Amanda Goes to School: An Educator’s Guide for Responding to the Rights and Needs of Homeless Students in Washington State

2014

Student Support
Dan Newell, Assistant Superintendent of Secondary Education and Student Support
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Abbreviations

BL – Building Liaison

Commerce – Department of Commerce

DL – District Liaison

DSHS – Department of Social and Health Services

ECEAP – Early Childhood Education and Assistance Program

EHCY – Education of Homeless Children and Youth

ESIT – Early Support for Infants and Toddlers

HSPE – High School Proficiency Exam

HUD – Department of Housing and Urban Development

IDEA – Individuals with Disabilities Act

IEP – Individualized Education Plan

ITBS – Iowa Test of Basic Skills

ITED – Iowa Test of Educational Development

LAP – Learning Assistance Program

LEA – Local Educational Agency

LEP – Limited English Proficient

MSP – Measurements of Student Progress

MV – McKinney-Vento Act

NAEHCY – National Association for the Education of Homeless Children and Youth

NCH – National Coalition for the Homeless

NCHE – National Center for Homeless Education

NCLB – No Child Left Behind Act

NLCHP – National Law Center on Homelessness and Poverty

NN4Y – National Network for Youth
OSPI – Office of Superintendent of Public Instruction

SEA – State Educational Agency

USDOE – United States Department of Education

WSSDA – Washington State School Directors’ Association
Glossary

**Awaiting Foster Care Placement:** The period of time between the initial placement of the child into state care and the 30-day shelter care hearing. Children and youth awaiting foster care placement are eligible for McKinney-Vento services, while those in foster care are not considered homeless according to McKinney-Vento. [OSPI Memorandum March 13, 2012: McKinney-Vento Homeless Assistance Act and Awaiting Foster Care]

**Doubled-Up:** Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason [USDOE Guidance 2004; MV 725(2)].

**Enroll/Enrollment:** Attending classes and participating fully in school activities [MV 725(1)].

**Homeless Children and Youths:** Individuals who lack a fixed, regular, and adequate nighttime residence, including children and youth who are [MV 725(2)]:

- Sharing the housing of others due to loss of housing, economic hardship, or a similar reason.
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations.
- Living in emergency or transitional shelters.
- Abandoned in hospitals.
- Awaiting foster care placement, as defined by OSPI Memorandum March 13, 2012: McKinney-Vento Homeless Assistance Act and Awaiting Foster Care.
- Staying in a public or private place not designed for or ordinarily used as regular sleeping accommodations for humans.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus/train stations, or similar settings.

**LEA:** Public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or of or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools [NCLB, Title IX 9101(26)(A)]. In practical terms, most LEAs are school districts.

**School of Origin:** The school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled [MV 722(g)(3)(G)].

**SEA:** Agency primarily responsible for the state supervision of public elementary schools and secondary schools [NCLB, Title IX 9101(41)]. For Washington State, the SEA is OSPI.

**Unaccompanied Youth:** Youth who meet the McKinney-Vento definition of “homeless” and are not in the physical custody of a parent or guardian [MV 725(6)].
Foreword

During the 2012–13 school year, Washington’s school districts identified and enrolled 30,609 homeless students.¹ This represents an 82 percent increase since the 2006–07 school year, the last school year prior to the economic collapse and recession in the United States. In Washington and around the country, children are among the fastest growing segments of the homeless population. Education is a critical strategy to ensure that children experiencing homelessness today can avoid poverty and homelessness as adults. Even through the recent recession, high school graduates were much more likely to be employed and to earn a living wage than people without a high school diploma, while workers with a Bachelor’s degree had half the unemployment rate of those with just a high school diploma.²

This guidebook will help educators improve the identification, enrollment, and academic success of children and youth experiencing homelessness in Washington. The future of homeless children is highly dependent on their educational success; therefore, it is our responsibility and great privilege to help them succeed.

Sprinkled throughout this guidebook are letters from “Amanda.” Although fictional, her letters very much reflect the lives and realities of children experiencing homelessness. We hope this manual will both inspire and assist you in serving some of the most vulnerable children in our state.

Dear Teacher,

I know you’re mad because I fell asleep in class. I’m really sorry but I was so tired. We’ve been living in our car and it was really cold yesterday. My mom even had to turn on the car a few times to keep us warm. I really like school and hope you won’t stay mad at me.

Love,
Amanda
Who Are Homeless Children and Youth?

The McKinney-Vento Act defines homeless children and youth as individuals who lack a **fixed, regular, and adequate** nighttime residence. This definition includes children and youth who are:

- Sharing the housing of others due to loss of housing, economic hardship, or a similar reason.
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations.
- Living in emergency or transitional shelters.
- Abandoned in hospitals.
- Staying in a public or private place not designed for or ordinarily used as regular sleeping accommodations for humans.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus/train stations, or similar settings.

Migratory status, in itself, does not qualify children as homeless; however migratory children who are living in the circumstances described above are eligible for McKinney-Vento services.3

How Many Children and Youth Experience Homelessness?

In a given year, over **1.35 million children** are estimated to experience homelessness in the United States: approximately 10 percent of children living in poverty.4 Fifty three percent of all children living in homeless shelters funded by HUD are under the age of six.5 Further, it is estimated that 1.6 million youth between ages 12 and 17 experience homelessness over the course of each year.6 Among households with children, unemployment leads the list of causes of homelessness, followed by lack of affordable housing and poverty.7

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3 McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, Section 725(2).
In the 2012–13 school year, Washington’s school districts identified and enrolled 30,609 homeless students. This represents a 12 percent increase over the prior school year, and a 82 percent increase since the 2006–07 school year, the last school year prior to the economic collapse and recession in the United States.

Effects of Homelessness

Homelessness can significantly affect the development of children. Compared to their peers, homeless children are more likely to suffer from health problems, developmental delays, learning disabilities, emotional difficulties, and mental disorders. Furthermore, the high mobility associated with homelessness has been shown to negatively impact a child’s education. Research findings on mobility and academic achievement include the following:

- Students who change schools more frequently tend to have lower scores on standardized reading and math tests and drop out of school at higher rates than their less mobile peers.
- Compared to their housed peers, mobile students are half as likely to graduate from high school and twice as likely to repeat a grade.
- Children who move frequently have higher absenteeism rates that correlate with lower academic achievement.
- The negative impact of mobility is not just limited to moving students; it also adversely affects the academic achievement of non-mobile students remaining in the classroom.

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What The Law Says Regarding…

The following sections focus on explaining the legal requirements of the McKinney-Vento Act and related Washington State policies. They also suggest some activities to implement those requirements. For more detailed tools, resources and best practices, consult Section II, “Implementation and Best Practices”.

Rights of Homeless Children and Youth, Generally

In 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act in response to the growing crisis of homelessness in the United States. In 2000 President Clinton renamed the legislation the McKinney-Vento Homeless Assistance Act after the death of Representative Bruce Vento, a leading supporter of the act. One of the Act’s provisions established the federal Education for Homeless Children and Youth (EHCY) Program, to address the educational barriers homeless children encounter. Reauthorized in the 2002 No Child Left Behind Act, the EHCY Program (also known as Title X, Part C of NCLB) now stipulates the following:

1. Homeless children and youth must have equal access to the same free and appropriate public education as housed children.

2. States must review residency requirements and other laws, regulations, practices, or policies that may act as barriers to the enrollment, attendance, or school success of homeless children and youth.

   • The Washington State School Directors Association (WSSDA) has developed sample McKinney-Vento policies and procedures to assist LEAs in reviewing their policies and practices. OSPI’s Consolidated Program Reviews monitor that LEAs have adopted these policies and practices.14

3. Students may not be separated from the mainstream school environment because of their homeless status.

4. All homeless children and youth must have access to the education and other services, including public preschool education, needed to ensure that they have an opportunity to meet the same challenging academic achievement standards to which all students are held.

RECOMMENDED RESOURCES

The appendix contains the 2011–12 Consolidated Program Review Monitoring Checklist for the McKinney-Vento program. This checklist is an excellent tool for districts to assess their level of compliance and make corrections prior to a monitoring visit from OSPI.

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What The Law Says Regarding…

Responsibilities of LEAs

According to the McKinney-Vento Act, every local educational agency (LEA) must designate a homeless education liaison to ensure that children and youth experiencing homelessness are identified, enrolled, and receive appropriate services to succeed in school. Specifically, LEA responsibilities include:

School Selection

As children and youth experiencing homelessness often live in places lacking traditional addresses, the question of their residency and which school they should attend often arises. According to the law:

1. Homeless students have two options for school enrollment:
   - Their school of origin (defined as the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled), or
   - Any public school that nonhomeless students who live in the same attendance area as the homeless student are eligible to attend.

2. The school the student actually attends must be based on the best interest of the student and the wishes of the student’s parents/guardians.
   - In determining the best interest of the student, the LEA shall, to the extent feasible, keep a homeless child or youth in the school of origin, except when it is contrary to the wishes of the child or parent/guardian.
   - In evaluating feasibility, the placement determination should be a student-centered, individualized determination. Factors that an LEA may consider include the age of the child or youth; the distance of a commute and the impact it may have on the student’s education; personal safety issues; a student’s need for special instruction (e.g., special education and related services); the length of anticipated stay in a temporary shelter or other temporary location; and the time remaining in the school year.
   - In the case of an unaccompanied youth, the LEA shall ensure the homeless liaison assists in placement or enrollment decisions and considers the youth’s wishes.

3. If school of origin is selected, LEAs should continue the student’s education for the duration of homelessness in any case in which a family becomes homeless during an academic year or between academic years, and for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year.
Dispute Resolution

In the event that the LEA wishes to send the student to a school other than the school of origin, or the LEA’s decision does not concur with the wishes of the parents or the unaccompanied youth, the following actions must be taken:

- The student must be **immediately enrolled** in the school requested by the parent/guardian or unaccompanied youth.
- Written documentation, including a statement regarding the right to appeal, must be provided to the parents or unaccompanied youth.
- The student, parent, or guardian must be referred to the local liaison, who shall carry out the dispute resolution process as expeditiously as possible.
- OSPI has established a clear, expedited procedure for McKinney-Vento disputes. The process consists of three Levels: Level I to the district’s homeless liaison; Level II to the local school district superintendent; and Level III to OSPI. Every effort must be made to resolve the complaint or dispute at the local level before it is brought to OSPI. The full dispute policy is available on OSPI’s Homeless Education webpage.15

Immediate Enrollment

*Homeless families move frequently and often lack the documents typically required for school enrollment. According to the law,*

1. The selected school must **immediately enroll** the child or youth, even if the student is unable to produce records normally required for enrollment, e.g., previous academic records, medical records, proof of residency, or other documentation.
2. The enrolling school must immediately contact the last school attended by the child or youth to obtain relevant academic and other records.
3. If the student needs immunizations or medical records, the enrolling school must immediately refer the parent/guardian to the local liaison for assistance.

Guardianship

*Whether due to shelter restrictions, lack of adequate housing space, runaway situations, family abandonment, or other reasons, students may be separated from their parents and or legal guardians. According to the law,*

1. Youth **cannot** be denied immediate enrollment based on the absence of a legal guardian.

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Services

1. **Transportation.** LEAs must provide transportation for students experiencing homelessness in three situations:
   - LEAs must provide or arrange transportation to the school of origin upon the request of a parent or guardian, or in the case of an unaccompanied youth, upon the request of the McKinney-Vento liaison. This is true regardless of whether the district provides transportation for other students or in other circumstances.
   - For transportation needs other than to the school of origin, LEAs must provide transportation comparable to that provided to housed students. For example, if housed students receive transportation to the local school or to a summer program, students experiencing homelessness must receive the same transportation.
   - In general, LEAs must eliminate barriers to the school enrollment and retention of students experiencing homelessness, including transportation barriers. For example, if a student is living on or near an extremely busy intersection, in a very dangerous neighborhood, or is otherwise unable to attend school without transportation, the district must address the barrier—perhaps by placing a crossing guard at the intersection or helping facilitate walking partners for students.

2. **Free school meals.** Any child or youth identified as homeless by a McKinney-Vento liaison or shelter director is automatically eligible for free school breakfast and lunch.
   - These students and families do not have to complete an application. Rather, USDA policies allow for automatic enrollment of these students, which is known as “direct certification,” to ensure they receive meals quickly.
   - When a liaison or a shelter director notifies the local school food service office that a student is homeless, free school meals must commence immediately.
   - Once a child is certified as eligible to receive free school meals, eligibility remains in effect for the entire school year (even if the student moves into permanent housing). In the next school year, the student remains eligible for up to 30 days or until a new eligibility determination, whichever comes first.

3. **Access to preschool programs.** Preschool-aged children experiencing homelessness must have access to public preschool programs for which they are eligible, including:
   - Early Childhood Education and Assistance Program (ECEAP), Washington’s early childhood program for three- and four-year-olds.
   - Head Start, a federally-funded comprehensive early childhood education program for children ages three to five (Early Head Start serves children from birth to three).
   - Early Support for Infants and Toddlers (ESIT), which provides services for children birth to three with disabilities and/or developmental delays.
4. **Other services.** Children and youth experiencing homelessness must receive other services *comparable* to their housed peers, including:

- Education services, such as Title I, special education, limited English proficiency, etc.
- Vocational and technical education.
- Gifted and talented programs.

**What The Law Says Regarding…**

**Responsibilities of Local Liaisons**

According to the McKinney-Vento Act, local liaisons are responsible for ensuring that all of the following occur:

**Homeless Awareness and Identification**

1. Homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies.

2. Parents/guardians are informed of the educational and related opportunities available to their children.

3. Public notice of the educational rights of homeless children and youths is posted where such children receive services, such as schools, shelters, soup kitchens, etc.

**School Access and Enrollment**

1. Children and youth experiencing homelessness enroll in and have a full and equal opportunity to succeed in school.

2. Enrollment disputes are mediated in accordance to the law described in the above section “Responsibilities of LEAs.”

**Services**

1. Parents/guardians are provided with meaningful opportunities to participate in the education of their children.

2. Parents/guardians and unaccompanied youth are fully informed of all transportation services (including transportation to the school of origin) and are assisted in accessing transportation to their selected school.

3. Families and students receive educational services for which they are eligible, including:
   - Head Start and Even Start programs.
   - Preschools administered by the LEA.
   - Referrals to health care, dental, mental health, and other appropriate services.
Responsibility-Activity Checklist

Putting it all together…

Practically speaking, the duties of LEAs are often carried out by liaisons; thus, the following activity checklist has been created to approach the responsibilities of LEAs and liaisons holistically. This chart provides a sampling of basic activities to implement the LEA’s legal responsibilities. A more detailed discussion of implementation strategies and best practices follows in Section II.

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<thead>
<tr>
<th>RESPONSIBILITY</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>I. IDENTIFICATION</td>
<td></td>
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<tr>
<td>Ensure homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies.</td>
<td>Professional staff development (all school staff) on definition of homeless, signs of homelessness, required responsibilities.</td>
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<td>Appoint liaisons in every school building.</td>
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<td>Collaborate with community agencies to mutually refer students.</td>
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<td>Use a housing questionnaire to ask all students about possible homelessness upon school enrollment and withdrawal.</td>
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<td>Put posters and brochures in prominent locations in schools.</td>
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<td>Put posters and brochures in areas where homeless children and families are served (shelters, soup kitchens, food banks, etc.).</td>
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<tr>
<td></td>
<td>Post notice of educational rights of homeless children and youth where such children receive services, e.g., schools, shelters, soup kitchens, etc.</td>
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| II. IMMEDIATE ENROLLMENT | |
| Homeless children and youth enroll in and have equal opportunity to succeed in school. | Establish policies and procedures to ensure immediate enrollment and full participation of students experiencing homelessness. |
## (a) School Selection

Students can attend either: 1) their school of origin (defined as the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled); or 2) any public school that nonhomeless students who live in the same attendance area as the homeless student are eligible to attend.

The right to attend the school of origin lasts for the duration of homelessness, and until the end of any academic year in which the student moves into permanent housing.

To the extent feasible, the LEA should keep a homeless child or youth in the school of origin, except when it is contrary to the wishes of the youth or parent/guardian. In evaluating feasibility, the placement determination should be a student-centered, individualized determination. Factors that an LEA may consider include the age of the child or youth; the distance of a commute and the impact it may have on the student’s education; personal safety issues; a student’s need for special instruction (e.g., special education and related services); the length of anticipated stay in a temporary shelter or other temporary location; and the time remaining in the school year.

- Explain options to parents and students and assist in school selection.
- Use a checklist to guide the feasibility conversation with parents and students.
- Homeless liaisons must assist unaccompanied youth with placement and enrollment decisions.

## (b) Dispute Resolution

In the case of a dispute over school enrollment or selection, the student must be **immediately enrolled** in the school requested by the parent/guardian or unaccompanied youth.

Written documentation, including a statement regarding the right to appeal, must be provided to the parents or unaccompanied youth.

The student, parent, or guardian must be referred to the local liaison, who shall carry out the dispute resolution process as expeditiously as possible.

- Provide training to school administrators.
- Have a template document available that liaisons can complete and provide to parent/youth in case of dispute.
- Ensure local liaisons are familiar with OSPI’s McKinney-Vento dispute process and know how to implement it.
- Provide training on the process to school administrators.
## (c) Immediate Enrollment

The selected school must *immediately enroll* the child or youth, even if the student is unable to produce records normally required for enrollment, e.g., previous academic records, medical records, proof of residency, or other documentation.

The enrolling school must immediately contact the last school attended by the child or youth to obtain relevant academic and other records. If the student needs immunizations or medical records, the local liaison should assist in obtaining these items.

- Professional staff development for secretaries and office staff regarding the requirement of immediate enrollment, and enrollment procedures.
- Have forms available for enrollment staff to insert in the student’s file explaining why documentation is missing.
- Ask for records to be transmitted electronically, to avoid delays.
- Build collaborations with school nurses and local low-cost health clinics.

## (d) Guardianship

Youth cannot be denied immediate enrollment based on the absence of a legal guardian.

- Allow youth to enroll themselves while having the school district homeless liaison monitor academic progress and assist youth in making basic educational decisions.
- Try to identify an adult in the youth's life who can act as a caretaker. Schools and districts may decide to ask such adults to fill out caretaker forms.
- Ensure that all enrollment procedures are carefully crafted so they do not create further barriers or delay enrollment. For example, policy statements should clarify that identifying a caregiver is not a prerequisite to enrollment.
## III. SERVICES

Transportation services (including to and from school of origin).

- Establish primary contact at transportation department.
- Collaborate closely with transportation department to develop referral system/process.
- Establish procedures for gas reimbursement, public transportation, and other means of transportation.
- Connect with liaisons in neighboring districts.
- Learn what services housed peers are receiving (preschool, afterschool programs, extracurricular, etc.).

School meals: Any child or youth identified as homeless by a McKinney-Vento liaison or shelter director is automatically eligible for free school breakfast and lunch. Documentation must include the child's name or list of names, effective date(s), and the signature of the district liaison or shelter director. (This documentation is in lieu of the standard application.)

- Collaborate closely with school nutrition office to develop a streamlined process to submit documentation of students' homeless status.

Preschool-aged children experiencing homelessness must have access to public preschool programs for which they are eligible.

- When enrolling school-aged children, inquire about preschool siblings.
- Learn about public preschool programs available in your community.
- Coordinate with local ECEAP and Head Start programs to increase enrollment and attendance of homeless children.
- Contact your local ESIT Family Resource Coordinator to collaborate on screenings and referrals of young children.

Homeless children and families must receive services for which they are eligible and services comparable to their housed peers, including (see below):

- Establish referral procedure for services. Typically, all identified homeless students should be referred to the building or district liaison.
- Professional staff development for all school staff regarding referral procedures for services and description of services provided.
- Request families and unaccompanied youth fill out an intake form to determine needed services for students, parents, and siblings.

- Coordinate with Title I director regarding

<table>
<thead>
<tr>
<th>✓ Title I services.</th>
<th>☐ Coordinate with Title I director regarding</th>
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| ✓ Special education. | ❑ Expedite special education evaluations.  
❑ Transfer any existing evaluations to a receiving school in a timely fashion. |
| ✓ Limited English Proficiency, vocational and technical education programs, gifted and talented programs. | • Request previous school records.  
• Coordinate with program directors.  
• Expedite appropriate testing and placement. |
| ✓ Referrals to services such as health care, dental, mental health, and other appropriate services. | • Learn about free and low-cost resources in community.  
• Establish relationships with providers.  
• Collaborate to expedite delivery of needed services. |

Parents/guardians of homeless children and youth are informed of the educational and related opportunities available to their children.  

Parents/guardians of homeless children are provided with meaningful opportunities to participate in the education of their children.  

| | • Coordinate information workshops and information brochures for parents; distribute information brochures.  
• Assist families in attending back-to-school nights, teacher conferences, family read nights, etc.  
• Coordinate outreach and educational activities to encourage and foster parental involvement in their children's education. |

**Funding**

Federal funding for the McKinney-Vento Education for Homeless Children and Youth Program has not changed since fiscal year 2005, remaining at $65 million nationally. The USDOE disburses these funds to states through a formula based on their Title I allocation. States then award the majority of the funds to LEAs on a competitive grant basis. Washington received approximately $919,000 in funding for the 2012–13 school year, which OSPI awarded to 23 LEAs (including some that share the funds with other LEAs through consortia relationships). OSPI awards McKinney-Vento subgrants on a three-year grant cycle. Applications can be accessed through the OSPI iGrants System.

Although specific funding for homeless education is limited, many other resources are available to support district efforts. Successful McKinney-Vento programs have flourished through numerous collaborations with federal and state educational programs (particularly Title I, Part A), homeless service providers, and local communities. The guidance and resources sections will further elaborate on strategies and ideas to locate and maximize resources.
Technical Assistance

For any questions or assistance regarding homeless education issues, please contact:

- Your district homeless liaison (contact information listed at http://www.k12.wa.us/HomelessEd/ContactList.aspx).

- Washington’s State Coordinator for Homeless Education
  
  Ms. Melinda Dyer  
  Program Supervisor, Education for Homeless Children and Youth  
  Office of Superintendent of Public Instruction  
  Old Capitol Building, P.O. Box 47200  
  Olympia, WA 98504-7200  
  
  Telephone: 360.725.6050  
  TTY: 360.664.3631  
  Fax: 360.664.3575  
  Email: melinda.dyer@k12.wa.us
Dear Teacher,

You must be really mad because I’ve missed so much school. I’ve had to stay home and take care of my baby sister. Today my mom said she wouldn’t be gone long. I kept waiting so I could go to school. I don’t know why but she didn’t come back. My baby sister cried the whole time cuz she was so hungry. I’m really hungry too. I miss school and I miss you. Do you miss me?

Love,
Amanda
This section walks you through 10 steps involved in building an effective homeless education program. Young, developing, and even mature programs should benefit from examining their programs through this approach. Although careful consideration was given to the sequence of steps, clearly some flexibility exists in program implementation.

Building a Foundation

**Step 1: Identifying and Training Your District Liaison**

Appointing a liaison for your district is both legally required and critical to the success of your homeless education program. When your district appoints or changes the homeless education liaison, it is important to inform OSPI’s Homeless Education Program, so OSPI can share important McKinney-Vento information with appropriate LEA staff and maintain a current contact list.

Liaisons are ultimately responsible for coordinating efforts to ensure that children and youth experiencing homelessness enroll, attend, and have the opportunity to succeed in school. Often, these individuals are responsible for multiple district positions. For example, liaisons commonly hold positions in Title I, migrant programs, school counseling or social work, Safe and Drug Free schools, or other positions that require similar levels of access and authority within the school district and the greater community. Except for very small LEAs, it generally is not considered a best practice for a superintendent to serve as the liaison, as a superintendent is very unlikely to have the time needed to fulfill the liaison’s legal duties.

While it is common for liaisons to have other duties in the LEA, this practice frequently prevents liaisons from having sufficient time to address all of their responsibilities. In Washington State, 90 percent of liaisons reported spending 20 hours or less on homeless education and 43 percent reported not having enough time to fulfill all their duties. Although full-time liaisons are currently a minority in Washington, anecdotal evidence suggests that medium and large school districts need full-time liaisons in order to meet their legal responsibilities under the McKinney-Vento Act. Furthermore, anecdotal evidence also indicates that hiring full-time liaisons can be a cost-effective practice.

Districts utilizing this approach cite that full-time liaisons are better positioned to support homeless students and this increased level of support leads to higher attendance rates, decreased grade retention, greater basic education dollars, and more cost-effective transportation choices. Districts often use a variety of funding sources to support their liaisons (e.g., Basic Education, Title I, Title IV, McKinney-Vento, Readiness-to-Learn, Migrant, I-728, Head Start, Continuum of Care, etc.) and have been very creative in blending different funding streams to fund the liaison as well as supportive homeless staff positions.

17 Ibid, 30.
18 Ibid, 6. Medium school districts were defined as 1001-9999 students, large school districts as 10,000 or greater.
Now that you’ve identified your liaison, what does this person do? The specific responsibilities required by law have already been outlined in the Background and Legal Requirements Section. To obtain the knowledge and resources necessary to be effective, liaisons should follow these steps:

- **READ UP!** For starters, a suggested reading list includes this guidebook, OSPI’s Homeless Education website (http://www.k12.wa.us/HomelessEd/default.aspx) the National Center for Homeless Education’s (NCHE) Local Homeless Liaison Toolkit (http://center.serve.org/nche/pr/liaison_toolkit.php), McKinney-Vento legislation (included in Appendix), and USDOE’s Non-Regulatory Guidance (www.ed.gov/programs/homeless/guidance.pdf).

- **GET TRAINED!** OSPI’s Homeless Education Program offers annual trainings on McKinney-Vento. These workshops are typically held in the spring and all liaisons are invited and encouraged to attend. NAEHCY (National Association for the Education of Homeless Children and Youth) annually offers a national conference for homeless education, typically held in the fall. Both are excellent professional development opportunities. In addition, liaisons can contact OSPI or NAEHCY at any time with questions.

- **GET MENTORED!** Experienced liaisons are a great resource for newly-appointed liaisons. Ask your previous liaison for assistance, request help from neighboring districts, or contact the OSPI’s Homeless Education Office for help connecting with potential mentors.

### RECOMMENDED RESOURCES


NCHE’s “A McKinney-Vento Toolbox: Constructing a Robust and Rigorous Homeless Education Program, In Case of Disaster and Every Day”, available at http://center.serve.org/nche/pr/mv_dis_toolbox.php
**Step 2: Reviewing and Revising District Policies**

McKinney-Vento requires that districts:

- Adopt policies and practices to ensure that homeless children and youth are not **stigmatized or segregated** on the basis of their homeless status.\(^{19}\)

- Review and revise policies that may act as **barriers** to the **enrollment or retention** of homeless children and youth.\(^{20}\)

At this point, district policy should be reviewed and aligned with state and federal legislation (attached in Appendix). Referring to the “Responsibilities of LEAs” in the Background and Legal Requirements Section can be a helpful tool as you revise district policy and ensure all responsibilities become policy. Once identification, school selection and immediate enrollment procedures have been developed in Step 3, these procedures also should be incorporated into district policy.

The Washington State School Directors Association (WSSDA) has developed sample McKinney-Vento policies and procedures to assist LEAs in revising their policies as required by law. OSPI’s Consolidated Program Reviews monitor that LEAs have adopted these policies and practices. WSSDA’s policy is a useful reference and is included in the Appendix. Another helpful reference is the sample LEA policy contained in NCHE’s Local Homeless Liaison Toolkit (http://center.serve.org/nche/).

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**RECOMMENDED RESOURCE**


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\(^{19}\) McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, Section 722(g)(1)(J)(i).

\(^{20}\) Ibid, Section 722(g)(1)(I).
Building a Framework

Step 3: Developing Districtwide Procedures, Forms, and Database

Establishing districtwide procedures to identify, enroll, and serve homeless students is vital to a homeless education program. Standard procedures throughout the district ensure consistency, fairness, and thoroughness. Regular and appropriate staff trainings are necessary for procedures to be implemented successfully (refer to Steps 4 and 5). For each listed subtopic, examples of effective procedures and sample forms are provided.

Identification

Liaisons must ensure homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies. Identification has two overarching aspects: 1) ensuring the liaison understands and can apply the definition of homeless; and 2) undertaking activities throughout the LEA and community to ensure the liaison is aware of all homeless children and youth.

The Education of Homeless Children and Youth Program’s definition of homeless child or youth covers individuals who lack a fixed, regular, and adequate nighttime residence, including children and youth who are:

- Sharing the housing of others due to loss of housing, economic hardship, or a similar reason.
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations.
- Living in emergency or transitional shelters.
- Abandoned in hospitals.
- Awaiting foster care placement, as defined by [OSPI Memorandum March 13, 2012: McKinney-Vento Homeless Assistance Act and Awaiting Foster Care](#).
- Staying in a public or private place not designed for or ordinarily used as regular sleeping accommodations for humans.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus/train stations, or similar settings.

Migratory status, in itself, does not qualify children as homeless; however migratory children who are living in the circumstances described above are eligible for McKinney-Vento services. The phrase “awaiting foster care placement” does not include children in foster care. Rather, children are considered to be “awaiting foster care placement” only during the period of time between the initial placement of the child into state care and the 30-day shelter care hearing.

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21 McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, Section 725(2).
Determinations of McKinney-Vento eligibility should be made on a case-by-case basis. If a child or youth’s living situation does not clearly fall into the situations described previously, then the LEA should refer to the McKinney-Vento definition of “fixed, regular, and adequate nighttime residence” and consider the relative permanence of living arrangements. Note that children and youth who are incarcerated are not considered homeless. Liaisons should seek assistance in determining eligibility from OSPI’s Homeless Education Program. NCHE also offers an excellent resource, entitled “Determining Eligibility for Rights and Services Under the McKinney-Vento Act,” available at [http://center.serve.org/nche/downloads/briefs/det_elig.pdf](http://center.serve.org/nche/downloads/briefs/det_elig.pdf).

Although district liaisons are required to identify all homeless students in their district, parents and youth have the right to decline services. In this event, liaisons would still collect data on the students and complete an intake form according to their local procedures. It also is a good practice to reassess the student’s homeless status and desire for services periodically, as appropriate.

Activities to identify homeless children and youth should be varied, ongoing and carefully designed to reach families and students broadly and with sensitivity. It is a good practice to avoid using the word “homeless” with students, parents or colleagues, as it evokes stereotypes that do not match the reality of most young people who have lost their homes. Some identification strategies include:

1. Housing questionnaires that ask about students’ living situations upon enrollment are one excellent tool for determining McKinney-Vento eligibility. By including these forms in all district enrollment packets, all enrolling children will be screened for homelessness. This document should inquire about housing situations in non-stigmatizing language and information about the educational rights of homeless children should also accompany it. In addition to screening, this questionnaire can serve the purpose of verifying homeless status. If building liaisons are well-versed in the McKinney-Vento Act, it is recommended that they be responsible for signing this questionnaire; however, district liaisons should adapt this form to meet the needs in their district.

Adapted from materials developed by the Texas Homeless Education Office, the sample forms provided have been written for the dual purpose of screening for and verifying homelessness. The first questionnaire is designed for inclusion in district enrollment packets and includes a section for secretaries to specify if any enrollment records are missing. The second serves two purposes: 1) to be distributed to preschool providers for inclusion in their enrollment packets and 2) to verify the homeless status of students who were “notified” to the homeless education program (i.e., school or community staff submitted notification forms for these students).

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2. Posting notice of McKinney-Vento rights is both legally required and an important identification strategy. Notice must be posted in every school and relevant community agencies. It is recommended that posters avoid the word “homeless.” OSPI has posters available to download in several languages, at http://www.k12.wa.us/HomelessEd/Posters.aspx.

3. Training a wide variety of school personnel about homelessness and McKinney-Vento helps build an effective team of eyes and ears identifying eligible students. Step 5, Training and Building Awareness in Schools, provides strategies for professional development. Once school staff know how to identify students experiencing homelessness, they must know how to notify the district liaison. An articulated notification process contributes significantly to the identification infrastructure of a homeless education program. Once this process is explained to all participants, staff will better understand their roles, including their responsibility to notify the homeless program of all identified homeless students. McKinney-Vento requires that homeless children and youth be identified by school personnel and through coordination activities with other agencies. Therefore, the term “notification” is used to gently emphasize this requirement instead of “referral” which often implies a voluntary action.

Adapted from the South Whidbey School District, the following sample notification process defines responsibilities per role. Essentially, school personnel are asked to notify their building liaison and community agencies to notify the district liaison. Certainly some variance and flexibility in the process is expected as programs ascertain what works best for schools and agencies in their community.

**Schools**

- Secretary and Front Office Personnel
  - **During Enrollment:** Identifies a child as homeless, immediately enrolls the student and forwards the housing questionnaire to the Building Liaison.
  - **Outside of Enrollment:** Identifies a child as homeless, fills out a notification form and submits it to the Building Liaison.

- Bus Driver and Transportation Supervisor
  - If a bus driver realizes that a student is homeless, the driver should inform his or her supervisor who fills out a notification form and submits it to the Building Liaison. In larger-sized districts, it may be easier for the transportation supervisor to submit the notification form to the District Liaison. Again, districts will need to adapt the process to fit the needs of their system.

- All Other School Staff
  - If any other school staff identifies a homeless student, he or she should fill out a notification form and submit it to the Building Liaison.
In the event that homeless students are not identified during enrollment or become homeless during the school year, school staff will be prepared to identify and assist homeless students in receiving services.

**Community Providers**

- **Early Education Providers**
  - **During Enrollment:** Include housing questionnaires in enrollment packets; forward forms indicating homelessness to District Liaison.
  - **Outside Enrollment:** Fill out notification forms for identified homeless students and forward to District Liaison.

- **Community Agencies**
  - Fill out notification forms for identified homeless children and forward to District Liaison. For shelter providers and other direct service providers, inquire about school enrollment for school-age and preschool-age children during intake.

- **Home Visitors and Outreach Workers**
  - Bring notification forms for home visits and outreach. Ask about school enrollment for school-age and preschool-age children. Fill out forms for identified homeless children and forward to District Liaison.
  - Other creative identification strategies include: initiating a McKinney-Vento Awareness Week in your school district (see NAEHCY’s Unaccompanied Youth Toolkit for more information and tools to launch an awareness week in tandem with FAFSA preparation in high schools); asking students for help spreading the word by word of mouth and web-based social networking; asking homeless-service agencies and your local Continuum of Care to assist with identification; and collaborating with the owners of low-cost motels and campgrounds to share McKinney-Vento information.

**RECOMMENDED RESOURCES:**


Student Housing Questionnaire #1

Please use one form per student. Return to school registration office within 14 days of receipt. If you require additional copies, please contact your school.

Name of Student: ____________________________________________  
First  Middle  Last

Name of School: ____________________________________________  Grade: ________  Birthdate: ___________  
Month/Day/Year

Age: _______________  
Sex: □ Male  □ Female

The answers to the following questions can help determine the services this student may be eligible to receive under the McKinney-Vento Act 42 U.S.C. 11435.

1. Is this student’s home address a temporary living arrangement? □ Yes □ No
2. Is this a temporary living arrangement due to a loss of housing or economic hardship? □ Yes □ No
3. Is this student awaiting foster care placement? □ Yes □ No
4. As a student, are you living with someone other than your parent or legal guardian? □ Yes □ No

If you answered YES to any of the above questions, please complete the remainder of this form.
If you answered NO to all of the above questions, you may stop here.

Where is this student currently living? (check box)

☐ Temporarily with another family because we cannot afford or find affordable housing.
☐ With an adult that is not a parent or legal guardian, or alone without an adult.
☐ In a hotel/motel.
☐ In a vehicle of any kind, RV park or campground, abandoned building or substandard housing.
☐ In an emergency/transitional shelter.
☐ Other

ADDRESS OF CURRENT RESIDENCE: ____________________________________________

(OR)

NAME OF MOTEL/SHELTER OF CURRENT RESIDENCE: ____________________________________________

(OR)

NAME OF “GENERAL AREA” OF CURRENT RESIDENCE: ____________________________________________

PHONE NUMBER OR CONTACT NUMBER: ________________  NAME OF CONTACT: ________________

Print name of parent(s)/legal guardian(s): ____________________________________________
(Or unaccompanied youth)

Signature of parent/legal guardian: ____________________________________________  Date: _______
(Or unaccompanied youth)

For School Staff Only: Forward questionnaire to Student Services, Attn: Homeless Support Coordinator or fax to XXX-XXX-XXXX
Your child may be eligible for additional educational services through Title X, Part C, Federal McKinney-Vento Assistance Act. Eligibility can be determined by completing this questionnaire.

1. Where are you and your family currently staying? Check one box.

Section A
- Rent/own my own home or apartment.
- Temporarily with another family because we cannot afford or find affordable housing.
- With an adult that is not a parent or legal guardian, or alone without an adult.
- In a hotel/motel.
- In a vehicle of any kind, RV park or campground without running water/electricity, abandoned building or substandard housing.
- In an emergency/transitional shelter.
- Other

Section B
- Temporarily with another family because we cannot afford or find affordable housing.
- With an adult that is not a parent or legal guardian, or alone without an adult.
- In a hotel/motel.
- In a vehicle of any kind, RV park or campground without running water/electricity, abandoned building or substandard housing.
- In an emergency/transitional shelter.
- Other

2. If you checked a box in Section B, your child/children may be eligible for additional educational services through Title X, Part C- Federal McKinney-Vento Assistance Act.

Student(s) Name
First                           Last

M/F  D.O.B.  Grade  School Name

3. The undersigned certifies that the information provided above is accurate.

Print Name of Parent/Guardian Name/Adult Caring for Student

Current Address
Street Address    City  State   Zip

Phone/Pager/Contact #

Emergency Contact Name and Phone

Signature of Parent/Guardian/Adult Caring for Student  Date

Enrollment Staff: If parent marked any box in Section B above, please forward a copy of this form to:
Sample Notification Process Graphic
(Adapted from South Whidbey School District)

**Building Liaison:**
Contacts student, parent, and teacher
Fills out referral form, forwards to DL
Follows up with free meals and transportation
Follows up with appropriate school programs
Maintains building homeless database

**District Liaison:**
Coordinates transportation, verifies free meals
Assists with missing enrollment records
Provides/connects family to resources
Conducts dispute resolution process
Fills out referral form, forwards to BL
Maintains district homeless database

---

**OTHER SCHOOL STAFF:**
(teacher, nurse, counselor, etc.)
Identifies student as homeless
Fills out notification form

**SECRETARY:**
Identifies student as homeless
Enrolls student immediately
Forwards residency questionnaire
Fills out notification form

**EARLY EDUCATION PROVIDERS:**
(Head Start, ECEAP, Even Start, etc.)
Identifies children as homeless
Forwards residency questionnaire
Fills out notification form

**COMMUNITY AGENCIES:**
(Shelter staff, homeless service providers)
Recognizes children as McKinney-Vento eligible
Fills out notification form

**HOME VISITORS AND OUTREACH:**
(Migrant, ECEAP, IDEA, Child Find)
Identifies children as homeless
Fills out notification form

**TRANSPORTATION SUPERVISOR:**
Fills out notification form

**BUS DRIVER:**
Realizes student is homeless Informs supervisor

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(SAMPLE)
MCKINNEY-VENTO EDUCATION PROGRAM, Notification Form
School Building Staff
Please submit this completed form to your Building Liaison. Can also be faxed to ___________________.

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>Gender</th>
<th>Grade</th>
<th>Teacher's Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Address</th>
<th>City</th>
<th>Zip</th>
<th>Phone #</th>
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<table>
<thead>
<tr>
<th>Referring Person</th>
<th>Position</th>
<th>Phone #</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Please indicate the child’s living situation:

- [ ] Doubled-up†
- [ ] Motel/hotel
- [ ] Shelter
- [ ] Unsheltered‡

† Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason
‡ Living in a car, park, campsite, trailer park, bus/train station, abandoned building, abandoned in hospital, or other location not ordinarily used as sleeping accommodations

Comments:
Signature of Referring Person________________________________________  Date__________

-------------------------------------------------------------------------------------------------

MCKINNEY-VENTO EDUCATION PROGRAM, Notification Form
Community Agency Staff
Please fax this completed form to your District Liaison at ___________________.

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>Gender</th>
<th>Age</th>
<th>Parent's/Guardian's Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<th>Address</th>
<th>City</th>
<th>Zip</th>
<th>Phone #</th>
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<table>
<thead>
<tr>
<th>Enrolled in School?</th>
<th>Current School (or last attended)</th>
<th>Grade</th>
<th>Teacher's Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Referring Person &amp; Agency</th>
<th>Position</th>
<th>Phone #</th>
<th>Email</th>
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</table>

Please indicate the child’s living situation:

- [ ] Doubled-up†
- [ ] Motel/hotel
- [ ] Shelter
- [ ] Unsheltered‡

† Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason
‡ Living in a car, park, campsite, trailer park, bus/train station, abandoned building, abandoned in hospital, or other location not ordinarily used as sleeping accommodations

Comments:
Signature of Referring Person________________________________________  Date__________

-------------------------------------------------------------------------------------------------------------

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Office of Superintendent of Public Instruction
## McKinney-Vento Program
### Intake Form

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>STUDENT NO.</th>
<th>GRADE</th>
<th>GENDER</th>
<th>Ethnicity:</th>
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<tr>
<th>CURRENT SCHOOL OR LAST ATTENDED</th>
<th>ENROLLED IN SCHOOL?</th>
<th>AGE</th>
<th>DATE OF BIRTH</th>
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<tbody>
<tr>
<td></td>
<td>Yes</td>
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<td>No</td>
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<table>
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<tr>
<th>CURRENT ADDRESS</th>
<th>PARENT/GUARDIAN</th>
<th>PHONE</th>
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<tbody>
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</table>

### Please list siblings or other children in the home:

<table>
<thead>
<tr>
<th>Name</th>
<th>Student No.</th>
<th>Grade</th>
<th>Age</th>
<th>School (if not enrolled, please indicate)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

### Student’s living situation:

- [ ] Shelter
- [ ] Unsheltered
- [ ] Unaccompanied Youth
- [ ] Doubled Up
- [ ] Motel/Hotel
- [ ] Awaiting Foster Care
- [ ] Migrant
- [ ] Transitional Housing

1 Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason
2 Living in a car, park, campground, trailer park, bus/train station, abandoned building, abandoned hospital, or other location not ordinarily used as sleeping accommodations
3 Unaccompanied youth not living with a parent or guardian
4 Child temporarily placed with relative or guardian

Is your current residence a temporary living situation? [ ] Yes [ ] No
Is your living arrangement due to the loss of housing or economic hardship? [ ] Yes [ ] No

### Please check the following services that are needed or desired:

- [ ] Free breakfast/lunch
- [ ] Tutoring
- [ ] Transportation
- [ ] After-school programs
- [ ] Clothing/Uniform
- [ ] Teen Center
- [ ] School supplies
- [ ] Mentoring
- [ ] Counseling
- [ ] Special Education
- [ ] Medical/dental referral – medical coupons
- [ ] Gifted/talented
- [ ] Vision referral
- [ ] Vocational/technical
- [ ] Medicaid/DSHS services – food stamps
- [ ] Community resource
- [ ] Preschool Enrollment records
- [ ] LEP/Bilingual program
- [ ] Missing enrollment records
- [ ] Birth certificate
- [ ] Prior academic records
- [ ] Immunization/medical records
- [ ] Guardianship issues
- [ ] Trust/financial assistance needed for ____________________________ Cost $ ____________________________

### Comments/Changes:


### Parent/Guardian/Unaccompanied Youth Signature:

_________________________ Date ____________________________

### Building/District Liaison Signature:

_________________________ Date ____________________________

---

Amanda Goes to School
Office of Superintendent of Public Instruction
Revised February 2013
School Selection

According to the McKinney-Vento Act, homeless students have two options for school enrollment:

1. School of Origin—the school the child attended when permanently housed OR the school where the student was last enrolled; students may attend for the duration of their homelessness or, if they become permanently housed, for the remainder of the school year.

2. Local school—any public school that nonhomeless students who live in the same attendance area as the homeless student are eligible to attend.

The school the student actually attends must be based on the best interest of the student and the wishes of the student’s parents/guardians, with a preference for keeping the student in the school of origin unless that is not feasible. In evaluating feasibility, the placement determination should be a student-centered, individualized determination. Factors that an LEA may consider include the age of the child or youth; the distance of a commute and the impact it may have on the student’s education; personal safety issues; a student’s need for special instruction (e.g., special education and related services); the length of anticipated stay in a temporary shelter or other temporary location; and the time remaining in the school year.

Districts should establish a method for determining the best interest and feasibility of school placement for homeless students. Methods should outline which individuals should be involved as well as factors to consider in forming a decision. For example, the homeless child, the child’s parent/guardian, and the homeless liaison should all participate in the determination process. (If the student is an unaccompanied youth, the district liaison is required to assist the youth in placement or enrollment decisions.) Other individuals that may also contribute to the process include teachers, counselors, social workers, transportation coordinators, and shelter/social service providers.

A two-page worksheet has been provided as a sample tool for working through school placement decisions. This form was adapted from materials developed by NCHE and the Missouri Department of Education. Above all else, LEAs should remember that the best placement determinations are child-centered and individualized.

RECOMMENDED RESOURCE

MCKINNEY-VENTO EDUCATION PROGRAM
Determining Best Interest of School Placement

Student Name_________________________________________________ Age________

Unaccompanied Youth:  □ Yes  □ No

Individuals contributing to the best interest and feasibility determination of this placement:

□ Student       □ Parent/Guardian       □ Transportation Director       □ District Liaison
□ Teacher       □ Shelter/Service Provider □ Counselor/Social Worker       □ Building Liaison
□ Other ________________________________

<table>
<thead>
<tr>
<th>School of Origin</th>
<th>School Name</th>
<th>District Name</th>
<th>Dates of Attendance</th>
</tr>
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<tbody>
<tr>
<td>(when permanently housed)</td>
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<table>
<thead>
<tr>
<th>School of Origin</th>
<th>School Name</th>
<th>District Name</th>
<th>Dates of Attendance</th>
</tr>
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<tbody>
<tr>
<td>(where last enrolled)</td>
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</table>

<table>
<thead>
<tr>
<th>School of Residence</th>
<th>School Name</th>
<th>District Name</th>
<th>Dates of Attendance</th>
</tr>
</thead>
</table>

Factors to consider:

(1) Does the parent/guardian desire for the student to attend the school of origin?  □ Yes  □ No

(2) Does the student desire to attend the school of origin?  □ Yes  □ No

If answers to Questions 1 and 2 are both no, school of residence should be selected.

(3) Is the time and distance required to travel to and from the school of origin reasonable for the student’s age?  □ Yes  □ No
(4) Considering the student’s age, can transportation be arranged in a safe and reasonable manner? □ Yes □ No

Example Questions to Explore:
- How many transfers would be required?
- Would the student be required to wait alone?
- If public transportation were proposed, would the parent be available and willing to accompany their young child?

(5) Is the school of origin especially meaningful to the child and/or parent? □ Yes □ No

Example Questions to Explore:
- How long did the child attend the school of origin?
- Is the child involved in special programs not available at the school of residence?
- Did the child develop meaningful relationships at the school of origin?
- What time of year is it, i.e., has the school year already begun?
- What is the likelihood that the family will establish residency again in the attendance area of the school of origin?

(6) Does the student have any special needs or considerations that may impact the best interest and feasibility of school placement? □ Yes □ No

Example Question to Explore:
- Are there siblings and where is their school placement?

District's recommendation is to place the child in:

□ School of origin (where the child last attended when permanently housed).
□ School of origin (where the child was last enrolled).
□ School of residence (where other students living in the same area as the child are attending).

Signature of District Official_________________________________________ Date______________
Dear Parent/Guardian/Youth:

During the 20XX/20XX school year, your child(ren) received services under the McKinney-Vento Homeless Assistance Act. In an effort to help you transition into the upcoming school year, we have included some information below. Please feel free to call, write, email, or stop in at your child’s school if you have questions.

If you found housing during the school year and continued to send your child to their school of origin until the end of this school year; or if you found permanent housing over the summer, please remember to enroll your child(ren) in their neighborhood school prior to the beginning of the new school year. If you need assistance finding the new school’s contact or enrollment information, please give us a call and we can assist you.

If you believe that your child(ren) is still eligible for McKinney-Vento services at the beginning of the new school year, you may enroll your child in their neighborhood school or you may request that your child(ren) remain in their school of origin for the next school year. School staff can help you with this process if your child continues to meet the Federal definition of homelessness under the McKinney-Vento Homeless Assistance Act.

As summer comes to an end, school district staff will attempt to contact you to discuss these options. Please be sure that your contact information is current with school staff. If you do not hear from us, or if your contact information changes, please let school staff know that you would like to discuss the McKinney-Vento program with the school district’s Homeless Liaison.

Again, if you have any questions or concerns regarding your child(ren)’s eligibility for services under the McKinney-Vento Homeless Assistance Act, please feel free to give us a call, email, write, or stop in to see us. We will be happy to assist you in any way possible.

Sincerely,

McKinney-Vento Homeless Liaison
Dispute Resolution

According to the McKinney-Vento Act, if a district’s decision regarding school placement or enrollment differs with the wishes of the parent/guardian or unaccompanied youth:

- The child/youth must be immediately admitted to the school in which enrollment is sought.
  
  - It is important that principals, secretaries and district administrators are trained on this requirement, to ensure students are appropriately and immediately enrolled when disputes are pending.

- The LEA or school must provide a written explanation to the parent/guardian or unaccompanied youth and include a statement regarding the right to appeal.
  
  - It is helpful to have a template document available that liaisons can complete and provide to parent/youth in case of dispute. A sample form compliant with OSPI’s dispute policies is provided.

- The student, parent, or guardian must be referred to the local liaison, who shall carry out the dispute resolution process as expeditiously as possible.
  
  - While parents and unaccompanied youth have the right to initiate disputes, it is important that liaisons attempt to resolve disagreements locally first, by such strategies: using the school selection, transportation and other tools provided in this handbook; clearly explaining to parents and youth what the law provides; being sensitive to the stressors and trauma that families and youth are experiencing; training school enrollment staff and administrators; seeking informal support from OSPI early at the first sign of a disagreement.

In the event of a dispute resolution case, all districts must follow OSPI’s McKinney-Vento dispute process, available on OSPI’s Homeless Education webpage.\(^\text{23}\)

RECOMMENDED RESOURCE


Dear Parent, Guardian, or Youth:

Because the district seeks to place your child(ren) in a school other than the school of origin or the school you requested, we are providing this information packet to inform you of your right to appeal our decision.

Included, you will find the following:

1. Written contact information for the school district’s Homeless Liaison and State Coordinator.
2. Receipt of dispute resolution packet.
3. A detachable form that you can complete and turn into the school or Homeless Liaison to initiate the dispute process.
4. A written step-by-step description of how to dispute the school district’s decision, along with information.
5. Written notice of the right to enroll immediately in the school where enrollment was sought pending resolution of the dispute.

If, at any time, you have questions regarding the dispute resolution process, you can contact the district Homeless Liaison or the State Homeless Education Coordinator, and they will assist you with the process.

School District Homeless Liaison          WA State Homeless Education Coordinator
Liaison Name          Melinda Dyer
XXXXXX School District          Office of the Superintendent of Public Instruction
XXXX Pleasant Lane          PO Box 47200
Somewhere, WA 99999          Olympia, WA 98504
XXX.XXX.XXXX          360.725.6050
(SAMPLE)
Receipt of Dispute Resolution Information

Date: ___________________

I, _______________________, am the parent, guardian, or youth attempting to enroll my child/ren or myself in the following school(s):

Child’s Name: School(s):

________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
________________________________________________________________________

I have received the explanation of my child’s placement. This explanation included:

1. Contact information for the district’s Homeless Liaison and the Office of the Superintendent of Public Instruction’s Homeless Education Coordinator.

2. A copy of the dispute resolution process.

3. Paperwork to complete if I wish to dispute the district’s decision.

4. Directions on how to complete the dispute resolution paperwork.


I understand that the school district will ensure that my child/ren will attend and fully participate in the school where enrollment is sought while the dispute process is carried out.

________________________________________________________________________
Parent/Guardian/Youth Signature Date

________________________________________________________________________
School District Personnel Signature Date

Upon receipt of the dispute resolution packet, please sign this form and return it to the school where you are attempting to enroll or to the district’s Homeless Liaison.

Revised February 2013
Amanda Goes to School
Page 34 Office of Superintendent of Public Instruction
Date: ___________________

I have received the explanation of the district’s placement decision concerning my children/myself, (name): ____________________________________. I disagree with the district’s placement decision, and I am appealing that decision for the following reasons:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I understand that the district will ensure that my child/I will have the opportunity to attend and participate at the school where enrollment is sought while the dispute is being carried out.

Parent/Guardian/Youth Signature ___________________ Date ___________________

School District Personnel Signature ___________________ Date ___________________

School District Use Only:

☐ Level I Appeal ☐ Level II Appeal ☐ Level III Appeal

☐ Level III Appeal
Parent/Youth’s Guide to the McKinney-Vento Dispute Resolution

If a parent, guardian, or unaccompanied youth wishes to appeal a school district’s decision regarding school placement:

1. The parent/unaccompanied youth must submit a request for dispute resolution form to the district Liaison or the school where enrollment is sought within fifteen (15) business days of receiving the district’s notification that they plan to enroll the student in a school other than the one requested by the parent, guardian, or youth.

2. Within five (5) business days of their receipt of the complaint, the Liaison must make a decision on the complaint and inform the parent or unaccompanied youth of their decision in writing.

If the parent or youth disagrees with the decision made at Level I and wishes to move the dispute resolution process forward to Level II, the parent or unaccompanied youth shall notify the district’s Homeless Liaison of their intent to proceed to Level II within ten (10) business days of their receipt of notification of the Level I decision. If the parent or unaccompanied youth wishes to proceed to Level II, the district’s Homeless Liaison will provide an appeals package that includes:

1. A copy of the parent or youth’s complaint which was filed at the district Homeless Liaison at Level I.
2. The decision rendered at Level I by the Homeless Liaison.
3. Any additional information from the parent, guardian, unaccompanied youth, or Liaison.

If the dispute remains unresolved after a Level I appeal, the parent, guardian, or unaccompanied youth may appeal the decision to the local school district’s Superintendent or the Superintendent’s designee. The appeals package from the Level I dispute will be used to facilitate the following:

1. The Superintendent or Superintendents designee (not the Homeless Liaison), will arrange for a personal conference with the parent, guardian, or unaccompanied youth. This will occur within five (5) business days of the parent, guardian, or youth’s notification to the district of their intent to proceed to the Level II dispute resolution process. This meeting, once arranged, should happen as quickly as possible.
2. The Superintendent, or the Superintendent’s designee with provide a decision, in writing, to the parent, guardian, or unaccompanied youth with supporting evidence and reasons within five (5) business days of the meeting.

If the parent, guardian, or unaccompanied youth disagrees with the decision at Level II and wishes to move the dispute process to Level III, the parent, guardian, or unaccompanied youth must notify the district’s Homeless Liaison of their intent to proceed to Level III within ten (10) days of receipt of notification of the Level II decision. If the dispute remains unresolved:

1. The district Superintendent must forward all written documentation and related paperwork to the OSPI Homeless Education Coordinator or designee, for review within five (5) business days of receiving notification that the parent, guardian, or youth would like to proceed to Level III.
2. The entire dispute package including all documentation and related paperwork is to be submitted to OSPI in one complete package via hard copy mail delivery. Documents submitted separately from the dispute package may not be reviewed. It is the responsibility of the district to ensure the dispute packages are complete and ready for review.
3. The OSPI Homeless Education coordinator, along with appropriate OSPI personnel, will make a final decision within fifteen (15) business days of receipt of the complaint.
4. The final decision will be forwarded to the school district’s Homeless Liaison for distribution to the parent and local Superintendent.
5. The decision made by OSPI will be the final resolution for placement of a homeless child or youth in the district.
Immediate Enrollment

Legislation requires that homeless children and youth be enrolled immediately in school, even if they lack the documentation typically required. Unfortunately, enrollment barriers persist. Even more disconcerting is that a 2005 study found that Washington shelter providers perceived barriers at twice the rate of school districts. As discussed in Step 2, McKinney-Vento requires that districts review and revise any policies that may act as barriers to enrolling homeless children. Potential barriers include policies requiring proof of residency, proof of guardianship, birth certificates, immunizations/medical records, and previous academic records. LEAs must ensure that these barriers are effectively eliminated—both in policy and in practice.

Procedures for enrolling homeless students should be carefully developed and implemented districtwide. One sample procedure contains the following steps:

- Student identified as homeless through housing questionnaire (included in enrollment packet).

- Secretary follows the district’s "Enrolling Homeless Students" procedure, which includes:
  - Assisting the parent/youth in filling out the enrollment packet, including the housing questionnaire.
  - Immediately enrolling the student.
  - Forwarding the housing questionnaire to the Building Liaison and/or District Liaison.
  - Contacting the previous school for relevant academic and other records.
  - Indicating any missing enrollment records in the appropriate section of the housing questionnaire.

- District Liaison follows up regarding any missing records and ensures all needed documentation is procured as quickly as possible.

Please note: the housing questionnaire’s section on missing enrollment records is intended strictly for convenience. Enrollment cannot be delayed due to missing records, and the housing questionnaire should be forwarded to a liaison right away. School success is dependent on immediate enrollment and the timely delivery of support services.

RECOMMENDED RESOURCES


NAEHCY’s “Protocol for Enrolling Unaccompanied Youth in School: Whom Do We Call?”, available at [http://www.naehcy.org/toolkit-high-school-counselors](http://www.naehcy.org/toolkit-high-school-counselors)

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Transportation

Students experiencing homelessness have the right to receive:

- Transportation to and from their school of origin.
- Transportation services comparable to their housed peers (e.g., afterschool programs, extracurricular activities, preschools, etc.).

Given that many factors contribute to the difficulty in coordinating these services, transportation remains one of the greatest challenges in homeless education. For example, shelters may not be on established bus routes, students may travel across district or even state lines, and families may move frequently and be difficult to contact. Subsequently, arranging and providing transportation for McKinney-Vento students can be a process that is both complex and costly. Yet, we know keeping students stable in one school can translate into better attendance, higher test scores, and higher graduation rates.

Creating and implementing well thought-out procedures is one way to increase the efficiency and effectiveness of transportation. Examples of questions to consider during procedure design include:

- Who will determine if transportation services are needed (most likely, the District Liaison)?
- Who will be involved in coordinating transportation (District Liaison, transportation staff, parents/students, principals...)?
- What will be the standard communication method (fax, email, phone) between involved parties (liaisons, students, parents, schools, and transportation personnel)?
- What are the available options for transporting homeless students (examples below)?
- Of these choices, what are the most cost-effective methods for safe transportation?
- What will be the expected turnaround time for arranging transportation?
- If regular transportation cannot be arranged immediately (e.g., bus must be re-routed and affected students need to be called), how will transportation be provided in the interim?
- How will inter-district transportation occur and who will be the primary contacts for each district?

Possible transportation methods to consider include:

- Established school bus route (regular or special).
- Altering or adding a school bus route.
- Mileage reimbursement for parents to transport students or students to transport themselves (referred to as “in lieu of”).
• Mileage reimbursement for shelter vans to transport students. Public bus or train.
• School district motor-pool vehicle.
• Preschool bus/van.
• Taxi.
• Medicaid or ADA vans.

Finally, procedures regarding specific transportation methods should also be created. These procedures should be outlined for program use as well as for articulating expectations to parents. For example, the Spokane School District has a document that lists the different transportation options and associated procedures for parents. Adapted examples from this form as well as additional ideas from the Spokane School District and Sumner School District transportation programs are listed below. Other sample procedures include:

**Bus Passes/Tokens**

• Distributing monthly bus passes through building liaisons.
• Leaving monthly bus passes in the school office and notifying students or parents when available.
• Giving adult passes for parents/guardians to accompany young children to and from school.
• If passes are lost, placing students on the “two token a day” system.
• Removing bus pass privileges due to excessive tardiness or lack of attendance, after appropriate warnings and interventions.

**In Lieu Of**

• Required to be state employee reimbursement rate (WAC 392-141).
• Requiring parents to sign in at front office to document transporting students to school.
• Issuing reimbursement checks monthly for parents to pick up.
• Not reimbursing parents for days that students are absent or tardy.
• Removing in lieu of privileges due to excessive tardiness or lack of attendance, after appropriate warnings and interventions.

**Taxi/Vans**

• Requiring companies to use non-smoking vehicles and uniformed drivers to transport students.
• Requiring companies and drivers to maintain confidentiality of student’s status.
• Conducting criminal background checks on drivers, and verifying satisfactory checks.
• Establishing a relationship with one company.

• Requiring parents to call in by a designated time if student is ill or not needing transportation.

• Verify that any vans or preschool buses used have a manufacturer's design capacity of 10 persons or less (including the driver).

**Tips for Coordinating Transportation**

• Use standard forms for convenience and efficiency. Two examples are included in this guidebook. The transportation request is adapted from forms used by Spokane and South Whidbey School Districts. The mileage reimbursement form is adapted from one developed by Sumner School District.

• Establish a primary contact at the transportation department to facilitate information exchange and encourage proficiency/sensitivity in dealing with the transport of homeless students.

• Collaborate with neighboring districts. Many Washington liaisons have invited liaisons and transportation supervisors from neighboring districts to discuss and establish collaborative methods regarding transporting homeless students. From these meetings, one frequent suggestion is to ask transportation directors to coordinate directly with one another in determining inter-district solutions.25

• Plan for emergencies. For example, Chicago Public Schools provides every school in the district with a Homeless Education Program Emergency Packet to offer families in the event that transportation services cannot be arranged immediately. Packets for elementary schools include 1 pack of 20 student fare cards, 1 adult 7-day transit pass, and $10 cash for purchasing transfers or adult transit cards. Packets for secondary schools include 1 pack of 20 student fare cards and $11 cash for purchasing transfer fares.

• Did you know that all students transported must be included in October’s ridership count (including transportation by public bus, private party contract with parent, cab or other provider)? Find out when the count will occur and share your data with transportation coordinators. (In case you’re wondering why this is important, districts are compensated for the entire school year for transportation costs based on a one-week ridership count every fall.)

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**RECOMMENDED RESOURCE**


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**HOMELESS EDUCATION PROGRAM**

**Transportation Request #2**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Address</th>
<th>Phone #</th>
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<table>
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<tr>
<th>School Name</th>
<th>Grade</th>
<th>Start &amp; Dismissal Time</th>
<th>Other Needs or Considerations</th>
</tr>
</thead>
</table>

☐ Parent has a car and can transport the student to and from school with mileage reimbursement
☐ Parent is available and willing to escort the young child on a public bus

*Comments or notes:*

Liaison Signature__________________________________________________ Date_________

---

**Transportation Department Use Only**

Transportation will begin on _________________ and will be provided by the following method:

☐ **In Lieu Of (Mileage Reimbursement)**

☐ **School Bus**

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<th>Route</th>
<th>Pick-up Time</th>
<th>Location</th>
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☐ **Public Bus**

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☐ **Taxi**

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☐ **Other**

Transportation Coordinator Signature________________________________________ Date_________
(SAMPLE)
McKinney-Vento Transportation Services
Mileage Reimbursement and Attendance Form

Student Name_________________________________ School__________________________

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<tr>
<th>Date</th>
<th>Drop-Off Time</th>
<th>Parent Initials</th>
<th>Pick-Up Time</th>
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<th>Staff Initials</th>
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OFFICE: Total # Days (______) x Roundtrip Mileage (______) x $0.36/mile = ________

Parent/Guardian Name_________________________ Month___________________________
I certify that this claim for reimbursement is accurate and true and has not been previously paid.

Parent/Guardian Signature________________________ Date________

Liaison Signature_____________________________ Date________
Child Nutrition

All McKinney-Vento eligible students are automatically eligible for free school meals. During the intake process, building or district liaisons should determine if children are receiving free school meals. If services are needed, district liaisons should immediately submit eligibility documentation to school nutrition services directors (sample form provided).

- Students and families who are homeless do not have to complete an application. Rather, USDA policies allow for automatic enrollment of these students, which is known as “direct certification,” to ensure they receive meals quickly.

- When a liaison or a shelter director notifies the local school food service office that a student is homeless, free school meals must commence immediately.

- Documentation must include the child's name or list of names, effective date(s), and the signature of the district liaison or shelter director.

- Once a child is certified as eligible to receive free school meals, eligibility remains in effect for the entire school year (even if the student moves into permanent housing). In the next school year, the student remains eligible for up to 30 days or until a new eligibility determination, whichever comes first.

- Documentation must be kept on file for six years, the same length of time as the regular free/reduced-priced meal applications.\(^{26}\)

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RECOMMENDED RESOURCE


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Homeless students are automatically eligible for free school meals. Once a student has been determined to be eligible to receive free meals, eligibility remains effective for the remainder of the school year, even if the student moves into permanent housing. †

The following students have been identified as homeless under the McKinney-Vento Act and this list of students and their effective dates is in lieu of the standard school meal application. † Thank you for your prompt attention to this matter.

<table>
<thead>
<tr>
<th>STUDENT'S NAME</th>
<th>SCHOOL</th>
<th>EFFECTIVE DATE</th>
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<tbody>
<tr>
<td>Amanda Goes To School</td>
<td>Revised January 2014</td>
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† 2004 Child Nutrition and Women and Infant Care Reauthorization Act

District Liaison Signature ________________________________ Date ________
Preschool

Preschool-aged children experiencing homelessness must have access to public preschool programs for which they are eligible, including:

- Early Childhood Education and Assistance Program (ECEAP), Washington’s early childhood program for three- and four-year-olds.

- Head Start, a federally-funded comprehensive early childhood education program for children ages three to five (Early Head Start serves children from birth to three). Head Start programs are legally required to do outreach to homeless families and take steps to increase their enrollment.

- Early Support for Infants and Toddlers (ESIT), which provides services for children birth to three with disabilities and/or developmental delays.

The first step to serving preschool-aged children experiencing homeless is to identify them. Some strategies to identify preschool-aged children include:

- When enrolling school-aged children, inquire about preschool siblings.

- Collaborate with local preschool programs and ask them to consider using an adapted version of the housing questionnaire to identify homeless families.

- Post notice about McKinney-Vento in shelters that house young children, programs for teen parents, TANF offices and pediatricians’ offices.

Connecting families with preschool services can be a challenge, since preschools often are administered by agencies other than school districts, without centralized information or uniform eligibility or enrollment procedures. Liaisons should educate themselves about the public preschool programs available in their communities. The following websites include directories of preschool programs:


Finally, liaisons should coordinate with local preschool programs to increase referrals, enrollment and attendance of homeless children. For example:

- In the Olympia School District, the liaison communicates frequently with Head Start and public preschools, which hold two slots each for homeless students. She also works with preschool providers to coordinate needed transportation and child care.
• In the South Whidbey School District, ECEAP’s home visitor receives training on McKinney-Vento and uses visits to provide ECEAP services and to identify children who may be homeless. Families whose children may qualify are referred to the district’s homeless education program. The home visitor also completes notification forms for eligible children and submits the forms to the district liaison.

• In the Aberdeen School District, the homeless liaison also collaborates with various early education providers (Migrant program, Even Start, birth to three program, special services, and teen parents program) to ensure that all homeless preschoolers are immediately identified and enrolled. In addition, she screens every preschool-aged sibling of identified homeless students and completes the enrollment paperwork for any eligible child.

Additional strategies include:

• Provide preschool programs with information about homelessness in the area, so the needs of homeless families and children are considered in needs assessments and decisions about targeting populations.

• Encourage preschool programs to hold slots for homeless children and/or prioritize them on waitlists.

• Encourage preschool programs to provide immediate enrollment for homeless children while the family and program work together to obtain required documents.

• Contact your local ESIT Family Resource Coordinator to collaborate on screenings and referrals of young children.

• Work with local shelters to designate play and learn spaces for young children, quality daycare services, or even preschool opportunities.

• Engage your school district Title I Coordinator in a conversation about ways Title I funds, particular homeless set-aside funds, may be used to increase preschool enrollment and attendance for homeless children.

RECOMMENDED RESOURCES


Data Collection

Data collection is an essential and often overlooked element in homeless education programs. Previously, only districts receiving McKinney-Vento sub-grants were required to participate in federal data collection. However, for several years now, USDOE has required all LEAs to submit information to their State Coordinator for the purposes of collecting state and federal data on homeless education. Besides fulfilling a federal requirement, data collection also is instrumental to maximizing the current and future efficacy of programs. Data can influence federal funding and can affect the competitiveness of an LEA’s application for McKinney-Vento funds.

In establishing a procedure for collecting data, LEAs should consider the following:

- What data elements should be included?
  - USDOE requires data from all LEAs on several elements, including grade level, primary nighttime residence (shelter, doubled-up, motel/hotel, unsheltered). In addition, LEAs that receive McKinney-Vento subgrants funds must collect data on the numbers of students who are migrant, unaccompanied youth, children with disabilities, and Limited English Proficient, as well as academic progress.

- Who will collect the data?

- How will this data be collected?
  - While LEAs may have different procedures to collect data depending upon their data systems and protocols, district liaisons always should work closely with data clerks and other district staff who compile and submit data to OSPI to ensure OSPI receives accurate data.

- When and how often will the data be collected?
  - Data must be submitted electronically to OSPI in the fall every year.

A sample procedure may follow these steps:

- District liaison determines which data elements are needed based on USDOE requirements, any additional requirements or requests from OSPI, and any data the program determines necessary for program evaluation and improvement.

- District liaison creates a database and emails a template to every building contact.

- Building liaisons (BLs):
  - Collect data for building students using intake forms.
  - Input intake information into building homeless database (based on template).
  - Check in with students and parents and update database as needed.
  - Respond to monthly data requests from district liaison by emailing building database.
• District liaison:
  - Collects data for students referred directly to district liaison using intake forms.
  - Inputs intake information into district homeless database.
  - Requests monthly updates from BL.
  - Compiles information from BLs into district homeless database.
  - Responds to requests for district data from OSPI, in collaboration with district data entry staff.

Step 4: Designating and Training Building Liaisons

Although the appointment of building liaisons is voluntary, research demonstrates that this practice is highly successful. In Washington State, 97 percent of districts that used building liaisons reported this method as effective. Regrettably, this system is under-utilized with only 25 percent of districts currently designating a staff member in each school building to be the McKinney-Vento contact.27 How does a system of building liaisons work to strengthen homeless education programs?

• **Shared Workload:** By appointing a liaison in each school, the district has more individuals to share in the responsibilities, receive targeted training, raise homeless awareness, and serve as homeless advocates.

• **Provide an Immediate Contact:** A liaison in every school gives homeless children and families a resource for immediate, on-site assistance with enrollment, services and referrals. Furthermore, other building staff, like teachers, counselors, or secretaries, who have identified a student as homeless or recognized needs in their homeless students also have an immediate contact.

• **Closer Tracking:** Building liaisons are in a better position to monitor students’ needs and progress. For example, important data such as attendance, academic progress/testing, and educational/social needs can all be monitored with increased frequency and ease.

Begin by reflecting on how a system of building liaisons will function best in your district. Draft a basic schematic outlining the responsibilities of these liaisons (see examples below). Work with school principals to designate building liaisons who will be sensitive and responsive to the needs of homeless children. Then present an overview of the district’s homeless education program to your liaisons and train them regarding the basics of the McKinney-Vento Act and their responsibilities as building liaisons.

Examples of Potential Building Liaison Responsibilities:

**Awareness/Training**

• Share information sent by the district liaison with appropriate school personnel.

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• Assist the district liaison in providing professional development to other building staff.
• Share with the district liaison any difficulties that the school is experiencing in working with homeless students.

Identification

• Receive and verify all "positive" and "uncertain" residency forms for building students.
• Receive notification forms from building staff and verify homeless status by having parents or unaccompanied youth complete residency questionnaires.

Enrollment/Services

• Contact each student and parent and complete intake, transportation, and nutrition forms.
• Forward copies of forms to appropriate personnel (district liaison, transportation, nutrition).
• Coordinate in-building services (academic and support).
• Follow up with services arranged by District Liaison (e.g., transportation, free meals, missing enrollment records, community referrals, etc.).
• Notify appropriate personnel of student’s status (teacher, counselor, principal, etc.).
• Meet regularly with homeless parents and students to monitor academic progress and assess educational or social service needs.

Data

• Track homeless student data for the McKinney-Vento eligible children in their respective buildings; respond to requests for student data by the district liaison.

Examples of Selected District Liaison Responsibilities (to illustrate difference from Building Liaison)

Identification

• Receive notification forms from community entities—preschool providers, community agencies, and home visitors/outreach workers—and verify homeless status by having parents or unaccompanied youth complete residency questionnaires.

Enrollment/Services

• Contact student and parent; complete intake, transportation, and nutrition forms.
• Forward intake copies to appropriate building contacts.
• Receive intake, transportation, and nutrition forms from building liaisons:
  • Coordinate with transportation director, forwarding arrangement to involved parties.
  • Submit documentation of free breakfast/lunch eligibility to food service directors.
- Assist with obtaining missing enrollment records. Provide and/or connect families to needed resources.
  
  - Conduct dispute resolution process (when necessary).

**Data**

- Input information into district homeless database.
- Maintain district homeless database via data submissions from building contacts.

**Step 5: Training and Building Awareness in Schools**

Raising awareness of child, youth and family homelessness is one of the most fundamental activities of an effective homeless education program. Without an understanding of how homelessness happens, an awareness of the extent of homelessness in the community, a sensitivity to the traumas and challenges of homelessness, and the knowledge of which children and youth qualify as homeless, schools will readily fall short of their mission to identify and provide services to students in need. Liaisons must educate school personnel regarding the McKinney-Vento definition of a homeless child and youth, raise awareness and sensitivity concerning this population, and define specific roles in the context of legal requirements and responsibilities. Although training systems may vary, all school staff must be trained in the basics of homeless education.

**Who should be trained?**

Simply put, all school staff should be trained. This includes secretaries, front office staff, principals, assistant principals, teachers, counselors, social workers, nurses, bus drivers, transportation coordinators, child nutrition staff, attendance officers, school safety officers, federal programs staff, early education providers, etc. Some districts find it useful to target trainings to specific audiences so that the training content can be focused and efficient. For example, by training bus drivers and transportation coordinators together, discussion can be centered on how to coordinate bus routes sensitively instead of how to enroll students in school (more essential for school secretaries).

**What type of content should be included in trainings?**

Again, training sessions will vary depending on target audience and time available for professional development. The barest essentials, however, should include:

- Providing background information on homeless children, e.g., numbers of homeless children in district/state/nation, impact of homelessness, etc.

- Common signs of homelessness.

- Defining the roles of district liaison and building liaisons (include contact information).

- Explaining the McKinney-Vento definition of homeless, the rights of homeless students under McKinney-Vento, and the responsibilities of school districts to serve students experiencing homelessness (include handouts).
Tailor the following components to specific audiences:

- Identification procedures.
- Enrollment procedures (secretaries, front office staff).
- Process for referring homeless children to liaisons.
- Suggestions on how staff can assist homeless students.
- Sensitivity issues regarding homelessness and poverty.

**How often and when should trainings occur?**

At minimum, trainings should occur annually. August/September is generally the best time to conduct trainings to ensure that all staff receives training before or soon after the school year begins.

**What’s an example of a successful training model?**

Chicago Public Schools offers an example of an excellent training system. Each principal must designate a building liaison and clerk who are sensitive to the needs of homeless children. The principal, liaison, and clerk from each school then attend the annual and mandatory Homeless Education Program training offered by the district. Within 30 days of the district training, principals and liaisons are required to conduct an all-staff training within their schools regarding the rights and needs of homeless students. Their trainings must include:

2. Identification, introduction, and role of the school’s building liaison.
3. Identification, introduction, and role of the school’s clerk. Attendance sheets from these building trainings are then submitted to the district liaison for verification.28

**Are there any training tools available?**

Yes! Please refer to the Resources Section for training tools and a list of available resources. Included in this guidebook are three training tools: a McKinney-Vento overview, common signs of homelessness, and suggested activities for various staff positions. The liaison toolkit also offers a Homeless Awareness Presentation and is available on NCHE’s Web site (http://center.serve.org/nche/index.php).

**What’s the purpose of these trainings?**

Homeless children are among the most vulnerable children in our society. Oftentimes, these students are unaware of their rights under the McKinney-Vento Act and the additional services available to them. School staff are in a unique position to dramatically impact the lives of children and must be trained to identify and assist this particularly vulnerable population. In addition, ongoing staff training is essential to ensure the district implements the McKinney-Vento Act. If school staff are not aware of

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homelessness and the legal requirements of the law, they will not be able to identify eligible students, provide them the option to remain in their school of origin, ensure immediate enrollment, and offer other services like transportation and free meals.

**RECOMMENDED RESOURCE**

NCHE offers free, on-line training (both independent, self-paced training and live, interactive group training). More information is available at [http://center.serve.org/nche/web/online_tr.php](http://center.serve.org/nche/web/online_tr.php).

NAEHCY has posted a series of awareness videos on-line. Called “Homelessness and Education: Real Students, Real Schools,” they feature interviews with students and district liaisons and are available at [http://www.naehcy.org/educational-resources/videos](http://www.naehcy.org/educational-resources/videos).
Building a Community

Step 6: Partnering With Federal, State, and District Programs

In the midst of shrinking budgets and rising poverty, collaboration is crucial—now more than ever. Several federal, state, and district programs have target populations that significantly overlap with that of McKinney-Vento. Developing close relationships with these programs is vital to streamlining limited resources and ensuring the success of all students. Potential programs to consider include: Title I, Title IV, Migrant, Special Education, Learning Assistance Program, ECEAP, Head Start, Even Start, district-sponsored preschools, Gifted and Talented, Vocational and Technical, 21st Century Community Learning Centers, Gear Up, Running Start, and TRIO programs (such as Upward Bound and Talent Search).

Examples of collaborative models that have been successfully implemented in our state and nation include the following:29

- **Academic Assistance and Services:**
  - In the Sumner School District, funds from Title I and LAP are blended to provide a learning specialist in every building. Names of McKinney-Vento eligible children are forwarded to specialists who assess students for math, reading, and writing skills and provide academic interventions.
  - Additional idea: Coordinate with gifted and talented programs to ensure that placement testing is not a barrier. Typically, children are tested in the beginning of the year (when homeless students often are not enrolled yet) and slots fill up before McKinney-Vento children even arrive at school. Close collaboration can ensure multiple testing dates, space reservation, and equitable access to academic programs.

- **Outreach:**
  - In Oregon, districts are helping to support migrant recruiters with Title I, Part A funds. By utilizing individuals who are in the field already, districts can optimize the identification of migrant and homeless children and deliver services more efficiently.
  - Additional idea: Assist special education directors in the required outreach for Child Find by providing information regarding the location of homeless families in the district.

- **Special Education:**
  - Although the 2004 IDEA reauthorization limits the timeframe for completing special education evaluations to 60 days, expedited assessments remain critical for highly mobile populations. In Cleveland, Ohio, the district funds a part-time psychologist to test homeless students who may need special education. Within 14 days of identification, students requiring special education are placed in programs, a process that typically spans months.

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Additional idea: Collaborate with your special education director to provide intervention services for K–12 students (emphasis on K–3) who need additional academic and behavioral support but are not eligible for special education. (2004 IDEA reauthorization now allows LEAs to reserve up to 15 percent of their IDEA grants to develop and implement these services.)

Also, in the context of working with other programs in the district, school improvement plans should be considered. Only 44 percent of Washington districts reported that all their schools were incorporating homeless education in school improvement planning. 30 Although NCLB only requires plans from Title I schools who have failed to make adequate yearly progress, Washington State requires school improvement plans from every school district receiving basic education dollars. 31 Schools and districts should seize this opportunity and develop a comprehensive plan to assist all students in succeeding.

Step 7: Collaborating With Community Agencies

Homeless Service Providers

The importance of collaboration between school districts and homeless service providers cannot be emphasized enough. Washington’s statewide study of homeless education programs aroused grave concerns regarding the level of collaboration between school districts and shelter providers. When comparing the survey responses of districts and shelters, significant discrepancies were revealed regarding the numbers of identified homeless students and the presence of enrollment barriers. In short, the study concluded that districts were greatly under-identifying homeless students as well as the enrollment barriers encountered by children. 32

In order to improve Washington’s programs, liaisons must develop closer ties with community providers and educate them regarding McKinney-Vento. Liaisons should share information about the district’s homeless education program and available services. In addition, promoting open and regular communication with homeless providers will assist liaisons in better identifying and removing enrollment barriers. Suggestions for building stronger and more effective community collaborations include:

- Generate a list of organizations serving low-income and homeless children in your area. If your community participates in the HUD/Continuum of Care process, a planning document should be available that includes identified resources and areas of need. Below is a list of agencies commonly serving children and families in transition:

  - Shelters (family, youth, domestic violence) DSHS
  - Transitional Housing Providers Community Action Councils
  - Food/Clothing Banks, Soup Kitchens Community Health Clinics

- Establish relationships with the organizations on your list by calling and/or meeting in person. Ask to have a regular contact person at each agency to facilitate communication and foster closer relationships.

30 Ibid, 23.
31 Washington Administrative Code 180-16-220 (2)(b) and (2)(c).
• Provide trainings/in-services for community agencies that include:
  - Explaining the roles of district liaison and building liaisons.
  - Explaining the education definition of homeless and educational rights in McKinney-Vento.
  - Describing the district process for referring homeless children to schools.
  - Distributing handouts on McKinney-Vento (including information for parents), services (mandatory and voluntary) provided through your program, and contact information for district and building liaisons.

• Develop MOUs with local service providers to establish procedures that facilitate identification, enrollment and attendance in school.

• Communicate and meet regularly with service providers. Ask how the district can improve the school enrollment and support services for homeless children and families.

• Create handouts listing community agencies, contact information, provided services, and hours of operation for distribution to homeless youth/families and building liaisons.

Albeit not direct service providers, homeless advocacy organizations and homeless planning committees are also very important partners for school district liaisons. For example, in Shelton the Continuum of Care helps fund an additional homeless education liaison to focus on the high school population. As a result of the passage of the HEARTH Act (the reauthorization of the HUD McKinney-Vento programs), Continuums of Care and the projects they fund must collaborate with schools and support children’s education rights in several ways, including:

• Assisting in the identification of homeless families.

• Informing homeless families and youth of their eligibility for McKinney-Vento education services.

• Considering the educational needs of children when families are placed in emergency or transitional shelter.

• Placing families with children as close to possible to their school of origin so as not to disrupt the children’s education (to the maximum extent practicable).

• Establishing policies and practices that are consistent with, and do not restrict the exercise of rights provided by the education subtitle of the McKinney-Vento Act, and other laws relating to the provision of educational and related services to individuals and families experiencing homelessness.

• Designating a staff person to ensure that children are enrolled in school and connected to the appropriate services within the community, including early childhood programs.

Many successful homeless education liaisons represent their district on Continuum of Care committees and local homeless coalitions. This level of involvement ensures that the educational needs of homeless children and youth are also addressed in planning and advocacy.
General Service Providers

Many families and youth experiencing homelessness are eligible for a variety of mainstream support programs, including:

- Supplemental Nutrition Assistance Program (SNAP) benefits.
- Temporary Assistance for Needy Families (TANF).
- Medicaid and Apple Health for Kids.
- Section 8 and other housing assistance.
- Subsidized day care services.
- Supplemental Security Income (SSI).

Private Organizations

Community and civic organizations often are very responsive to meeting particular needs of children and youth experiencing homelessness. Examples of collaborative partnerships within Washington State include:

- Free before/afterschool programs and childcare for homeless children (Parks and Recreation in Sumner and YMCA in Olympia).
- A local thrift shop responding to the needs of homeless youth by providing youth with employment opportunities and donating store proceeds to the families in transition program (South Whidbey).

RECOMMENDED RESOURCES


For information about Washington’s public benefit programs, visit the Department of Social and Health Services (DSHS) website at http://dshs.wa.gov/.

RECOMMENDED RESOURCE

• Local faith-based organizations:
  - Raising funds to pay for new shoes (Spokane).
  - Donating hundreds of backpacks filled with school supplies per classroom lists or general supply lists (Olympia).
  - Holding annual fundraising drives to offer housing assistance, including providing first and last month’s rent, deposits, and emergency reserves, to needy families; district liaison screens families to determine program eligibility (Olympia).
  - Donating money for homeless children to buy new clothes (Olympia).
  - Donating gas vouchers for homeless families (Sumner).
  - Donating Weekend Backpacks; every Friday, children bring home backpacks filled with food for the weekend, and every Monday, children return empty backpacks to be refilled for the following weekend (several districts currently do this).

By no means exhaustive, a short list of other community organizations to collaborate with include 4-H Programs, Boys & Girls Clubs, public libraries, Red Cross, Rotary Clubs, Salvation Army, United Way, and Volunteers of America.

**Step 8: Linking Families**

Research has documented the importance of supporting and involving parents if education is to be a priority for children experiencing homelessness. By supporting families, home environments are stabilized more quickly and greater academic success ensues. How can homeless education programs support and involve families meaningfully?

- Educate parents about their children’s eligibility and rights under McKinney-Vento; collaborate with community agencies to offer information sessions for parents.
- Work with a family resource center to comprehensively address education and social needs; if a resource center does not exist in your area, partner with community agencies to create one; assess families for needed services and directly meet needs or connect families to available resources.
- Refer families to parenting classes or, if none are available/accessible, organize and provide classes to equip parents with tools to build healthy families.
- Provide meaningful opportunities to involve parents in their children’s education. A few examples include:
  - Sponsoring literacy events or programs for parents and children together (refer to the resources section for funding sources).
  - Providing transportation for parents to attend teacher conferences, back-to-school nights, PTA meetings, school events, etc.
  - Organizing care teams for homeless students who need additional support. Care teams are composed of individuals involved in the student’s life (e.g., parent, teacher, counselor, etc.) and meet regularly to monitor progress and problem-solve issues.
Step 9: Networking and Program Sustainability

Professional networking is invaluable in providing peer-learning opportunities and support through the challenges of serving homeless students. By learning from others’ experiences and collectively problem-solving, successful strategies can be optimized and not so successful practices minimized. On the local level, networking can occur within a district, county, or state. For example, Puget Sound Educational Service District (PSESD) coordinates regular meetings for King and Pierce Counties. All district liaisons from the two counties are invited to participate and learn from one another. On a national level, a networking base can be established through conferences (mentioned in Step 1) and via the liaison listserv. Hosted by NCHE, the Homeless Education Listserv provides educators, advocates, and service providers with a national forum to discuss homeless education issues. To subscribe to the listserv, send an email request to homeless@serve.org.

In the final phases of building your program, it’s also important to consider how your program can grow and achieve sustainability. With many funding sources being competitive grants, homeless education programs may require several years to develop the partnerships and various funding streams necessary to survive and thrive. A few recommended strategies for building sustainability include:

- **Developing a Sustainability Plan:** Plan for the future and propose a budget for program activities and expenditures for at least one academic year, preferably more. Specify timelines and details/tasks for meeting fundraising goals. Share the plan and involve others in fundraising activities.

- **Diversifying Funding Sources:** Avoid being wholly dependent on any one funding source. Funding is fickle, so it’s best to be prepared and become interdependent with your community. Who’s your community? As discussed in Step 6, many federal, state, and district programs overlap with the target population of McKinney-Vento. Seek to collaborate with these programs in order to diversify funding sources, maximize limited resources, and improve programs. As discussed in Step 7, funding from Continuums of Care, foundations, faith-based organizations and private donors further widens your funding base. Diversification insures against program collapse secondary to insufficient funding.

- **Evaluating Your Program:** Program evaluations are necessary for demonstrating needs and outcomes to potential funders. Collecting and reporting quality data increases your program’s capability to secure funding. Please refer to Step 10 for additional information and resources.

Step 10: Evaluating Your Program

Program evaluation is an important tool, one that is often overlooked or set aside indefinitely. Data generated from assessments are vital in improving programs, identifying needs, procuring resources, and documenting compliance. Two assessments are included in this guidebook, a District Homeless Education Program Assessment and a Needs Assessment for Homeless Children, Youth, and Families. The district tool examines the presence of critical program components and is divided into five program areas: identification, enrollment, services, data collection, and general program. The listed program elements are essential to an effective homeless education program and are mandated by law, a McKinney-Vento standard, or a demonstrated best practice. The following is a key for the district tool:

**Bold font** signifies that the activity is required by McKinney-Vento or Title I legislation.
Italicized font indicates that the element is a McKinney-Vento standard.33

Normal font denotes that the component is either considered a best practice example or implied in legislation (i.e., not explicitly stated but necessary to fulfill legal mandates).

The second assessment is useful in gauging the local needs of children, youth and families experiencing homelessness. Although the traditional model for schools has focused on delivering educational services, schools are uniquely positioned to impact children—particularly homeless children—far beyond the academic domain. As schools are often the only source of stability and security for children in transition, educators must recognize the evolving role of schools and partner with their communities to address the needs of homeless children and their families.

The most effective approach to conducting these assessments is to assemble a committee with diverse representation and multiple perspectives. Examples of potential committee members include liaisons, teachers, principals, counselors, secretaries, transportation coordinators, shelter/transitional housing staff, food bank/clothing bank staff, DSHS representatives, local housing authority representatives, community health staff, Child Protective Services, homeless parents, and homeless youth.

For the district tool, the committee should decide whether each program component is present and mark yes or no. If no, action plans should be formulated. If yes, the committee should determine if action is necessary and plan accordingly. When action plans are formed, target dates for completing the plans should be written under the column TBC (To Be Completed).

For the needs assessment, the committee should decide whether the need is unaddressed, partially addressed, well-addressed, or not a need. If the answer is unaddressed or partially addressed, action plans should be created. If the response is well-addressed or not a need, the committee should determine if action plans are required and act accordingly. Again, target dates for completing the action plan should be notated under the column TBC (To Be Completed).

RECOMMENDED RESOURCE


33 Per NCHE’s McKinney-Vento Data Standards and Indicators Guidebook.
District Homeless Education Program Assessment

### I. IDENTIFICATION

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<td>Appointed a district liaison?</td>
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<td>Appointed liaisons in every school building?</td>
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<td>Annually train ALL school staff regarding role of liaison, McKinney-Vento law, definition of homeless, signs of homelessness, sensitivity issues, referral and notification processes, etc.?</td>
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<td>Collaborate with community agencies to identify homeless children?</td>
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<td>Post educational rights in schools and areas where homeless children and families are served?</td>
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<td>Established procedures for identifying homeless children, including in-school and community referrals?</td>
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<td>Established procedures for notifying appropriate school personnel when students are homeless?</td>
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### II. ENROLLMENT

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<td>Annually train secretaries, office staff and administrators regarding identification and enrollment?</td>
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<td>Homeless children are able to enroll in school when lacking academic and medical records, proof of residency, birth certificates, etc.?</td>
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<td>Homeless students receive assistance in obtaining needed immunizations or medical records?</td>
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<td>Parents/students are informed about their options for school enrollment and allowed to enroll in either their school of origin or local school?</td>
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<td>School selection process is based on the best interest of the student and the wishes of the student and parent?</td>
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<td><strong>Students attend their school of origin for the duration of their homelessness when feasible and requested by the parent or youth?</strong></td>
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<td><strong>Students who become permanently housed attend their school of origin for the remainder of the school year when feasible and requested by the parent or youth?</strong></td>
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<td>If a dispute arises, written documentation (including information regarding the right to appeal) is provided to the parent or youth?</td>
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<th>YES</th>
<th>NO</th>
<th>ACTION PLAN</th>
<th>TBC</th>
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<tbody>
<tr>
<td>All homeless students are immediately enrolled in free breakfast and lunch programs?</td>
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<tr>
<td>Homeless preschool-age children participate in public preschools (Head Start, ECEAP, district-sponsored, etc.)?</td>
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<td>Homeless families and children receive referrals to services such as health care, mental health, dental, vision, and other appropriate services?</td>
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<tr>
<td>III. SERVICES (cont'd)</td>
<td>YES</td>
<td>NO</td>
<td>ACTION PLAN</td>
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<td>Transportation services are arranged to the selected school (including the school of origin)?</td>
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<tr>
<td>Homeless students receive transportation services comparable to housed peers, e.g., afterschool programs, extracurricular activities, preschool, etc.?</td>
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<td>Once homeless eligibility is determined, transportation services are promptly provided?</td>
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<tr>
<td>Established a formula/method for determining Title I, Part A set-aside?</td>
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<tr>
<td>All homeless students automatically eligible to receive services provided under Title I?</td>
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<tr>
<td>Title I, Part A plan includes description of services provided to homeless students, including services provided with Title I, Part A set-aside?</td>
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<tr>
<td>When eligible, homeless students participate in:</td>
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<tr>
<td>* Gifted and talented programs?</td>
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<tr>
<td>* Limited English Proficiency programs?</td>
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<tr>
<td>* Special education?</td>
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<tr>
<td>* Vocational and technical education?</td>
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<tr>
<td>Homeless parents are informed and provided opportunities to participate meaningfully in their children's education, e.g., parent trainings, teacher conferences, family read nights, etc.?</td>
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<tr>
<td>Collaborate with community agencies to provide education-related services to homeless children?</td>
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</table>
### IV. DATA COLLECTION

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<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>ACTION PLAN</th>
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<tbody>
<tr>
<td>Established database (preschool and school-age students) to:</td>
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<tr>
<td>* Count number of identified homeless students?</td>
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<tr>
<td>* Collect student data and demographics?</td>
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<tr>
<td>* Track academic programs and testing?</td>
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<tr>
<td>Requested building liaisons to be responsible for tracking various database elements for students in their building?</td>
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</table>

### V. GENERAL PROGRAM

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<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>ACTION PLAN</th>
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<tbody>
<tr>
<td>Policies and practices ensure that homeless children are not isolated or stigmatized?</td>
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<tr>
<td>Reviewed and revised policies that may act as barriers to the enrollment or retention of homeless children and youth?</td>
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<tr>
<td>Coordinate closely with other educational programs:</td>
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<tr>
<td>* Title I?</td>
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<tr>
<td>* Special education?</td>
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<tr>
<td>* Migrant?</td>
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<tr>
<td>* Preschool providers (Head Start, ECEAP, district-sponsored, etc.)?</td>
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<tr>
<td>Homeless students' MSP participation rates are at/above district average?</td>
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<tr>
<td>* Homeless students' rates of meeting/exceeding MSP standards are at/above district average?</td>
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<tr>
<td>Homeless students' participation rates for district-level assessments are at/above district average?</td>
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<tr>
<td>* Homeless students' district-level assessments scores are at/above district average?</td>
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<tr>
<td>Homeless students' promotion rates to next grade level are at/above district average?</td>
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<tr>
<td>Homeless students' high school graduation rates are at/above district average?</td>
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</table>

Revised January 2014

Amanda Goes To School
Office of the Superintendent of Public Instruction
## Needs Assessment for Homeless Children, Youth, and Families

<table>
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<tr>
<th>BASIC NEEDS</th>
<th>Unaddressed</th>
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<th>Not a Need</th>
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<td>Free Breakfast and Lunch</td>
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<td>Food (outside of school)</td>
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<tr>
<td>School Uniforms</td>
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<tr>
<td>Clothing</td>
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<td>Hygiene Products</td>
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<td>Access to Showers</td>
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<td>Access to Laundry Facilities</td>
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<td>School Transportation</td>
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<td>Counseling Services</td>
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<td>Parent Trainings</td>
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<td>Medical Services</td>
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<td>Mentoring</td>
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<td>Case Management for Community Services</td>
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<td>Emergency Shelter</td>
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<td>Transitional Shelter</td>
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<td>Affordable Permanent Housing</td>
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<td>Other</td>
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<td>EDUC. NEEDS</td>
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<td>Expedited evaluations for special education</td>
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<td>Alternative Education Programs</td>
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<td>Other</td>
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<th>SOCIAL NEEDS</th>
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<td>Life Skills Training</td>
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<td>Job Skills Training</td>
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<td>Job Placement Assistance</td>
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<td>Transportation for jobs, services, and trainings</td>
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<td>Domestic Violence Intervention</td>
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<td>Child Abuse Intervention</td>
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<td>Substance Abuse Programs</td>
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<td>Teen Parenting Programs</td>
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<tr>
<td>Other</td>
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Revised January 2014
Amanda Goes To School
Page 66
Office of the Superintendent of Public Instruction
Dear Teacher,

I’m sorry I’m always late to school. My dad lost his job and we’ve been living in a park. We used to have an alarm clock but we don’t know where it is. My dad tries to make us feel better and tells us we’re “camping”. I don’t want to tell him, but it’s not very fun. I can’t even do my homework cuz it gets so dark. I wish we could be normal again.

Love,
Amanda
Title I, Part A

Key Provisions Relating to Homelessness:

- Consistent with Title I, Part A’s purpose to improve the academic performance of children in poverty, a homeless child or youth attending any school in a district receiving Title I money is automatically eligible for Title I services.

- LEAs are required to set aside funds necessary to provide services to homeless students in non-Title I schools that are comparable to those received by children in Title I schools.

- Any LEA receiving Title I funds must file a plan with OSPI that is coordinated with the McKinney-Vento Act.

- Each LEA Title I plan must include a description of services that will be provided to homeless children, including services provided with the Title I, Part A set-aside.

Strategies for Using Title I Funds:

- Establish a method for determining the amount of mandatory Title I, Part A set-asides for homeless children and youth. Here are four suggested methods for allocating set-asides:34

  (1) Identify the needs of homeless students and fund accordingly. Figure out how much it costs to pay for the services that homeless children in your district need and reserve that amount.

  (2) Obtain a count of homeless students and multiply by Title I, Part A per-pupil allocation. This method requires an accurate count of the homeless students in your district. If a precise number is not available, surveying your staff or researching community estimates are alternatives.

  (3) Reserve an amount of funds greater than or equal to the amount of your McKinney-Vento sub-grant request. If you’re applying for a sub-grant, this method may be considered.

  (4) Reserve a specific percentage based on your district’s poverty level or total Title I, Part A allocation. If a homeless student count is unavailable and you’re not applying for a sub-grant, this method is also possible. As an example, districts might reserve between 1 and 5 percent of its total Title I, Part A allocation, depending on the poverty level in your district. The higher the poverty level, the higher the reservation percentage.

• Collaborate with your Title I Coordinator to reserve additional Title I funds to serve homeless children in all schools, not just non-Title I schools.

• Use Title I, Part A set-aside funds to meet the needs of homeless youth, who often would not otherwise receive Title I services.

• Pool Title I and McKinney-Vento funds to efficiently provide comprehensive programs for children at risk of academic failure.

• Effectively use Title I funds (including set-aside) to provide educational support by:
  - Supporting the position of a full-time district liaison.
  - Hiring tutors, aides, and special teachers to provide supplemental instruction. (For example, some districts use roving tutors to provide services to all schools or collaborate with shelters to offer shelter-based tutoring programs.)
  - Covering the cost of before-school, afterschool, summer school, and other academic enrichment programs.
  - Planning meaningful activities to involve parents in their children’s education, e.g., Family Read Nights.
  - Providing transportation to involve parents in their children’s education, e.g., parent conferences, Back-to-School Nights, PTA meetings, school events, etc.
  - Paying for activity fees that allow students to participate more fully in school, e.g., class fees, ASB cards (access to athletic events, school dances, and other school events), cap and gown fees, testing fees, yearbooks, field trips, etc.

• Meeting the basic needs of homeless students not otherwise provided by community donations or other state/federal programs.

• Meeting the educational needs of homeless students not otherwise provided by community donations or other state/federal programs, e.g., school supplies, expedited special education evaluations, preschool services, procuring necessary enrollment documentation such as birth certificates, etc.

**Strategies for Facilitating Collaboration between Title I and McKinney-Vento:**

• Ensure collaboration between Title I coordinators and district liaisons in developing Title I plans. For example, the liaison should share data on the numbers and unmet needs of children and youth experiencing homelessness.

• Ensure that district homeless liaisons attend Title I conferences and Title I directors attend homeless education conferences.

• Conduct joint trainings of district staff.
• Share Title I and homeless education handbooks with each program.

• Communicate regularly to discuss impact of services, needs of homeless students, and program improvements.

RECOMMENDED RESOURCES


IDEA: A Special Needs Update

IDEA (Individuals with Disabilities Education Act) was reauthorized in December 2004 to include new provisions regarding the special education needs of homeless and highly mobile children and youth. Some of the key amendments are:

Definition and Identification

- IDEA contains a definition of homeless children that includes any children or youth considered homeless under the McKinney-Vento Homeless Assistance Act.

- IDEA’s child find provision now specifically includes homeless children within its requirement that children with disabilities experiencing homelessness are identified, located, and evaluated.

Evaluations and IEPs

- IDEA requires LEAs to complete initial evaluations within 60 days of receiving a parent’s consent for evaluation or within timeframes established by the State.

- These time frames apply to students who transfer in from another LEA without extensions, unless
  - The new school is making sufficient progress toward completing the evaluation in a timely manner, and
  - The parent agrees to the new timeframe.

- When assisting students who transfer between school districts in an academic year, new districts must coordinate their evaluation efforts with previous school districts in order to ensure prompt completion of the process.

- School districts must immediately provide special education services when children with current IEPs change school districts during the course of a school year. Districts must provide services comparable to those described in the previous IEP, in consultation with parents, until the previous IEP is adopted or a new IEP is developed.

- Enrolling school districts are required to request records from previous schools immediately, and previous schools must immediately send requested records (already required in state law WAC 28A.225.330).

Unaccompanied Youth Issues

- LEAs must make reasonable efforts to appoint surrogate parents for unaccompanied homeless youth within 30 days of determining a need for a surrogate parent. In addition, staff members of emergency shelters, transitional shelters, independent living programs, and street outreach programs and homeless education liaisons may be appointed as temporary surrogates when necessary to expedite evaluations or services.
Services

- LEAs are now allowed to reserve up to 15 percent of federal IDEA Part B funds to develop and implement early intervening services for K–12 students (with emphasis on K–3) who have not yet been identified for special education but who need additional academic and behavioral support.

Infants and Toddlers (0–3): IDEA Part C

- Any state receiving an IDEA Part C grant must make early intervention services available to infants and toddlers with disabilities who are homeless and their families and wards of the state.

- States are required to meaningfully involve homeless families and wards of the state in the planning and implementation of their special education programs for infants and toddlers.

Coordination/Compliance with McKinney-Vento

- States are required to ensure that the requirements of McKinney-Vento are met for all children with disabilities in homeless situations in their state.

- IDEA now requires states to include state and local McKinney-Vento representatives on the State Advisory Panel and Interagency Coordinating Councils.

RECOMMENDED RESOURCES


Immigrant Students

Undocumented students have the same right to public education as U.S. citizens.\(^{35}\) School districts are prohibited from requiring U.S. passports, social security numbers, “green cards” or any documentation that would indicate whether a student is a lawful resident or citizen of the United States. In fact, it is illegal for school staff to take any actions that might intimidate immigrants or prevent immigrant students from enrolling in school, including asking about a

\(^{35}\)\textbf{Plyler v. Doe, 457 U.S. 202 (1982).} This right includes the right to receive appropriate educational services, including, where indicated, special education and related services and gifted and talented services. Immigrant students also have the right to apply for free school meals without providing a social security number.
In addition to the right to enroll in and attend school, immigrant students who are not proficient in English have the right to receive equal educational opportunity despite not being able to communicate fully and effectively in English. Specifically, school districts are required to properly identify students who need language services and provide programs that meet their linguistic, cultural and academic needs, while not segregating them unnecessarily from English-speaking peers.\footnote{These legal obligations apply even in schools or classes with only one student without English proficiency.}

Once immigrant students graduate from high school, they often confront barriers to pursuing higher education. While there is no federal or state law that prohibits the admission of undocumented youth to public or private colleges and universities, institutional policies on admitting undocumented students vary. Furthermore, students may not be able to finance their education. Undocumented students are not eligible for any federally-funded student financial aid, including loans, grants, scholarships, and work-study programs. They are also locked out of state financial aid in most states, as well as most private scholarship funds and foundations. In the state of Washington, undocumented students are eligible for in-state tuition.

**Higher Education**

Only independent students can apply for federal financial aid for college without providing parental income information and a parent signature. The College Cost Reduction and Access Act expanded the definition of “independent student” to include youth who are 1) unaccompanied and homeless, or 2) unaccompanied, self-supporting and at-risk of homelessness at any time during the school year in which they sign the FAFSA. The FAFSA form contains three questions that ask specifically about homelessness.

The student’s status as an unaccompanied homeless youth must be verified, during the school year in which he or she applies for aid, by one of following:

- McKinney-Vento school district liaison;
- Director of a shelter or transitional living program funded by the Department of Housing and Urban Development (HUD) or designee;

**RECOMMENDED RESOURCES**

• Director of a shelter or transitional living program funded by the Runaway and Homeless Youth Act (RHYA) or designee; or

• Financial Aid Administrator (FAA).

In the absence of verification from a district liaison or qualified shelter provider, the FAA must make a determination of the youth’s status. FAAs also may accept verification from recognized third-parties such as other private or publicly funded homeless shelters and service providers, financial aid administrators from another college, college access programs such as TRIO and GEAR UP, college or high school counselors, other mental health professionals, social workers, mentors, doctors, and clergy. FAAs are urged to use discretion and respect student privacy. Policy reports and Child Protective Services reports are not necessary.

RECOMMENDED RESOURCES


Dear Teacher,

I'm sorry I didn't come to school again. My dad drinks a lot and we don't live with him anymore. My mom cries all the time and keeps saying how sorry she is. I wish I could make her happy. We move around a lot, but I still have the book you gave me. I really like it and read it every day.

Love,
Amanda
McKinney-Vento Overview

The following McKinney-Vento overview was prepared by Barbara Duffield of NAECHY. A version of the PowerPoint file can be found on OSPI’s Web site (www.k12.wa.us/HomelessEd).

How many children and youth experience homelessness?
- 1.35 million children
- 10 percent of all children living in poverty
- 733,000-1.3 million youths
- Over 40 percent of all children who are homeless are under the age of 5

Barriers to Education for Children and Youth in Homeless Situations
- Enrollment requirements (residency, school records, immunizations, legal guardianship)
- High mobility resulting in lack of school stability and education continuity
- Lack of access to programs
- Lack of transportation
- Lack of school supplies, clothing, etc.
- Poor health, fatigue, hunger
- Prejudice and misunderstanding

McKinney-Vento Homeless Assistance Act
Reauthorized 2002 as part of NCLB
- Educational achievement and accountability
- School stability
- Awareness of educational rights
- Child-centered, best interest decision making
- Services for preschool-aged children and unaccompanied youth
- Central role of the local homeless liaison

Definition of Homeless
Children who lack a fixed, regular, and adequate nighttime residence—
- Sharing the housing of others
- Living in motels, hotels, trailer parks, camping grounds
- Living in emergency or transitional shelters
- Abandoned in hospitals

School Selection—Key Provisions
- Children and youth experiencing homelessness can stay in their school of origin or enroll in any public school that students living in the same attendance area are eligible to attend, according to their best interest.
- School of origin—school attended when permanently housed or in which last enrolled.
- Best interest—keep students who are homeless in their school of origin, to the extent feasible, unless against the parents’ or guardians’ wishes.
McKinney-Vento Overview

School Selection—Key Provisions
- Students can stay in their school of origin the entire time they are homeless, and until the end of any academic year in which they move into permanent housing.
- If a student is sent to a school other than that requested by a parent or guardian, the district must provide a written explanation to the parent or guardian of its decision and the right to appeal.

What the research tells us about school mobility:
- Students who switch schools frequently score lower on standardized tests (study found mobile students scored 20 points lower than non-mobile students).
- Mobility also hurts non-mobile students (study found average test scores for non-mobile students were significantly lower in high schools with high student mobility rates).
- It takes children 4–6 months to recover academically after changing schools.

What the research tells us about school mobility:
- Students suffer psychologically, socially, and academically from mobility; mobile students are less likely to participate in extracurricular activities and more likely to act out or get into trouble.
- Mobility during high school greatly diminishes likelihood of graduation (study found students who changed high schools even once were less than half as likely as stable students to graduate, even controlling for other factors).

Transportation—Key Provisions
- LEAs must provide students experiencing homelessness with transportation to and from their school of origin, at a parent's or guardian's request (or at the liaisons request for unaccompanied youth).
- If the student's temporary residence and the school of origin are in the same LEA, that LEA must provide or arrange transportation. If the student is living outside of the school of origin’s LEA, the LEA where the student is living and the school of origin’s LEA must determine how to divide the responsibility and share the cost, or they must share the cost equally.

In addition to providing transportation to the school of origin, LEAs must provide students in homeless situations with transportation services comparable to those provided to other students.

Enrollment—Key Provisions
- Children and youth in homeless situations can stay in their school of origin (to the extent feasible) or enroll in any public school that students living in the same attendance area are eligible to attend.
- The terms “enroll” and “enrollment” include attending classes and participating fully in school activities.
McKinney-Vento Overview

**Enrollment—Key Provisions**
- Children and youth have the right to enroll in school immediately, even if they do not have required documents, such as school records, medical records, proof of residency, or other documents.
- If a student does not have immunizations, or immunization or medical records, the liaison must immediately assist in obtaining them, and the student must be enrolled in the interim.

**Resolution of Disputes—Key Provisions**
- Every state must establish dispute resolution procedures.
- When a dispute over enrollment arises, the student must be immediately admitted to the school of choice while the dispute is being resolved.
- Liaisons must ensure unaccompanied youth are immediately enrolled while the dispute is being resolved.

**Unaccompanied Youth—Key Provisions**
- Liaisons must help unaccompanied youth choose and enroll in a school, after considering the youth’s wishes, and inform the youth of his or her appeal rights.
- School personnel must be made aware of the specific needs of runaway and homeless youth.

**Preschool-Aged Children**
- Liaisons must ensure that families and children receive Head Start, Even Start, and other public preschool programs.
- State plans must describe procedures that ensure that children have access to preschool programs.
- U.S. HHS issued a memo describing how Head Start grantees should collaborate and adjust their programs to serve homeless children.
**McKinney-Vento Overview**

**Access to Services**
- Students who experience homelessness must have access to educational services for which they are eligible, including special education, programs for English learners, gifted and talented programs, voc./tech. programs, and school nutrition programs.
- Undocumented children and youth have the same right to attend public school as U.S. citizens and are covered by the McKinney-Vento Act to the same extent as other children and youth. [Plyler v. Doe]

**Segregation**
- States are prohibited from segregating homeless students in separate schools, separate programs within schools, or separate settings within schools.
- SEAs and LEAs must adopt policies and practices to ensure that homeless children and youth are not segregated on the basis of their status as homeless, or stigmatized.
- Services provided with McKinney-Vento Act funds must not replace the regular academic program and must be designed to expand upon or improve services provided as part of the school's regular academic program.

**Title I and Homelessness—Key Provisions**
- A child or youth who is homeless and is attending any school in the district is automatically eligible for Title I Part A services.
- LEAs must reserve (or set aside) funds as are necessary to provide services comparable to those provided to children in Title I Part A schools to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live.

**Title I—Types of Services for Homeless Students**
- Services for homeless students in both Title I and non-Title I schools comparable to those provided to non-homeless students in Title I schools.
- Services that are not ordinarily provided to other Title I students and that are not available from other sources.

**What We’re All About**

"...Through it all, school is probably the only thing that has kept me going. I know that every day that I walk in those doors, I can stop thinking about my problems for the next six hours and concentrate on what is most important to me. Without the support of my school system, I would not be as well off as I am today. School keeps me motivated to move on, and encourages me to find a better life for myself."

Gwen Arnold, LePrince School, 2002
Common Signs of Homelessness

Adapted from flyers developed by National Center for Homeless Education (Local Homeless Liaison Toolkit), Illinois Department of Education, and Pennsylvania Department of Education.

Lack of Continuity in Education
- Attendance at many different schools
- Lack of records for school enrollment
- Inability to pay fees
- Gaps in skill development

Poor Health/Nutrition
- Lack of immunizations and/or immunization records
- Unmet medical and dental needs
- Chronic hunger (may hoard food)
- Fatigue (may fall asleep in class)

Transportation and Attendance Problems
- Erratic attendance and/or tardiness
- Numerous absences
- Inability to contact parents
- Lack of participation in extracurricular activities

Poor Hygiene
- Lack of clean clothes or wearing the same clothes for several days
- Poor or inconsistent personal hygiene

Lack of Class Preparation
- Incomplete or missing homework
- Lack of basic school supplies
- Concern for safety of belongings

Social and Behavioral Cues
- Change in behavior
- Poor/short attention span
- Poor self-esteem
- Difficulty trusting people
- "Old" beyond years
- Protective of parents
- Need for immediate gratification

Reactions by Parent, Guardian, or Child
- Anger or embarrassment when asked about current address
- Mention of staying with grandparents, other relatives, friends, or in a motel
- Comments such as:
  - "I don't remember the name of our previous school."
  - "We've been moving around a lot."
  - "Our address is new; I can't remember it." (may hide lack of permanent address)
  - "We're going through a bad time right now."
Five in Five

5
five-minute ways you can help students experiencing homelessness
5 five-minute ways you can help students experiencing homelessness…

1. Welcome new students and their parents.
2. Together with your district homeless liaison, appoint a building homeless liaison for your school.
3. Ask your staff how you can support their efforts in serving homeless students.
4. Provide city bus tokens or arrange rides for parents to attend conferences, school events, or PTA meetings.
5. Together with your building liaison, develop relationships with local shelters, motels, food banks, soup kitchens, etc.

1. Be familiar with the signs of homelessness.
2. Refer children that you identify to your transportation coordinator (for further referral to the district liaison).
3. Arrange your route so that homeless students are picked up first and dropped off last.
4. If route rearrangement is not feasible, choose convenient, nonstigmatizing bus stops, e.g., a street corner versus a shelter’s front entrance.
5. Warmly greet students and be sensitive to their current housing situation.
Five in Five

5 five-minute ways you can help students experiencing homelessness…

1. Enroll students in the free and reduced school meal program immediately. (No application necessary!)
2. Provide students with school supplies, including class-specific items and backpacks.
3. Supply students with appropriate school clothing, including school uniforms when applicable.
4. Connect students to before- and afterschool programs or activities.
5. Check in with families as often as possible and ask what support or resources they need.

1. Be familiar with the signs of homelessness and refer children that you identify to your school or district liaison.
2. Remember that sending a sick child “home” may not be the best option. Assist families in finding alternative choices.
3. Work with your building or district liaison to identify the health needs of your homeless student population.
4. Coordinate with local optometrists to provide free eye exams and eyeglasses.
5. Collaborate with community clinics and local health providers to provide free immunizations, medical care, and dental care.
Five in Five

5 five-minute ways you can help students experiencing homelessness...

1. Be familiar with the signs of homelessness and refer children that you identify to your school or district liaison.
2. Learn to recognize the addresses of area shelters and low-income motels.
3. Bring families to a private place to fill out enrollment forms and offer assistance in filling out forms.
4. Enroll children immediately, even without records. If records are missing, contact previous school for records.
5. If a student is leaving, prepare a parent pack (folder containing photocopies of the student’s academic and health records).

1. Be familiar with the signs of homelessness and refer children that you identify to your school or district liaison.
2. Assign a peer buddy to orient new students to the classroom and to the school.
3. Provide students with personal space for belongings (e.g., cubbie or locker). Avoid taking away possessions. (Children in unstable situations often find “security” in their possessions.)
5. Coordinate with your liaison to connect students to tutoring or afterschool programs.
Resource Listing: Advocacy and Information

Homeless Education

National Association for the Education of Homeless Children and Youth (NAEHCY)
www.naehcy.org  763.545.0064  info@naehcy.org
NAEHCY, a national grassroots membership association, serves as the voice and the social conscience for the education of children and youth in homeless situations. NAEHCY connects educators, parents, advocates, researchers, and service providers to ensure school enrollment and attendance, and overall success for children and youth whose lives have been disrupted by the lack of safe, permanent, and adequate housing. NAEHCY offers educational resources, legislative updates, and national conferences on homeless education.

National Center for Homeless Education (NCHE)
center.serve.org/nche/  800.308.2145 (helpline)  homeless@serve.org (helpline email)
NCHE provides research, resources, and information enabling communities to address the educational needs of children experiencing homelessness. The center offers numerous resources for educators, including the Homeless Liaison Toolkit, educational rights posters, parent brochures, parent pack folders, and McKinney-Vento issue briefs. Educators may annually order up to 25 of most NCHE products (at no charge) online, by phone, or by fax.

U.S. Department of Education (USDOE)

Health

National Health Care for the Homeless Council
www.nhchc.org  615.226.2292
The mission of the National Council is to help bring about reform of the health care system to best serve the needs of people who are homeless, to work in alliance with others whose broader purpose is to eliminate homelessness, and to provide support to Council members through advocacy, training, research, education, and collaboration.

Homelessness and Housing

National Center on Family Homelessness
www.familyhomelessness.org  617.964.3834
The National Center on Family Homelessness is dedicated to helping homeless children and families through research and evaluation, program design, service delivery, systems integration, and advocacy. The Center works closely with shelters, children and families, service providers, researchers, advocates, and policymakers to develop immediate and long-term services and solutions. Their goal is to permanently end homelessness for all families in America.

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National Coalition for the Homeless (NCH)
www.nationalhomeless.org
NCH’s mission is to end homelessness by engaging in public education, policy advocacy, and grassroots organization. NCH publishes a variety of information on homelessness including fact sheets, reports and papers, and legislative updates.

National Law Center on Homelessness and Poverty (NLCHP)
www.nlchp.org          202.638.2535 nlchp@nlchp.org
The mission of the Law Center is to prevent and end homelessness by serving as the legal arm of the nationwide movement to end homelessness. To achieve its mission, the Law Center pursues three main strategies: impact litigation, policy advocacy, and public education. NLCHP offers numerous publications and reports in the areas of education, housing, domestic violence, and income.

Washington Low-Income Housing Alliance
www.wliha.org          206.442.9455
The Alliance advocates for improved state housing policies and seeks to expand funding for the state Housing Trust Fund. The Alliance also works to improve tenant protections and other policies that will increase the availability and security of housing for low-income people. In addition, the agency works with statewide groups and local coalitions to make sure public policy is informed by housing providers and those who are experiencing housing need.

Washington State Coalition for the Homeless
www.endhomelessnesswa.org          253.572.4237
Dedicated to ensuring that everyone has access to shelter, the Coalition trains, educates, and advocates with and on behalf of individuals and families who are homeless in Washington State. The Coalition is comprised of representatives elected by their county coalitions as well as service providers, agencies, legislators, and business leaders.

Domestic Violence

Washington State Coalition Against Domestic Violence
www.wscadv.org
WSCADV is primarily a resource for programs that assist domestic violence victims and their families. Additionally, they inform prevention and education organizations, government agencies, the media, and others concerned with domestic violence.

Literacy

National Center for Family Literacy (NCFL)
www.famlit.org          877.326.5481 (info. line)
The Center’s mission is to create educational and economic opportunity for the most at-risk children and parents. NCFL works with educators and community builders through an array of services to design and sustain programs that meet the most urgent educational needs of disadvantaged families. NCFL's services include professional development for practitioners,
model program development, and policy and advocacy support to sustain and expand literacy services for families.

**Nutrition**

**Food Research and Action Center (FRAC)**
www.frac.org        202.986.2200
FRAC is a nonprofit agency seeking to harness the nation’s resources on behalf of those who are least able to provide for themselves. FRAC’s activities include research, education, legislative monitoring, and program support. Fact sheets regarding federal food programs are available online.

**Center on Budget and Policy Priorities (CBPP)**
www.cbpp.org
The Center on Budget and Policy Priorities is one of the nation’s premier policy organizations working at the federal and state levels on fiscal policy and public programs that affect low- and moderate-income families and individuals.

**Youth**

**National Network for Youth**
www.nn4youth.org        202.783.7949        info@NN4Youth.org
The mission of the Network is to champion the needs of runaway, homeless, and other disconnected youth through advocacy, education, and services. The National Network is committed to ensuring that opportunities for growth and development be available to youth who face greater odds due to abuse and neglect, homelessness, lack of resources, community prejudice, differing abilities, and other life challenges.

**The Trevor Project**
www.thetrevorproject.org/
The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning youth.

**It Gets Better Project**
www.itgetsbetter.org/
The It Gets Better Project was created to show young LGBT people the levels of happiness, potential, and positivity their lives will reach – if they can just get through their teen years. The It Gets Better Project wants to remind teenagers in the LGBT community that they are not alone — and it WILL get better.
Resource Listing: Direct Services

Child Care

**DSHS, Child Care Subsidy Programs**  
www.dshs.wa.gov/onlinecso/wccc.shtml  
For families with working parents (or participating in DSHS-approved work activity) and whose children meet citizenship requirements, Working Connections Child Care helps families pay for child care. Applications are available online or through local Community Services Offices.

Clothing

**Assistance League/Operation School Bell**  
www.assistanceleague.org  
Operation School Bell provides new clothing, including jackets and shoes, to over one million elementary school children. Volunteers fit children and help them select clothing from inventory purchased through vigorous fundraising. Washington Chapters managing Operation School Bell include Bellingham, Eastside (Bellevue, Lake Washington, and Northshore), Everett, Seattle, and Southwest Washington.

Domestic Violence

**DSHS, Domestic Violence Program**  
http://www.dshs.wa.gov/ca/dvservices/  
800.562.6025 (State DV Hotline)  
The Department of Social and Health Services (DSHS) Domestic Violence Program provides support for community-based shelters, emergency counseling and legal advocacy for children and families who have experienced domestic violence. DSHS also sets minimum standards for domestic violence perpetrator programs and certifies provider programs.

Early Childhood Education

**Early Childhood Education and Assistance Program (ECEAP)**  
http://www.del.wa.gov/care/find-hs-eceap/  
ECEAP is a statewide system of comprehensive early childhood education and assistance services to support the healthy development and future success of less advantaged children. ECEAP targets four-year old children whose family incomes are at or below 110 percent of the federal poverty level. ECEAP operates locally through contractors—school districts, educational service districts, local governments, nonprofit organizations, childcare providers, community colleges, and tribal organizations.

**Head Start**  
http://www.del.wa.gov/care/find-hs-eceap/  
Head Start and Early Head Start are comprehensive child development programs that serve children from birth to age 5, pregnant women, and their families. They are child-focused.
programs and have the overall goal of increasing the school readiness of young children in low-income families. An online tool is available to search for Head Start laws, guidance and best practices specific to homeless children and families: http://eclkc.ohs.acf.hhs.gov/hslc.

Emergency Shelter and Housing Assistance

**Community, Trade, and Economic Development (CTED)**
www.cted.wa.gov

CTED shelter assistance program supports a network of 172 community-based emergency shelters in Washington State.

**Low Income Home Energy Assistance Program (LIHEAP)**
http://liheap.commerce.wa.gov/ 360.725.2857  liheap@commerce.wa.gov

LIHEAP provides funds to help low income households make home heating more affordable, avoid shutoff of utility services during the winter, and maintain a warm, safe, and healthy environment for households with young children, the elderly, and the disabled. Both energy assistance and weatherization services are offered. Applications are available at local agencies (list available online).

Food

**Child and Adult Care Food Program (CACFP)**
www.fns.usda.gov/cnd/care/CACFP/aboutcacf.htm

CACFP provides federal funds for healthy meals and snacks served in a variety of child care settings, e.g., Head Start, child care centers, day care homes, afterschool programs, and emergency shelters (including homeless, runaway, and domestic violence). To be eligible, a sponsor must be a licensed or approved child care provider or a public or nonprofit private school which provides organized child care programs for children during off-school hours. Regarding participant eligibility:

- Children age 12 and younger are eligible to receive up to two meals and one snack daily at a child care home or center. Migrant children age 15 and younger and persons with disabilities of any age are also eligible.

- Afterschool snacks are available to children through age 18.

- Homeless shelters may be reimbursed for up to three meals each day for resident children age 18 and younger. **The 2004 Child Nutrition Reauthorization Act recently raised the age limit from a maximum age of 12 to the current age limit of 18.**

To apply, please contact Adele Roberts, OSPI Child and Adult Care Food Program Supervisor by phone (360.725.6200) or by email (adele.roberts@k12.wa.us).
DSHS, Washington Basic Food Program (Food Stamp Program)
http://www.dshs.wa.gov/onlinecso/food_assistance_program.shtml
The Basic Food Program helps low-income individuals and families obtain a more nutritious diet by supplementing their income with Basic Food benefits. Regarding eligibility:

- Youth who live in a shelter or entirely alone should be able to apply for benefits on their own. Their parents' income should not be used in determining eligibility. If youth are living in a shelter, service providers may assist them by providing letters to bring to local community services offices.

- Homeless people living in shelters are eligible for food stamps, even if the shelter provides meals. The food stamp office has special rules that allow homeless families to receive food stamps, even if they lack photo identification or a regular address.

Applications are available online (https://www.washingtonconnection.org/home/), by calling 1-877-501-2233, or through local DSHS Community Services Offices.

Foodhelp.wa
http://foodhelp.wa.gov/index.htm
This is your source to finding healthy and affordable food in Washington State, including food benefits and food banks.

National School Lunch Program (NSLP), Afterschool Snack Program
www.fns.usda.gov/cnd/Afterschool
The National School Lunch Program (NSLP) now offers cash reimbursement to help schools serve snacks to children after the regular school day. For eligibility, a school district must run the NSLP and sponsor or operate the afterschool care program that provides children with regularly scheduled educational/enrichment activities in a supervised environment. To apply, please contact either the school food service director in your district or OSPI’s Child Care Food Program Supervisor, Adele Roberts, by phone (360.725.6200) or by email (adele.roberts@k12.wa.us).

Summer Food Service Program (SFSP)
www.fns.usda.gov/cnd/summer
SFSP provides free meals and snacks to low-income children through age 18 when school is not in session. (People over age 18 who are enrolled in school programs for persons with disabilities may also participate.) Regarding eligibility:

- Local governments, school districts, and nonprofits can sponsor program sites.

- Possible site locations include schools, parks, recreation centers, housing projects, migrant centers, Indian reservations, YMCAs, Boys and Girls Clubs, houses of worship, summer camps, and others.
• Most sites are open to all community children. These “open sites” are eligible for federal funds if the site is located in an area in which at least 50 percent of the children are from households that would be eligible for free or reduced-price school meals. (Two primary sources of data that may be used to determine eligibility are school or census data.)

• Other sites serve only children enrolled in their programs. These "enrolled sites" are eligible for federal funds to serve all the children enrolled in the program if at least 50 percent of the enrolled children can be documented to qualify for free or reduced-price school meals.

• Most program sites can provide up to two meals (breakfast and lunch or breakfast and dinner) or one meal and a snack. Sites that serve migrant children and certain summer camps can serve up to three meals per day, but operate under different eligibility rules.

Health

Washington Apple Health for Kids
http://hrsa.dshs.wa.gov/applehealth/ 877.543.7669
Washington Apple Health for Kids brings together children's medical programs under one umbrella. Families only need to complete one application. If the family meets the income eligibility standards, the children will be eligible.

Job Training

Job Corps
http://www.jobcorps.gov/home.aspx 800.733.JOBS
Job Corps centers provide youth ages 16–24 with room and board, health care, a monthly allowance, and an education and job training program free of charge. Currently, local centers include:

(1) Cascades Job Corps Center (Sedro-Woolley, Washington)
  360.854.3400

(2) Columbia Basin Job Corps Civilian Conservation Center (Moses Lake, Washington)
  509.779.6053

(3) Curlew Job Corps Civilian Conservation Center (Curlew, Washington)
  509.779.4611

(4) Fort Simcoe Job Corps Civilian Conservation Center (White Swan, Washington)
  509.874.2244
WorkFirst (TANF)
http://www.workfirst.wa.gov/default.asp
WorkFirst is Washington State’s welfare reform program that provides temporary assistance to needy families. Services are available to help obtain jobs, retain jobs, and build better lives for families.

School Supplies

World Vision, The Storehouse, Kids in Need Resource Center
http://www.worldvision.org/content.nsf/learn/metro-seatac-kidsneed
Kids in Need Resource Center is part of World Vision's Storehouse ministries, providing free school and office supplies to schools in the Seattle-Tacoma area, Olympic Peninsula, and Yakima Valley. Schools in which at least 70 percent of the students are eligible for free and reduced-priced meals qualify to "shop" regularly at the resource center. Educators (teachers, teacher’s assistants, principals, and librarians) can pick up free school and office supplies that range from books, pens, pencils, paper and craft supplies, to binders, backpacks, rulers, and toys and gifts that can be used as incentives or rewards. Blankets for health rooms and even socks and underwear are necessary items educators can find at the center. Applications may be requested by phone.

Youth

National Runaway Switchboard
www.1800runaway.org/
The National Runaway Switchboard is a 24-hour crisis line with experienced front-line team members ready to help. It’s anonymous, confidential and free. 1-800-RUNAWAY. Services are provided in part through funding from Family and Youth Services Bureau in the Administration for Children and Families, U.S. Department of Health and Human Services.

Resource Listing: Grants

Diverse Needs

Gates Foundation, Pacific Northwest Community Grants
www.gatesfoundation.org
The Pacific Northwest Community Grants program supports nonprofit organizations in Washington and Oregon that provide direct human services to economically vulnerable children and families. These services include, but are not limited to: domestic violence, parenting programs, child care, substance abuse treatment, job training, youth leadership/civic involvement, mentoring, mental health services, and afterschool programs. The majority of grants are made to support capital campaigns and specific projects, although the Foundation occasionally provides general operating support to Washington State nonprofit organizations only. Directions for submitting a Letter of Inquiry can be found on the Foundation’s Web site.
Medina Foundation
www.medinafoundation.org  206.652.8783  info@medinafoundation.org
The Foundation makes grants to 501(c)(3) organizations and 509(a) public charities in the following funding areas: preschool to Grade 12 educational opportunities (tutoring, mentoring, but does not fund public schools directly), emergency and critical human services, job training, substance abuse prevention and treatment, domestic violence prevention and assistance, and services for those with disabilities. Funding is available in the following Greater Puget Sound counties: Clallam, Grays Harbor, Island, Jefferson, King, Kitsap, Mason, Pacific, Pierce, San Juan, Skagit, Snohomish, Thurston, and Whatcom.

Ray of Hope Foundation
http://www.rayallen20.com/about-ray/activist/
Established by NBA All-Star Ray Allen in 1997, The Ray of Hope Foundation assists with sports related and community based programs and provides avenues of opportunity through which our youth can “hope” to realize their full potential.

Windermere Foundation
www.windermere.com  206.527.3801
The Windermere Foundation distributes funds to nonprofit agencies dedicated to serving homeless and low-income families. Public schools with at least a 50 percent student population on free and reduced-priced meals are also eligible to apply for funding. A significant portion of Windermere Foundation dollars goes toward programs that help children. Establishing and funding literacy programs, underwriting the costs of summer camp, and providing basic necessities such as new school shoes, socks, and underwear are among the many projects that the Foundation supports.

Literacy

The Barbara Bush Foundation for Family Literacy
www.barbarabushfoundation.com
The Foundation's grant-making program seeks to develop or expand projects that are designed to support the development of literacy skills for adult primary care givers and their children. Applying organizations must have been in existence two or more years and must have operated an instructional literacy program for at least two years which includes one or more of the following components: literacy for adults, parent education, pre-literacy or literacy instruction for children preschool to Grade 3, and intergenerational literacy activities. The application deadline for the 2006 National Grant Competition is September 9, 2005. Grant application and guidelines can be accessed on the Foundation’s Web site.

First Book
www.firstbook.org
First Book is a national nonprofit organization whose mission is to give low-income children the opportunity to read and own their first new books. Organized to distribute books through local advisory boards, First Book grants an initial donation of free books to new boards. Subsequently, First Book provides ongoing national grant-matching opportunities to support
local fundraising and offers deeply discounted book prices through its partners, at an average cost of $2.50 per book.

**Reach Out and Read (ROR)**  
www.reachoutandread.org  
617.629.8042  
startup@reachoutandread.org  
ROR is a program that promotes early literacy by bringing new books and advice about the importance of reading aloud into the pediatric exam room. Doctors and nurses give new books to children at each well child visit from 6 months of age to 5 years, and accompany these books with developmentally-appropriate advice to parents about reading aloud with their child. The ROR program model is based on research that shows a connection between the frequency of sharing books with babies, toddlers, and young children and enhanced language development. The ROR Web site also provides a listing of established programs by state and information on starting a program. Program benefits include start-up funding to aid in book purchasing, access to children’s books at great discounts, materials such as stickers, bookmarks, poster, technical assistance, and training sessions.

**Target Foundation, Reading Grants**  
http://target.com/target_group/community_giving/arts_in_education_grants.jhtml  
Reading Grants award funds to schools, libraries, and nonprofit organizations with programs promoting a love of reading or encouraging families to read together (particular focus on programs that inspire the youngest readers—birth through Grade 3). Examples of Reading Grants are Saturday Superstars Book Club, Readers for Life, After School Read Aloud, and Families Read Together. Grants range from $1,000 to $3,000. Applications are available at Target stores and online at Target.com.

**Resource Listing: Scholarships**

**Pacific Northwest Scholarship Guide-Online**  
www.collegeplan.org/cpnow/pnwguide/pnwguide.htm  
The Scholarship Guide is an online search engine detailing scholarship opportunities for students in the Pacific Northwest. The Guide is a free and personalized tool operated by the College Planning Network.

**University of Washington School of Medicine Office of Multicultural Affairs**  
U-Doc Summer Program  
U-DOC is a high school summer enrichment program that seeks to foster, affirm and encourage students interest in the healthcare professions.

**College Success Foundation**  
http://www.collegesuccessfoundation.org/  
The College Success Foundation programs serve a continuum of young people from middle school through post-college graduation with an integrated system of educational supports. We offer programs at four levels - middle school, high school, college, and alumni. Programs vary by site and are specific to each location.
Dear Teacher,

We moved to a shelter and it’s not too bad. The people are nice and I like being warm. I still feel lonely and sad though. I think I miss our home and the way things used to be. Did I do OK on the math test? I tried to study for it but couldn’t find my book. When I grow up, I’m going to be a teacher and live in a house.

Love,

Amanda
Subtitle B — Education for Homeless Children and Youths

SEC. 721. STATEMENT OF POLICY.

The following is the policy of the Congress:

1. Each State educational agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.

2. In any State that has a compulsory residency requirement as a component of the State's compulsory school attendance laws or other laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.

3. Homelessness alone is not sufficient reason to separate students from the mainstream school environment.

4. Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State student academic achievement standards to which all students are held.

SEC. 722. GRANTS FOR STATE AND LOCAL ACTIVITIES FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTHS.

(a) GENERAL AUTHORITY- The Secretary is authorized to make grants to States in accordance with the provisions of this section to enable such States to carry out the activities described in subsections (d) through (g).

(b) APPLICATION- No State may receive a grant under this section unless the State educational agency submits an application to the Secretary at such time, in such manner, and containing or accompanied by such information as the Secretary may reasonably require.

(c) ALLOCATION AND RESERVATIONS-

(1) ALLOCATION- (A) Subject to subparagraph (B), the Secretary is authorized to allot to each State an amount that bears the same ratio to the amount appropriated for such year under section 726 that remains after the Secretary reserves funds under paragraph (2) and uses funds to carry out section 724(d) and (h), as the amount allocated under section 1122 of the Elementary and Secondary Education Act of 1965 to the State for that year bears to the total amount allocated under section 1122 of such Act to all States for that year, except that no State shall receive less than the greater of —

   (i) $150,000;
(ii) one-fourth of 1 percent of the amount appropriated under section 726 for that year; or
(iii) the amount such State received under this section for fiscal year 2001.

(B) If there are insufficient funds in a fiscal year to allot to each State the minimum amount under subparagraph (A), the Secretary shall ratably reduce the allotments to all States based on the proportionate share that each State received under this subsection for the preceding fiscal year.

(2) RESERVATIONS- (A) The Secretary is authorized to reserve 0.1 percent of the amount appropriated for each fiscal year under section 726 to be allocated by the Secretary among the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, according to their respective need for assistance under this subtitle, as determined by the Secretary.

(B)(i) The Secretary shall transfer 1 percent of the amount appropriated for each fiscal year under section 726 to the Department of the Interior for programs for Indian students served by schools funded by the Secretary of the Interior, as determined under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.), that are consistent with the purposes of the programs described in this subtitle.

(ii) The Secretary and the Secretary of the Interior shall enter into an agreement, consistent with the requirements of this subtitle, for the distribution and use of the funds described in clause (i) under terms that the Secretary determines best meet the purposes of the programs described in this subtitle. Such agreement shall set forth the plans of the Secretary of the Interior for the use of the amounts transferred, including appropriate goals, objectives, and milestones.

(3) STATE DEFINED- For purposes of this subsection, the term State' does not include the United States Virgin Islands, Guam, American Samoa, or the Commonwealth of the Northern Mariana Islands.

(d) ACTIVITIES- Grants under this section shall be used for the following:
(1) To carry out the policies set forth in section 721 in the State.
(2) To provide activities for, and services to, homeless children, including preschool-aged homeless children, and youths that enable such children and youths to enroll in, attend, and succeed in school, or, if appropriate, in preschool programs.
(3) To establish or designate an Office of Coordinator for Education of Homeless Children and Youths in the State educational agency in accordance with subsection (f).
(4) To prepare and carry out the State plan described in subsection (g).
(5) To develop and implement professional development programs for school personnel to heighten their awareness of, and capacity to respond to, specific problems in the education of homeless children and youths.

(e) STATE AND LOCAL SUBGRANTS-
(1) MINIMUM DISBURSEMENTS BY STATES- From the sums made available each year to carry out this subtitle, the State educational agency shall distribute not less than 75 percent in subgrants to local educational agencies for the purposes of carrying out section 723, except that States funded at the minimum level set forth in subsection (c)(1) shall distribute not less than 50 percent in subgrants to local educational agencies for the purposes of carrying out section 723.

(2) USE BY STATE EDUCATIONAL AGENCY- A State educational agency may use funds made available for State use under this subtitle to conduct activities under subsection (f) directly or through grants or contracts.

(3) PROHIBITION ON SEGREGATING HOMELESS STUDENTS-
(A) IN GENERAL- Except as provided in subparagraph (B) and section 723(a)(2)(B)(ii), in providing a free public education to a homeless child or youth, no State receiving funds under this subtitle shall segregate such child or
youth in a separate school, or in a separate program within a school, based on such child's or youth's status as homeless.

(B) EXCEPTION- Notwithstanding subparagraph (A), paragraphs (1)(J)(i) and (3) of subsection (g), section 723(a)(2), and any other provision of this subtitle relating to the placement of homeless children or youths in schools, a State that has a separate school for homeless children or youths that was operated in fiscal year 2000 in a covered county shall be eligible to receive funds under this subtitle for programs carried out in such school if —

(i) the school meets the requirements of subparagraph (C);
(ii) any local educational agency serving a school that the homeless children and youths enrolled in the separate school are eligible to attend meets the requirements of subparagraph (E); and
(iii) the State is otherwise eligible to receive funds under this subtitle.

(C) SCHOOL REQUIREMENTS- For the State to be eligible under subparagraph (B) to receive funds under this subtitle, the school described in such subparagraph shall —

(i) provide written notice, at the time any child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that —

(I) shall be signed by the parent or guardian (or, in the case of an unaccompanied youth, the youth);
(II) sets forth the general rights provided under this subtitle;
(III) specifically states —

(aa) the choice of schools homeless children and youths are eligible to attend, as provided in subsection (g)(3)(A);

(bb) that no homeless child or youth is required to attend a separate school for homeless children or youths;

(cc) that homeless children and youths shall be provided comparable services described in subsection (g)(4), including transportation services, educational services, and meals through school meals programs; and

(dd) that homeless children and youths should not be stigmatized by school personnel; and

(IV) provides contact information for the local liaison for homeless children and youths and the State Coordinator for Education of Homeless Children and Youths;
(ii)(I) provide assistance to the parent or guardian of each homeless child or youth (or, in the case of an unaccompanied youth, the youth) to exercise the right to attend the parent's or guardian's (or youth's) choice of schools, as provided in subsection (g)(3)(A); and
(II) coordinate with the local educational agency with jurisdiction for the school selected by the parent or guardian (or youth), to provide transportation and other necessary services;
(iii) ensure that the parent or guardian (or, in the case of an unaccompanied youth, the youth) shall receive the information required by this subparagraph in a manner and form understandable to such parent
or guardian (or youth), including, if necessary and to the extent feasible, in the native language of such parent or guardian (or youth); and (iv) demonstrate in the school's application for funds under this subtitle that such school —

(I) is complying with clauses (i) and (ii); and
(II) is meeting (as of the date of submission of the application) the same Federal and State standards, regulations, and mandates as other public schools in the State (such as complying with sections 1111 and 1116 of the Elementary and Secondary Education Act of 1965 and providing a full range of education and related services, including services applicable to students with disabilities).
(D) SCHOOL INELIGIBILITY- A separate school described in subparagraph (B) that fails to meet the standards, regulations, and mandates described in subparagraph (C)(iv)(II) shall not be eligible to receive funds under this subtitle for programs carried out in such school after the first date of such failure.
(E) LOCAL EDUCATIONAL AGENCY REQUIREMENTS- For the State to be eligible to receive the funds described in subparagraph (B), the local educational agency described in subparagraph (B)(ii) shall —

(i) implement a coordinated system for ensuring that homeless children and youths —

(I) are advised of the choice of schools provided in subsection (g)(3)(A);
(II) are immediately enrolled, in accordance with subsection (g)(3)(C), in the school selected under subsection (g)(3)(A); and
(III) are promptly provided necessary services described in subsection (g)(4), including transportation, to allow homeless children and youths to exercise their choices of schools under subsection (g)(3)(A);

(ii) document that written notice has been provided —

(I) in accordance with subparagraph (C)(i) for each child or youth enrolled in a separate school under subparagraph (B); and
(II) in accordance with subsection (g)(6)(A)(v);

(iii) prohibit schools within the agency's jurisdiction from referring homeless children or youths to, or requiring homeless children and youths to enroll in or attend, a separate school described in subparagraph (B);

(iv) identify and remove any barriers that exist in schools within the agency's jurisdiction that may have contributed to the creation or existence of separate schools described in subparagraph (B); and

(v) not use funds received under this subtitle to establish —

(I) new or additional separate schools for homeless children or youths; or
(II) new or additional sites for separate schools for homeless children or youths, other than the sites occupied by the schools described in subparagraph (B) in fiscal year 2000.
(F) REPORT-

(i) PREPARATION- The Secretary shall prepare a report on the separate schools and local educational agencies described in subparagraph (B) that receive funds under this subtitle in accordance with this paragraph. The report shall contain, at a minimum, information on —
(I) compliance with all requirements of this paragraph;
(II) barriers to school access in the school districts served by the local educational agencies; and
(III) the progress the separate schools are making in integrating homeless children and youths into the mainstream school environment, including the average length of student enrollment in such schools.

(ii) COMPLIANCE WITH INFORMATION REQUESTS- For purposes of enabling the Secretary to prepare the report, the separate schools and local educational agencies shall cooperate with the Secretary and the State Coordinator for Education of Homeless Children and Youths established in the State under subsection (d)(3), and shall comply with any requests for information by the Secretary and State Coordinator for such State.

(iii) SUBMISSION- Not later than 2 years after the date of enactment of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, the Secretary shall submit the report described in clause (i) to —
(I) the President;
(II) the Committee on Education and the Workforce of the House of Representatives; and
(III) the Committee on Health, Education, Labor, and Pensions of the Senate.

(G) DEFINITION- For purposes of this paragraph, the term covered county means —

(i) San Joaquin County, California;
(ii) Orange County, California;
(iii) San Diego County, California; and
(iv) Maricopa County, Arizona.

(f) FUNCTIONS OF THE OFFICE OF COORDINATOR- The Coordinator for Education of Homeless Children and Youths established in each State shall —

(1) gather reliable, valid, and comprehensive information on the nature and extent of the problems homeless children and youths have in gaining access to public preschool programs and to public elementary schools and secondary schools, the difficulties in identifying the special needs of such children and youths, any progress made by the State educational agency and local educational agencies in the State in addressing such problems and difficulties, and the success of the programs under this subtitle in allowing homeless children and youths to enroll in, attend, and succeed in, school;
(2) develop and carry out the State plan described in subsection (g);
(3) collect and transmit to the Secretary, at such time and in such manner as the Secretary may require, a report containing such information as the Secretary determines is necessary to assess the educational needs of homeless children and youths within the State;
(4) facilitate coordination between the State educational agency, the State social services agency, and other agencies (including agencies providing mental health services) to provide services to homeless children, including preschool-aged homeless children, and youths, and to families of such children and youths;
(5) in order to improve the provision of comprehensive education and related services to homeless children and youths and their families, coordinate and collaborate with —
(A) educators, including child development and preschool program personnel; (B) providers of services to homeless and runaway children and youths and homeless families (including domestic violence agencies, shelter operators,
transitional housing facilities, runaway and homeless youth centers, and transitional living programs for homeless youths); (C) local educational agency liaisons designated under subsection (g)(1)(J)(ii) for homeless children and youths; and (D) community organizations and groups representing homeless children and youths and their families; and (6) provide technical assistance to local educational agencies in coordination with local educational agency liaisons designated under subsection (g)(1)(J)(ii), to ensure that local educational agencies comply with the requirements of section 722(e)(3) and paragraphs (3) through (7) of subsection (g).

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

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

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

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

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

(E) A description of procedures that ensure that homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, or local food programs.

(F) A description of procedures that ensure that —

(i) homeless children have equal access to the same public preschool programs, administered by the State agency, as provided to other children in the State;

(ii) homeless youths and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services; and

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

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

(H) Strategies to address other problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays that are caused by —

(i) immunization and medical records requirements;

(ii) residency requirements;

(iii) lack of birth certificates, school records, or other documentation;

(iv) guardianship issues; or

(v) uniform or dress code requirements.

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

(J) Assurances that —

(i) the State educational agency and local educational agencies in the State will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

(ii) local educational agencies will designate an appropriate staff person, who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths, to carry out the duties described in paragraph (6)(A); and

(iii) the State and its local educational agencies will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in paragraph (3)(A), in accordance with the following, as applicable:

(I) If the homeless child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.

(II) If the homeless child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

(2) COMPLIANCE-

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

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

(3) LOCAL EDUCATIONAL AGENCY REQUIREMENTS-

(A) IN GENERAL- The local educational agency serving each child or youth to be assisted under this subtitle shall, according to the child's or youth's best interest —

(i) continue the child's or youth's education in the school of origin for the duration of homelessness —

(I) in any case in which a family becomes homeless between academic years or during an academic year; or
(II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or
(ii) enroll the child or youth in any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

(B) BEST INTEREST- In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall —
(i) to the extent feasible, keep a homeless child or youth in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian;
(ii) provide a written explanation, including a statement regarding the right to appeal under subparagraph (E), to the homeless child's or youth's parent or guardian, if the local educational agency sends such child or youth to a school other than the school of origin or a school requested by the parent or guardian; and
(iii) in the case of an unaccompanied youth, ensure that the homeless liaison designated under paragraph (1)(J)(ii) assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal under subparagraph (E).

(C) ENROLLMENT- (i) The school selected in accordance with this paragraph shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation.
(ii) The enrolling school shall immediately contact the school last attended by the child or youth to obtain relevant academic and other records.
(iii) If the child or youth needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent or guardian of the child or youth to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall assist in obtaining necessary immunizations, or immunization or medical records, in accordance with subparagraph (D).

(D) RECORDS- Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained —
(i) so that the records are available, in a timely fashion, when a child or youth enters a new school or school district; and

(E) ENROLLMENT DISPUTES- If a dispute arises over school selection or enrollment in a school —
(i) the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;
(ii) the parent or guardian of the child or youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision;
(iii) the child, youth, parent, or guardian shall be referred to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall carry out the dispute resolution process as described in paragraph
(1)(C) as expeditiously as possible after receiving notice of the dispute; and
(iv) in the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

(F) PLACEMENT CHOICE- The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

(G) SCHOOL OF ORIGIN DEFINED- In this paragraph, the term school of origin' means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

(H) CONTACT INFORMATION- Nothing in this subtitle shall prohibit a local educational agency from requiring a parent or guardian of a homeless child to submit contact information.

(4) COMPARABLE SERVICES- Each homeless child or youth to be assisted under this subtitle shall be provided services comparable to services offered to other students in the school selected under paragraph (3), including the following:

(A) Transportation services.

(B) Educational services for which the child or youth meets the eligibility criteria, such as services provided under title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency.

(C) Programs in vocational and technical education.

(D) Programs for gifted and talented students.

(E) School nutrition programs.

(5) COORDINATION-

(A) IN GENERAL- Each local educational agency serving homeless children and youths that receives assistance under this subtitle shall coordinate —

(i) the provision of services under this subtitle with local social services agencies and other agencies or programs providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.); and

(ii) with other local educational agencies on interdistrict issues, such as transportation or transfer of school records.

(B) HOUSING ASSISTANCE- If applicable, each State educational agency and local educational agency that receives assistance under this subtitle shall coordinate with State and local housing agencies responsible for developing the comprehensive housing affordability strategy described in section 105 of the Cranston-Gonzalez National Affordable Housing Act (42 U.S.C. 12705) to minimize educational disruption for children and youths who become homeless.

(C) COORDINATION PURPOSE- The coordination required under subparagraphs (A) and (B) shall be designed to —

(i) ensure that homeless children and youths have access and reasonable proximity to available education and related support services; and

(ii) raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

(6) LOCAL EDUCATIONAL AGENCY LIAISON-
(A) DUTIES- Each local educational agency liaison for homeless children and youths, designated under paragraph (1)(J)(ii), shall ensure that —
(i) homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies;
(ii) homeless children and youths enroll in, and have a full and equal opportunity to succeed in, schools of that local educational agency;
(iii) homeless families, children, and youths receive educational services for which such families, children, and youths are eligible, including Head Start and Even Start programs and preschool programs administered by the local educational agency, and referrals to health care services, dental services, mental health services, and other appropriate services;
(iv) the parents or guardians of homeless children and youths 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;
(v) public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens;
(vi) enrollment disputes are mediated in accordance with paragraph (3)(E); and 
(vii) the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, as described in paragraph (1)(J)(iii), and is assisted in accessing transportation to the school that is selected under paragraph (3)(A).

(B) NOTICE- State coordinators established under subsection (d)(3) and local educational agencies shall inform school personnel, service providers, and advocates working with homeless families of the duties of the local educational agency liaisons.

(C) LOCAL AND STATE COORDINATION- Local educational agency liaisons for homeless children and youths shall, as a part of their duties, coordinate and collaborate with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

(7) REVIEW AND REVISIONS-

(A) IN GENERAL- Each State educational agency and local educational agency that receives assistance under this subtitle shall review and revise any policies that may act as barriers to the enrollment of homeless children and youths in schools that are selected under paragraph (3).

(B) CONSIDERATION- In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

(C) SPECIAL ATTENTION- Special attention shall be given to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school.
SEC. 723. LOCAL EDUCATIONAL AGENCY SUBGRANTS FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTHS.

(a) GENERAL AUTHORITY-
   (1) IN GENERAL- The State educational agency shall, in accordance with section 722(e), and from amounts made available to such agency under section 726, make subgrants to local educational agencies for the purpose of facilitating the enrollment, attendance, and success in school of homeless children and youths.
   (2) SERVICES-
      (A) IN GENERAL- Services under paragraph (1) —
         (i) may be provided through programs on school grounds or at other facilities;
         (ii) shall, to the maximum extent practicable, be provided through existing programs and mechanisms that integrate homeless children and youths with nonhomeless children and youths; and
         (iii) shall be designed to expand or improve services provided as part of a school's regular academic program, but not to replace such services provided under such program.
      (B) SERVICES ON SCHOOL GROUNDS- If services under paragraph (1) are provided on school grounds, schools —
         (i) may use funds under this subtitle to provide the same services to other children and youths who are determined by the local educational agency to be at risk of failing in, or dropping out of, school, subject to the requirements of clause (ii); and
         (ii) except as otherwise provided in section 722(e)(3)(B), shall not provide services in settings within a school that segregate homeless children and youths from other children and youths, except as necessary for short periods of time —
            (I) for health and safety emergencies; or
            (II) to provide temporary, special, and supplementary services to meet the unique needs of homeless children and youths.
   (3) REQUIREMENT- Services provided under this section shall not replace the regular academic program and shall be designed to expand upon or improve services provided as part of the school's regular academic program.

(b) APPLICATION- A local educational agency that desires to receive a subgrant under this section shall submit an application to the State educational agency at such time, in such manner, and containing or accompanied by such information as the State educational agency may reasonably require. Such application shall include the following:
   (1) An assessment of the educational and related needs of homeless children and youths in the area served by such agency (which may be undertaken as part of needs assessments for other disadvantaged groups).
   (2) A description of the services and programs for which assistance is sought to address the needs identified in paragraph (1).
   (3) An assurance that the local educational agency's combined fiscal effort per student, or the aggregate expenditures of that agency and the State with respect to the provision of free public education by such agency for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made.
(4) An assurance that the applicant complies with, or will use requested funds to comply with, paragraphs (3) through (7) of section 722(g).

(5) A description of policies and procedures, consistent with section 722(e)(3), that the agency will implement to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youths.

(c) AWARDS-

(1) IN GENERAL- The State educational agency shall, in accordance with the requirements of this subtitle and from amounts made available to it under section 726, make competitive subgrants to local educational agencies that submit applications under subsection (b). Such subgrants shall be awarded on the basis of the need of such agencies for assistance under this subtitle and the quality of the applications submitted.

(2) NEED- In determining need under paragraph (1), the State educational agency may consider the number of homeless children and youths enrolled in preschool, elementary, and secondary schools within the area served by the local educational agency, and shall consider the needs of such children and youths and the ability of the local educational agency to meet such needs. The State educational agency may also consider the following:

(A) The extent to which the proposed use of funds will facilitate the enrollment, retention, and educational success of homeless children and youths.

(B) The extent to which the application —
   (i) reflects coordination with other local and State agencies that serve homeless children and youths; and
   (ii) describes how the applicant will meet the requirements of section 722(g)(3).

(C) The extent to which the applicant exhibits in the application and in current practice a commitment to education for all homeless children and youths.

(D) Such other criteria as the State agency determines appropriate.

(3) QUALITY- In determining the quality of applications under paragraph (1), the State educational agency shall consider the following:

(A) The applicant's needs assessment under subsection (b)(1) and the likelihood that the program presented in the application will meet such needs.

(B) The types, intensity, and coordination of the services to be provided under the program.

(C) The involvement of parents or guardians of homeless children or youths in the education of their children.

(D) The extent to which homeless children and youths will be integrated within the regular education program.

(E) The quality of the applicant's evaluation plan for the program.

(F) The extent to which services provided under this subtitle will be coordinated with other services available to homeless children and youths and their families.

(G) Such other criteria as the State educational agency considers indicative of a high-quality program, such as the extent to which the local educational agency will provide case management or related services to unaccompanied youths.

(4) DURATION OF GRANTS- Grants awarded under this section shall be for terms not to exceed 3 years.

(d) AUTHORIZED ACTIVITIES- A local educational agency may use funds awarded under this section for activities that carry out the purpose of this subtitle, including the following:

(1) The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic content standards and challenging State student academic achievement standards the State establishes for other children and youths.
(2) The provision of expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and students with limited English proficiency, services provided under title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, programs in vocational and technical education, and school nutrition programs).

(3) Professional development and other activities for educators and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this subtitle, and the specific educational needs of runaway and homeless youths.

(4) The provision of referral services to homeless children and youths for medical, dental, mental, and other health services.

(5) The provision of assistance to defray the excess cost of transportation for students under section 722(g)(4)(A), not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under section 722(g)(3).

(6) The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.

(7) The provision of services and assistance to attract, engage, and retain homeless children and youths, and unaccompanied youths, in public school programs and services provided to nonhomeless children and youths.

(8) The provision for homeless children and youths of before- and afterschool, 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 necessary to enroll homeless children and youths in school, including birth certificates, immunization or medical records, academic records, guardianship records, and evaluations for special programs or services.

(10) The provision of education and training to the parents of homeless children and youths about the rights of, and resources available to, such children and youths.

(11) The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 722(g)(5).

(12) The provision of pupil services (including violence prevention counseling) and referrals for such services.

(13) Activities to address the particular needs of homeless children and youths that may arise from domestic violence.

(14) The adaptation of space and purchase of supplies for any nonschool facilities made available under subsection (a)(2) to provide services under this subsection.

(15) The provision of school supplies, including those 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 homeless children and youths to attend school.

SEC. 724. SECRETARIAL RESPONSIBILITIES.

(a) REVIEW OF STATE PLANS- In reviewing the State plan submitted by a State educational agency under section 722(g), the Secretary shall use a peer review process and shall evaluate whether State laws, policies, and practices described in such plan adequately address the
problems of homeless children and youths relating to access to education and placement as described in such plan.

(b) TECHNICAL ASSISTANCE- The Secretary shall provide support and technical assistance to a State educational agency to assist such agency in carrying out its responsibilities under this subtitle, if requested by the State educational agency.

(c) NOTICE- The Secretary shall, before the next school year that begins after the date of enactment of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, create and disseminate nationwide a public notice of the educational rights of homeless children and youths and disseminate such notice to other Federal agencies, programs, and grantees, including Head Start grantees, Health Care for the Homeless grantees, Emergency Food and Shelter grantees, and homeless assistance programs administered by the Department of Housing and Urban Development.

(d) EVALUATION AND DISSEMINATION- The Secretary shall conduct evaluation and dissemination activities of programs designed to meet the educational needs of homeless elementary and secondary school students, and may use funds appropriated under section 726 to conduct such activities.

(e) SUBMISSION AND DISTRIBUTION- The Secretary shall require applications for grants under this subtitle to be submitted to the Secretary not later than the expiration of the 60-day period beginning on the date that funds are available for purposes of making such grants and shall make such grants not later than the expiration of the 120-day period beginning on such date.

(f) DETERMINATION BY SECRETARY- The Secretary, based on the information received from the States and information gathered by the Secretary under subsection (h), shall determine the extent to which State educational agencies are ensuring that each homeless child and homeless youth has access to a free appropriate public education, as described in section 721(1).

(g) GUIDELINES- The Secretary shall develop, issue, and publish in the Federal Register, not later than 60 days after the date of enactment of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, school enrollment guidelines for States with respect to homeless children and youths. The guidelines shall describe —

1. successful ways in which a State may assist local educational agencies to immediately enroll homeless children and youths in school; and
2. how a State can review the State's requirements regarding immunization and medical or school records and make such revisions to the requirements as are appropriate and necessary in order to enroll homeless children and youths in school immediately.

(h) INFORMATION-

1. IN GENERAL- From funds appropriated under section 726, the Secretary shall, directly or through grants, contracts, or cooperative agreements, periodically collect and disseminate data and information regarding —
   A. the number and location of homeless children and youths;
   B. the education and related services such children and youths receive;
   C. the extent to which the needs of homeless children and youths are being met; and
   D. such other data and information as the Secretary determines to be necessary and relevant to carry out this subtitle.

2. COORDINATION- The Secretary shall coordinate such collection and dissemination with other agencies and entities that receive assistance and administer programs under this subtitle.

(i) REPORT- Not later than 4 years after the date of enactment of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, the Secretary shall prepare and submit to the President and the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report on the status of education of homeless children and youths, which shall include information on —
(1) the education of homeless children and youths; and 
(2) the actions of the Secretary and the effectiveness of the programs supported under this 
subtitle.

SEC. 725. DEFINITIONS.

For purposes of this subtitle:
(1) The terms enroll' and enrollment' include attending classes and participating fully in 
school activities.
(2) The term homeless children and youths' —
   (A) means individuals who lack a fixed, regular, and adequate nighttime 
residence (within the meaning of section 103(a)(1)); and 
   (B) includes —
   (i) children and youths who are sharing the housing of other persons due 
to loss of housing, economic hardship, or a similar reason; are living in 
motels, hotels, trailer parks, or camping grounds due to the lack of 
alternative adequate accommodations; are living in emergency or 
transitional shelters; are abandoned in hospitals; or are awaiting foster 
care placement;
   (ii) children and youths who have a primary nighttime residence that is a 
public or private place not designed for or ordinarily used as a regular 
sleeping accommodation for human beings (within the meaning of 
section 103(a)(2)(C));
   (iii) children and youths who are living in cars, parks, public spaces, 
abandoned buildings, substandard housing, bus or train stations, or 
similar settings; and 
   (iv) migratory children (as such term is defined in section 1309 of the 
Elementary and Secondary Education Act of 1965) who qualify as 
homeless for the purposes of this subtitle because the children are living 
in circumstances described in clauses (i) through (iii).
(3) The terms local educational agency' and State educational agency' have the meanings 
given such terms in section 9101 of the Elementary and Secondary Education Act of 
1965.
(4) The term Secretary' means the Secretary of Education.
(5) The term State' means each of the 50 States, the District of Columbia, and the 
Commonwealth of Puerto Rico.
(6) The term unaccompanied youth' includes a youth not in the physical custody of a 
parent or guardian.
Revised Code of Washington
Pursuant to the McKinney-Vento Homeless Assistance Act

RCW 28A.225.215 Enrollment of children without legal residences.

(1) A school district shall not require proof of residency or any other information regarding an address for any child who is eligible by reason of age for the services of the school district if the child does not have a legal residence.

(2) A school district shall enroll a child without a legal residence under subsection (1) of this section at the request of the child or parent or guardian of the child.

RCW 74.13.550 Child placement – Policy of educational continuity.

It is the policy of the state of Washington that, whenever practical and in the best interest of the child, children placed into foster care shall remain enrolled in the schools they were attending at the time they entered foster care.

RCW 74.13.560 Educational continuity -- Protocol development.

The administrative regions of the department shall develop protocols with the respective school districts in their regions specifying specific strategies for communication, coordination, and collaboration regarding the status and progress of foster children placed in the region, in order to maximize the educational continuity and achievement for foster children. The protocols shall include methods to assure effective sharing of information consistent with RCW 28A.225.330.

RCW 74.13.580 Educational stability during shelter care hearing -- Protocol development.

The department shall work with the administrative office of the courts to develop protocols to ensure that educational stability is addressed during the shelter care hearing.
Washington Administrative Code
Pursuant to the McKinney-Vento Homeless Assistance Act

WAC 392-141-148  Definition -- Special transportation. As used in this chapter, "special transportation" means students transported from home to school for special education programs pursuant to chapter 28A.155 RCW and who are either not ambulatory or capable of protecting his or her own welfare while traveling to or from schools or agencies where special education services are provided. Also included are students who require special transportation to special education, gifted, bilingual, or homeless programs located outside their basic transportation service area or at an alternative program time.

WAC 392-172-100  Child find.

(1) The local district or other public agency shall conduct child find activities that apply to students ages birth through twenty-one for the purpose of locating, evaluating and identifying students with a suspected disability, regardless of the severity of their disability, who are residing within the boundaries of the district or other public agency and who are not currently receiving special education and related services.

These activities shall extend to students attending private schools, including religious schools. The activities undertaken to carry out child find in private schools shall be:

(a) Comparable to activities undertaken in public schools; and

(b) Developed in consultation with appropriate representatives of private school students on how to carry out the activities described in this section.

(2) Child find activities must be calculated to reach:

(a) Highly mobile students with disabilities, such as homeless and migrant students; and

(b) Students who are suspected of being a student with a disability and in need of special education, even though they are advancing from grade to grade.

(3) The local school district, or other public agency shall have policies and procedures in effect that describe the methods it uses to conduct child find activities in accordance with subsections (1) and (2) of this section. Methods used may include but are not limited to: Written notification to all parents of students in the district's or other public agency's jurisdiction regarding access to and the use of its child find system; posting notices in school buildings and other public areas describing the availability of special education programs; offering preschool developmental screening; conducting local media informational campaigns; coordinating distribution of information with other
child find programs within public and nonpublic agencies; screening districtwide test results; inservice education to staff; and other methods developed by the school district to identify, locate and evaluate students. Such methods may also include a systematic, intervention based, process within general education for determining the need for a special education referral.

(4) The collection and use of data to meet the requirements of this section are subject to the confidentiality requirements in WAC 392-172-400 through 392-172-426.
### Policy

12.1 The district has developed, reviewed and revised policies to remove barriers to the enrollment and retention of homeless children and youths in schools. Title X McKinney-Vento Sec. 722(g)(1)(a) Sec. 722(g)(2)(A), Sec. 722(g)(2)(B), Sec. 722(g)(2)(D), Sec. 722(g)(2)(E), Sec. 722(g)(2)(F), Sec. 722(g)(2)(G), Sec. 722(g)(2)(H), Sec. 722(g)(2)(I), Sec. 722(g)(2)(J), Sec. 722(g)(2)(K).

#### Supporting Documentation

**DISTRICT LEVEL**

One copy of the district’s adopted comprehensive policy related to serving the educational needs of homeless children and youth in accordance with the McKinney-Vento Act, e.g., current (2010) WISDA #3115 policy or equivalent local policy. The policy shall include (but not be limited to) the following:

- The district processes immediate enrollment of homeless children and youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation.
- The district maintains and makes available in a timely fashion, any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs regarding each homeless child or youth.
- The district ensures that, according to the student’s best interest, homeless children and youth are kept in their school of origin, except when doing so is contrary to the wishes of the child’s or youth’s parent or guardian.

#### Non-Compliance Issue

- [ ]

#### Comments

- [ ]
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<tbody>
<tr>
<td>12.2</td>
<td>District Level: Evidence that the district knows and follows Washington State’s homeless enrollment dispute process according to the McKinney-Vento Act: McKinney-Vento Sec 722g(2)(y), (3), (4), (v), (w).</td>
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<td>12.3</td>
<td>District Level: Evidence that transportation is provided or arranged for children and youth to and from their school of origin. Examples include a log or other documentation of coordinated transportation services, including student names, type of transportation service provided, any arrangements/agreements with neighboring districts, etc.</td>
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<td>12.4</td>
<td>District Level: Evidence that the district has a designated liaison to assist with identification, enrollment, attendance, and academic success of homeless children and youth. Examples include a list of liaison, district documents showing the name and contact information of the designated liaison, and information for parents of homeless students which includes liaison contact information. CPR monitors may cross reference with OSPI district liaison contact list, etc.</td>
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### 12.5 McKinney-Vento – Homeless Coordination Activities

The district's homeless liaison ensures that homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies. McKinney-Vento Sec. 722(g)(6)(A)(ii).

#### Supporting Documentation

- Evidence that homeless students are actively identified and enrolled by school district staff. Examples include the following documentation:
  - District liaison has attended OSPI training regarding the rights of homeless students and the appropriate identification of homeless students. (Evidence)
  - District staff is provided with local training provided by the district homeless liaison or other trained staff regarding compliance with McKinney-Vento, rights of homeless students, etc. (Evidence)
  - Sample materials used in district level McKinney-Vento training may include: meeting minutes, sign-in sheets, certificates of attendance, agendas or materials gathered/generate at meetings coordinated with other agencies/entitles serving homeless families/families.
  - District has adopted a uniform residency questionnaire.
  - Student enrollment forms with specific questions regarding residency, in-state/transfer forms.
  - District collects and reports all homeless students to OSPI in annual data collection. Shows numbers of homeless students identified annually in district.
  - Homeless needs assessment conducted at district level.

### Building Level

- Evidence that staff has received routine McKinney-Vento training and homeless students are actively and immediately served, e.g., training signs, sign-in sheets, sample materials, building level intake materials, etc.
### 11-12 Title X McKinney-Vento – Homeless District Checklist

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<td><strong>12.6</strong> The district’s homeless liaison ensures that homeless children and youths attend school and have a full and equal opportunity to succeed in schools in the district. McKinney-Vento Sec. 722(g)(6)(A)(iii).</td>
<td><strong>DISTRICT LEVEL</strong> Evidence that procedures are in place to ensure homeless children/youth are enrolled and participate fully in all school activities. Documentation may include sample intake forms and enrollment forms specific to homeless students, records transfer forms, parent information, sample parent brochures from NOHE or equivalent, and other available materials.</td>
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<td><strong>12.7</strong> The district’s homeless liaison ensures that homeless families, children, and youths receive educational services for which they are eligible, including Head Start and Early Start programs and preschool programs administered by the district, and referrals to health care services, dental services, mental health services, and other appropriate services. McKinney-Vento Sec. 722(g)(6)(A)(iv).</td>
<td><strong>DISTRICT LEVEL</strong> Evidence that young homeless children are enrolled in preschool programs administered by the district. Evidence that liaison provides referrals to health care and other appropriate services. Examples include enrollment forms, referral logs, documentation of coordination of district early learning programs and community preschool supports, referrals for special services for young homeless children under Title I Part C, evidence that Child Find efforts include homeless students. Documentation of referrals to medical, dental, mental health services, etc., for homeless students including logs, referral forms, etc.</td>
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<td><strong>12.7b</strong> The district shall coordinate the identification and provision of services with local social service agencies and other agencies or programs providing services to homeless children and youths and their families, including those funded under the Runaway and Homeless Youth Act, other local education agencies, state and local housing agencies, and others. McKinney-Vento Sec. 722(g)(6)(A)(v)(C).</td>
<td><strong>DISTRICT LEVEL</strong> Evidence that the district has coordinated services through ongoing and regular contact with community agencies and entities, e.g., logs, meeting minutes, correspondence, agendas, etc.</td>
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<td><strong>12.8</strong> The district’s homeless liaison ensures that public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services (schools and community). McKinney-Vento Sec. 722(g)(6)(A)(v).</td>
<td><strong>DISTRICT &amp; BUILDING LEVEL</strong> Evidence that public notice of the educational rights of homeless children and youths is disseminated, e.g., evidence of posters, brochures, etc.</td>
<td>Evidence should also appear throughout the community where homeless people are likely to see them, e.g., libraries, transit stations, laundry mats, etc.</td>
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<td><strong>12.8a</strong> District homeless liaison ensures that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless. McKinney-Vento Sec. 722(g)(6)(A)(i).</td>
<td><strong>DISTRICT &amp; BUILDING LEVEL</strong> Adequate inquiry regarding decision making process of how students are placed in schools, programs, classrooms, buildings, etc. Students are fully integrated, not isolated from housed students for academic instruction.</td>
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<td><strong>12.9</strong> Activities charged are allowable. OMB A-87, OMB A-122. a. Expenditures are for allowable activities.</td>
<td><strong>DISTRICT LEVEL</strong> One month termination recap. One example of back-up documentation for one activity.</td>
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OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at (360) 725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

Download this material in PDF at www.k12.wa.us/HomelessEd/Resources.aspx. This material is available in alternative format upon request. Contact the Resource Center at (888) 595-3276, TTY (360) 664-3631. Please refer to this document number for quicker service: 14-0013.

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