to the Secretary, at such time and in such manner as the Secretary may reasonably require, a report containing information necessary to assess the educational needs of children and youth experiencing homelessness in the state.



THE U.S. DEPARTMENT OF EDUCATION'S EDFACTS INITIATIVE

- The federal EHCY program collects data from SEAs through ED*Facts*, an initiative that centralized ED's data for use in educational policy, management, and budget decisions.
- The ED*Facts* initiative includes a warehouse of data submitted by SEAs to ED for the EHCY program and other federal education programs.
- The data are aggregated and do not include personally identifiable information.
- The data are used to develop publicly released reports, such as the Consolidated State Performance Report (CSPR).



ED COLLECTS DATA ON THE FOLLOWING, AS OF 2019-2020

- The number of students experiencing homelessness in each grade
- The type of primary nighttime residence the students had at the time they were identified as homeless
- The race/ethnicity of students experiencing homelessness
- The number of students in each subgroup of homeless students
- The type of primary nighttime residence unaccompanied homeless youth had at the time they were identified as homeless
- The academic achievement of homeless students (not required for SY 2019-20)



ED COLLECTS DATA ON THE FOLLOWING, AS OF 2018-2019 (CONT.)

- The number of young children (0-2 and 3-5 not kindergarten) served by McKinney-Vento subgrants
- The number of students served by Title I targeted assistance or schoolwide programs
- The number of homeless students who were chronically absent
- The adjusted cohort graduate rate (ACGR) of homeless students
- The number of students who complete high school
- The number of homeless students who drop out
- Which LEAs, including special education cooperatives and regional education service agencies, receive a McKinney-Vento subgrant



HOW THE EDFACTS DATA ARE USED FOR PROGRAM IMPROVEMENT

- ED program staff use the data to identify state technical assistance needs and plan SEA monitoring activities.
- State Coordinators are expected to use the data to identify LEA training and technical assistance needs and plan LEA monitoring activities.
- LEAs are expected to use the data to allocate funds and plan services for children and youth experiencing homelessness.



COLLECTING QUALITY DATA AND IMPROVING PROGRAMS

The State Coordinator and staff in the SEA's data division should

- Ensure all required data questions are included in the SEA's data collection system
- Develop training materials for LEAs related to collecting valid and reliable data and analyzing the data for programmatic decisions
- Monitor data quality and provide technical assistance to LEAs that do not submit data on children and youth experiencing homelessness or submit data that appears to under-identify these students



THE STATE COORDINATOR'S ROLE IN DATA SUBMISSION

- All homeless education data reported to ED are submitted via the ED*Facts* Submission System (ESS).
- Each SEA is required to have an ED*Facts* coordinator.
- While State Coordinators do not submit files directly to the ESS, they must work directly with the ED*Facts* Coordinator to ensure data submitted for the state are accurate, timely, and complete.
- State Coordinators must review data prior to their submission to ED.



WHEN ARE EDFACTS DATA SUBMITTED AND WHAT IS THE REVIEW PROCESS?

- States may begin submitting data in the fall, after the prior school year has ended.
- Data files are submitted on a rotating schedule based on their content and the reports they are used to complete. The submission period is December-February.
- Once the files are submitted, ED reviews them for data quality errors.
- If a problem is identified, ED will ask states to resubmit their files to correct those errors or provide an explanation for the anomaly.



DATA WORKBOOKS FOR STATE COORDINATORS

- NCHE has created data workbooks for each state that compiles *EDFacts* data and other data on children and youth experiencing homelessness that are accessible through an extranet for State Coordinators.
 - Each state data workbook is updated annually and includes a summary of data on children and youth experiencing homelessness in your state and Excel spreadsheets that can be filtered and sorted.
 - Contact NCHE at 800.308.2145 or homeless@serve.org for your username and password and for instructions on how to use the data workbooks.
- You may find answers to questions such as the following:
 - How many children and youth experiencing homelessness are enrolled in schools in my state?
 - How many LEAs have submitted data on children and youth experiencing homelessness?
 - What is the level of poverty or of children accessing free and reduced lunch in each LEA?
 - How has the data trended over the past three years?



RESOURCES FOR DATA ON HOMELESS CHILDREN AND YOUTHS

Visit the NCHE website for

- A snapshot of your state's data on children and youth experiencing homelessness: [State Webpages](#)
- An annual national data summary on children and youth experiencing homelessness: [Federal Data Summaries](#)
- Additional sources of data on children and youths experiencing homelessness: [Data and Statistics on Homelessness](#)

For information on collecting data on children and youths experiencing homelessness, read [NCHE Guide to Collecting and Reporting Federal Data: Homeless Children & Youth Program](#)



QUESTIONS TO CONSIDER

1. What are the requirements in the law related to collecting data on children and youth experiencing homelessness?
2. What is *EDFacts*?
3. What data are LEAs and SEAs required to collect on children and youth experiencing homelessness?
4. What is the *EDFacts* data submission process?
5. What is the State Coordinator's role in ensuring that LEAs collect and submit quality data?
6. What are NCHE's data workbooks and how are they useful for program planning?



RESOURCES

- [NCHE Getting to Graduation: Tools for Using Data to Support Student Success](#)
- [NCHE Guide to Collecting and Reporting Federal Data: Homeless Children & Youth Program](#)
- [NCHE State Coordinator's Handbook](#) **Section E: Using Data for Decision Making**
- [The McKinney-Vento Act: Education for Homeless Children and Youths, Title IX, Part A of the Every Student Succeeds Act of 2015 \(42 U.S.C. Chapter 119, Subchapter VI, Part B: Education for Homeless Children and Youths §§ 11431-11435\)](#)





“10 IN 10”

ORIENTATION TUTORIAL FOR NEW STATE COORDINATORS FOR THE EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM 10 TEN-MINUTE MODULES

MODULE 10: PLANNING THE WORK

MODULE 10 OVERVIEW

In Module 10, State Coordinators will learn about

- Which activities to conduct first in their new role
- Resources for assistance
- Getting to know their State EHCY program
- Developing an annual action plan
- Connecting with local liaisons

Abbreviations used in this module:

ED – U. S. Department of Education

EHCY – Education for Homeless Children and Youth

LEA – Local educational agency

Local liaison – LEA local homeless liaison

NCHE – National Center for Homeless Education

SEA – State educational agency



WHAT ARE THE FIRST ACTIVITIES A NEW STATE COORDINATOR SHOULD CARRY OUT?

1. Get to know relevant legislation, and especially the functions of the State Coordinator listed in the McKinney-Vento Act (See Module 1).
2. Get to know your McKinney-Vento support network; contact NCHE (800.308.2145 or homeless@serve.org).
3. Get to know your state colleagues.
4. Review data and documents for your state's EHCY program.
5. Create an annual action plan that aligns with the state plan for the EHCY program, continues successful activities, and addresses current challenges.
6. Connect with your local liaisons.



STATE COORDINATOR SUPPORT: NATIONAL CENTER FOR HOMELESS EDUCATION (NCHE)

- NCHE operates the U.S. Department of Education's technical assistance center for the Education for Homeless Children and Youths program.
 - All NCHE products and information have been reviewed and approved by ED staff.
- NCHE has provided support for State Coordinators, local liaisons, educators, advocates, and children and youth experiencing homelessness for over 20 years.
- Experienced staff, half of whom are former State Coordinators, provide free customized technical assistance and support by phone, email, online, and on-site, as needed.
- The NCHE website is a comprehensive repository of information related to children and youth experiencing homelessness.



NCHE RESOURCES FOR STATE COORDINATORS

- [NCHE: State Coordinator's Handbook](#)
- [NCHE: State Coordinators Web Page](#)
- Comprehensive [website](#)
 - Information by topic
 - Data on children and youth experiencing homelessness
 - Training resources and webinars on implementing the McKinney-Vento Act and topical issues
 - Briefs on topics related to McKinney-Vento implementation, interagency coordination, and effective practices
- General email distribution list (listserv) and an email distribution list (listserv) specifically for State Coordinators
- Annual three-day State Coordinators meeting, one-day new State Coordinators meeting, and preconferences at the annual conference of the National Association for the Education of Homeless Children and Youth (NAEHCY)
- Extranet for State Coordinators (contact NCHE for a username and password)



OTHER ORGANIZATIONS THAT FOCUS ON EDUCATING CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS

National Association for the Education of Homeless Children and Youth

- Provides resources for State Coordinators and local liaisons
- Conducts an annual conference focused on children and youth experiencing homelessness

Schoolhouse Connection

- Provides advocacy on behalf of children and youth experiencing homelessness
- Provides resources for State Coordinators and local liaisons
- Conducts an annual scholarship program for youth experiencing, or who have experienced, homelessness



GET TO KNOW YOUR SEA COLLEAGUES

SEA programs that address the needs of children and youth experiencing homelessness

- Title I, Part A
- IDEA
- 21st Century Afterschool Program
- Preschool
- Charter schools
- Data department
- Pupil transportation
- Dropout prevention
- Migrant education



GET TO KNOW YOUR STATE COLLEAGUES

State-level organizations that address the needs of children, youth, and families experiencing homelessness

- Homelessness and housing organizations
- Department of social services, human services, or family services
- Preschool and childcare programs
- Colleges and universities
- Child welfare
- Juvenile justice
- State workforce agencies
- Runaway and homeless youth programs
- School athletic associations



REVIEW DATA AND DOCUMENTS FOR YOUR STATE'S EHCY PROGRAM

- McKinney-Vento portion of the Consolidated State Plan
- Annual funding allocation data, including state and local budgets and expenditures from the state's McKinney-Vento grant
- Budget information related to the use of the McKinney-Vento reservation for state activities
- Federal SEA monitoring reports for the EHCY program
- ED*Facts* and the Consolidated State Performance Report (CSPR) data on students experiencing homelessness
- NCHE data workbooks available for each State Coordinator via the extranet



REVIEW DATA AND DOCUMENTS FOR YOUR STATE'S EHCY PROGRAM (CONT.)

- Technical assistance logs and dispute records
- LEA EHCY monitoring reports and the current protocol
- McKinney-Vento subgrant process, request for proposals, current awards, and end-of-year reports from subgrantees
- Title I, Part A homeless set aside amounts for LEAs
- State McKinney-Vento dispute resolution process



CREATE AN ANNUAL ACTION PLAN

- ED strongly recommends that State Coordinators annually assess their state's progress toward carrying out the activities in the Consolidated State Plan and develop an annual action plan that identifies priorities and activities to address both ongoing challenges and emerging issues.
- Two NCHE documents to assist you with developing an annual action plan are
 - [State Educational Agency Informal Needs Assessment](#)
 - [Education for Homeless Children and Youths Program: Guide to Developing an Annual Action Plan for State-Level Activities](#)



CONNECT WITH YOUR LOCAL LIAISONS

- Send a memo to local liaisons introducing yourself and express your commitment to supporting their work.
- Plan training and technical assistance activities for local liaisons in the upcoming year and notify them of these activities; invite their recommendations for topics to be addressed.
- Conduct monthly phone or video conferences with local liaisons to build rapport and collegiality among the group.
- Be responsive to all inquiries from local liaisons.
- Create a “leadership team” of experienced liaisons who can advise you on challenges and solutions.
- Create a schedule for monitoring all LEAs over several years and notify liaisons in LEAs that will be monitored during the upcoming year.



QUESTIONS TO CONSIDER

1. What are the five most important activities that you will carry out in the next two months?
2. What are the five most important activities that you will carry out in the next year?
3. Where are each of the documents recommended for review located?
4. How will you assess and prioritize the needs and challenges of the EHCY program?
5. When will you complete an annual action plan?
6. What activities will you conduct to build rapport with local liaisons in your state?



RESOURCES

- [Education for Homeless Children and Youths Program: Non-Regulatory Guidance](#)
- [The McKinney-Vento Act: Education for Homeless Children and Youths, Title IX, Part A of the Every Student Succeeds Act of 2015 \(42 U.S.C. Chapter 119, Subchapter VI, Part B: Education for Homeless Children and Youths §§ 11431-11435\)](#)
- [NCHE: State Coordinator's Handbook](#) Section B: Charting the Course – How do State Coordinators Plan and Fulfill Their Responsibilities

