

# Appendix E:

## Assessment and Data Collection Tools



Part of developing an effective homeless education program is evaluating the results of the services and support provided to the student by the program.

### Appendix E includes:

- Excerpt: *McKinney-Vento Data Standards and Indicators - 2006 Revisions*
- Sample Needs Assessment: Basic School/Community Checklist

### Additional Resources

- **McKinney-Vento Data Standards and Indicators—2006 Revisions**; available for downloading at <http://www.serve.org/nche/products.php>: This NCHÉ resource provides an updated version of the original five Standards and Indicators for Quality McKinney-Vento Programs developed in 2000. Reflecting provisions in the reauthorized McKinney-Vento Homeless Assistance Act and five years of effective practice, the revision includes 10 standards and proposed indicators that are comprehensive and quantifiable.
- **Campus Self-Assessment Guide**; available for downloading at [http://www.utdanacenter.org/theo/downloads/toolkits/campus\\_self\\_assess.pdf](http://www.utdanacenter.org/theo/downloads/toolkits/campus_self_assess.pdf). This self-assessment tool from the Texas Homeless Education Office assists schools in determining the adequacy of their current services to students in homeless situations. Chapters include questions to answer to evaluate the school's homeless education program and focus on the following four areas: Awareness/ Training, Identification/Enrollment, Delivery of Services, and Interagency Coordinator. Although designed for program monitoring at the school level, the guide can be adapted easily for use at the LEA level.
- **NCHÉ Online Forum: Program Evaluation/Monitoring webpage**; visit [http://www.serve.org/nche/forum/prog\\_eval.php](http://www.serve.org/nche/forum/prog_eval.php): This NCHÉ webpage provides sample evaluation and monitoring tools from states around the country. These tools can be customized to fit the specific needs of the state or district utilizing the tools.





Excerpted from the NCHHE publication entitled  
*McKinney-Vento Data Standards and Indicators - 2006 Revisions*.  
 The publication is available for downloading in its entirety at <http://www.serve.org/nche/products.php>.

### McKinney-Vento Standards and Indicators of Quality Programs (2006 Revisions)

#### Student Achievement/Performance Outcomes

**Standard 1: All homeless students\*, identified and enrolled at the time of the state assessment, take the state assessment required for their grade levels.**

Indicator	Formula	Questions to Ask Based on Data
1.1: Percent of homeless students who took the standards-based assessment in math.	1.1: Number of homeless students who took the standards-based assessment in math required for their grade/ Total number of homeless students identified and enrolled (at the time the state assessment was given) who were required to take the state math assessment.	<ul style="list-style-type: none"> <li>• Are these percents increasing or decreasing annually? Why?</li> <li>• How do these percents from last year compare with the school and/or district average?</li> <li>• What assumptions can be made based on this information?</li> <li>• What does the school, district, and/or MV program do to ensure access of all eligible students to state math and reading assessments? What improvements could be made?</li> </ul>
1.2: Percent of homeless students who took the standards-based assessment in reading.	1.2: Number of homeless students who took the standards-based assessment in reading required for their grade/ Total number of homeless students identified and enrolled (at the time the state assessment was given) who were required to take the state reading assessment.	

\* Although the term “homeless students” is used throughout Section II and III of this document, it is understood that homelessness is a temporary experience of residential loss or instability, and that the term “homeless” is not a permanent or definitional label. Therefore, it is important to note that for the purposes of streamlining the language of this document, the term “homeless students” more accurately refers to “children and youth experiencing homelessness.”

## Student Achievement/Performance Outcomes

Standard 2: All homeless students demonstrate academic progress.		
Indicator	Formula	Questions to Ask Based on Data
2.1: Percent of homeless students who met or exceeded state proficiency rates on the standards-based assessment in math.	2.1: Number of homeless students who met or exceeded state proficiency rates on the standards-based assessment in math/ Number of homeless students enrolled who took the math state assessment.	<ul style="list-style-type: none"> <li>Are these percents increasing or decreasing annually? Why?</li> <li>What assumptions can be made based on this information?</li> <li>How do these percents compare with the school and/or district average?</li> <li>What does the school, district, and/or MV program do to ensure proficiency of all eligible homeless students on state math and reading assessments? What improvements could be made?</li> <li>What does the school, district, and/or MV program do to ensure all homeless students have the academic support/resources necessary to be promoted to the next grade level or show progress toward grade-level expectations? What improvements could be made?</li> <li>What does the school, district, and/or MV program do to ensure all students graduate? What could be improved?</li> <li>What efforts have been made by the MV program to assist homeless students' plans for post graduation?</li> <li>What strategies/activities does the district use to ensure that homeless students will show progress toward grade-level from their performance level upon enrollment for whatever period of time they are enrolled?</li> <li>Is it possible for my LEA to collect graduation data on students that were identified as homeless during their high school years? During their entire career as a student (K-</li> </ul>
2.2: Percent of homeless students who met or exceeded state proficiency rates on the standards-based assessment in reading.	2.2: Number of homeless students who met or exceeded state proficiency rates on the standards-based assessment in reading/ Number of homeless students enrolled who were required to take the reading state assessment.	
2.3: Percent of homeless students promoted to the next grade level is at or above the promotion rates of the school.	2.3: Number of homeless students promoted to the next grade level/ Number of homeless students enrolled. Then, compare that percentage with the promotion rates of the school.	
2.4: Percent of homeless students who showed progress toward grade-level expectations.	2.4: Number of homeless students who showed progress toward grade-level expectations/ Number of homeless students enrolled.	

**Standard 2: All homeless students demonstrate academic progress.**

Indicator	Formula	Questions to Ask Based on Data
<p>2.5: Percent of homeless students who graduated high school, or equivalent, is at or above the graduation rate of the school.</p>	<p>2.5: Number of homeless students who received a high school diploma or equivalent/ Number of homeless students eligible for a high school diploma or equivalent. Then, compare that percent with the graduation rate of the school.</p>	<p>12)?</p> <p><b>Note:</b> It is suggested that Indicator 2.4 data be collected when homeless students are not in the school/district long enough to be assessed via the state standardized test. Schools/districts need to determine how to assess homeless children’s progress toward grade-level from the time they enroll—such as, formal/informal assessment at enrollment compared with academic performance on tests or classwork at the time child disenrolled or at end of the year.</p>

## School/LEA Support Outcomes

### Standard 3: All children in homeless situations are identified.

Indicator	Formula	Questions to Ask Based on Data
3.1: Number of homeless students enrolled in school.	3.1: Because this is not a percent, no formula is needed.	<ul style="list-style-type: none"> <li>• Are these numbers/percents increasing or decreasing annually? Why?</li> <li>• What assumptions can be made based on this information?</li> </ul>
3.2: Percent of students in LEA that are homeless.	3.2: Number of homeless students enrolled in the LEA/Number of total students enrolled in LEA.	<ul style="list-style-type: none"> <li>• Is it possible for my LEA to disaggregate the enrollment data into the following categories: a) students that were identified as homeless while enrolled in school and b) those that were identified as homeless when they enrolled in school?</li> </ul>
3.3: Number of LEA outreach activities conducted to identify students in shelters and other settings, including those living doubled up.	3.3: Because this is not a percent, no formula is needed.	<ul style="list-style-type: none"> <li>• What processes has the MV program used to ensure students who become homeless while enrolled in school are being successfully identified? What improvements could be made? Are additional or different processes needed?</li> <li>• What processes has the MV program used to ensure</li> </ul>

**Standard 3: All children in homeless situations are identified.**

Indicator	Formula	Questions to Ask Based on Data
<p>3.4: Percent of school staff members provided professional development to enable them to identify students who may be eligible for McKinney-Vento services.</p>	<p>3.4: Number of school staff members provided professional development to enable them to identify students who may be eligible for McKinney-Vento services/ Number of school staff members.</p>	<p>homeless students who were not enrolled in school are being successfully identified? What improvements could be made? Are additional or different processes needed?</p> <ul style="list-style-type: none"> <li>• What outreach activities has the MV program used to identify students in shelters, hotel, motels, and other settings, including those living doubled up? What improvements could be made to the current outreach activities? Are additional or different outreach activities needed?</li> <li>• Are all school staff members expected to receive professional development or are certain staff members targeted for professional development based on their role and access to students?</li> <li>• What types of professional development strategies/activities has the MV program used to assist staff to better identify students in shelters and other settings, including those living doubled up? What improvements could be made to the current identification processes? Are additional or different professional development strategies/activities needed?</li> <li>• Are you currently collecting participant satisfaction data on the quality, utility, and relevance of professional development outreach activities? What aspects of the professional development and outreach activities are receiving the highest ratings? Why?</li> <li>• What aspects of the professional development and outreach activities are receiving the lowest ratings? What can be done to increase the quality, utility, and relevance of these activities?</li> </ul>

## School/LEA Support Outcomes

### Standard 4: Within one full day of an attempt to enroll in school, homeless students are in attendance.

Indicator	Formula	Questions to Ask Based on Data
4.1: Percent of homeless students who were enrolled on the same day they came to school to be enrolled.	4.1: Number of homeless students who were enrolled on the same day they came to school to be enrolled/ Number of homeless students enrolled in school.	<p><b>Note:</b> To collect Indicator 4.1 and 4.2 data, it is often necessary to have a conversation with parents/guardians to get a detailed description of the enrollment process they experienced to ensure that indeed it was an “immediate” enrollment.</p> <ul style="list-style-type: none"> <li>• Are these numbers/percents increasing or decreasing annually? Why?</li> <li>• What assumptions can be made based on this information?</li> <li>• What school-/district-level processes has the MV program used to ensure homeless students are being immediately enrolled? If a student is not immediately enrolled, what processes are in place to document the reason for delayed enrollment? What improvements could be made to the current enrollment processes? Are additional or different processes needed?</li> <li>• What school-/district-level processes has the MV program used to ensure homeless students <u>attend</u> school on the same day of enrollment? If a student does not attend school on the same day of enrollment, what processes are in place to document the reason for delayed attendance? What improvements could be made to the current processes to ensure immediate student attendance? Are additional or different processes needed?</li> </ul>
4.2: Percent of homeless students who attended school on the same day of enrollment.	4.2: Number of homeless students who attended school on the same day of enrollment/Number of homeless students enrolled in school.	
4.3: Average number of days between a homeless student’s enrollment in school and his/her school attendance.	4.3: Total count of the days that passed between enrollment and attendance for all homeless students/ Total number of homeless students enrolled.	

## School/LEA Support Outcomes

### Standard 5: All homeless students experience stability in school.

Indicator	Formula	Questions to Ask Based on Data
5.1: Average rate of attendance for homeless students is at or above the school average.	5.1: Total number of days homeless students were in attendance/Total number of days homeless students were enrolled. Then, compare that percent with the school's attendance average.	<p><b>Note:</b> To determine Indicator 5.1, the attendance rate for each homeless student must be calculated individually based on the number of days he or she attended school versus the number of days he or she was enrolled in school. In a district with large numbers of homeless students, the average rate of attendance may be determined by selecting a sample of homeless students enrolled.</p> <ul style="list-style-type: none"> <li>• Are these numbers/percents increasing or decreasing annually? Why?</li> <li>• What assumptions can be made based on this information?</li> <li>• What are the most common barriers that prevent homeless students from attending school?</li> <li>• What strategies are currently in place to ensure stability in school (reduced school transfers) for homeless students? What improvements could be made? Are additional or different strategies needed?</li> <li>• What progress has been made by the program to achieve the target of “one child, one school, one year?”</li> <li>• How can the MV program assist in lowering the number of residential moves for homeless students once identified?</li> <li>• If all requests for transportation to school of origin are not granted, why were requests denied? What can the MV program do to alleviate the denied requests?</li> </ul>
5.2: Percent of homeless students that remain in one school for the duration of the school year.	5.2: Number of homeless students that remained in one school for the duration of the school year/ Number of homeless students enrolled.	
5.3: Average number of schools attended by homeless students in one year.	5.3: Total count of school moves for all homeless students for one year/ Number of homeless students enrolled.	
5.4: Average number of residential moves for homeless students once identified as homeless.	5.4: Total count of residential moves for all homeless students/ Number of homeless students enrolled.	
5.5: Percent of homeless students who received transportation to the school of origin (defined by the McKinney-Vento Act) as requested by the parent or guardian.	5.5: Number of requests granted regarding transportation to school of origin/ Number of requests made by clients for transportation to school of origin.	

## School/LEA Support Outcomes

### Standard 6: All homeless students receive specialized and comparable services when eligible.

Indicator	Formula	Questions to Ask Based on Data
<p>6.1: Percent of homeless students who received an individual needs assessment to determine appropriate services and extra support to access services.</p>	<p>6.1: Number of homeless students who received an individual needs assessment/ Number of homeless students enrolled.</p>	<p>--Are these numbers/percents increasing or decreasing annually? Why?            --What assumptions can be made based on this information?            --What strategies are currently in place to ensure homeless students receive specialized and comparable services when eligible? What improvements could be made? Are additional or different strategies needed?</p>
<p>6.2: Percent of enrolled homeless students with a completed special education evaluation that was conducted within 60 days of a parent request or within timeframes established by the state.</p>	<p>6.2: Number of homeless students with a completed special education evaluation that was conducted within 60 days of a parent request or within timeframes established by the state/ Number of homeless students enrolled whose parents requested a special education evaluation.</p>	<p>--Are homeless students being evaluated for disabilities in a timely manner, as defined by the IDEA legislation Section 6(12)(a)(21)? If special education services are not being provided immediately, what can be done to expedite the IEP once a homeless student is enrolled?            --Do all homeless students who need services through Title I receive them?            --If comparable opportunities are provided to homeless students but students decline participation, why are students declining participation? --How could the MV program document and eliminate any existing barriers?</p>
<p>6.3: Percent of homeless students with Individual Education Plans (IEPs) who began receiving special education services on the day of their enrollment in school.</p>	<p>6.3: Number of homeless students with IEPs who began receiving special education services on the day of their enrollment in school/ Number of homeless students with IEPs who enrolled in school.</p>	<p>--Has the amount of funds set aside through Title I increased or decreased? How does your LEA determine set-aside amounts? What formulae (per pupil amount, percentage of free and reduced lunch) and/or evaluative tools (student achievement scores, individual assessments, etc.) are used to</p>

**Standard 6: All homeless students receive specialized and comparable services when eligible.**

Indicator	Formula	Questions to Ask Based on Data
<p>6.4: Percent of homeless students who do not attend Title I schools who receive services through Title I, including support services in shelters and other locations where they live.</p>	<p>6.4: Number of homeless students who do not attend Title I schools who receive services through Title I, including support services in shelters and other locations where they live/ Number of homeless students who do not attend Title I schools.</p>	<p>make this determination?                      --How does the percent of homeless students who participated in extra-curricular activities compare to the school average? Is it similar? Why or why not? How can the MV program encourage/facilitate more participation?</p>
<p>6.5: Amount of funds set aside for homeless students through Title I.</p>	<p>6.5: Because this is not a percent, no formula is needed.</p>	
<p>6.6: Percent of homeless students who had access to free and reduced price meals.</p>	<p>6.6: Number of homeless students who had access to free and reduced price meals/ Number of homeless students enrolled.</p>	
<p>6.7: Percent of homeless students who had access to one or any combination of the following services when needed/eligible: ELL, gifted and talented, and/or vocational education services.</p>	<p>6.7: Number of homeless students who had access to ELL services, gifted and talented, and/or vocational education services/ Number of homeless student eligible for ELL services, gifted and talented, and/or vocational education services.</p>	
<p>6.8: Percent of homeless students who received supplemental academic services (e.g., after school program and tutoring).</p>	<p>6.8: Number of homeless students who received supplemental academic services/ Number of homeless students enrolled.</p>	

**Standard 6: All homeless students receive specialized and comparable services when eligible.**

Indicator	Formula	Questions to Ask Based on Data
6.9: Percent of homeless students who received school and personal supplies when needed.	6.9: Number of homeless students receiving basic school and personal supplies when needed/ Number of homeless students needing basic school and personal supplies.	
6.10: Percent of homeless students who participated in extracurricular activities.	6.10: Number of homeless students who participated in extracurricular activities/ Number of homeless students enrolled.	

## School/LEA Support Outcomes

### Standard 7: All preschool-aged\* homeless children enroll in and attend preschool programs.

Indicator	Formula	Questions to Ask Based on Data
7.1: Number of preschool-aged children identified as homeless by LEA.	7.1: Because this is not a percent, no formula is needed.	--Are these numbers/percents increasing or decreasing annually? Why? --What assumptions can be made based on this information? --What strategies are currently in place to ensure preschool-aged children enroll in and attend preschool programs? What improvements could be made? Are additional or different strategies needed?
7.2: Number of preschool-aged children identified as homeless by LEA, enrolled and attending a SEA or LEA public preschool. (If public preschool is available in the district.)	7.2: Because this is not a percent, no formula is needed.	--How do these data compare to the number or percent of kids in the community that have access to preschool programs? --How many or what percent of homeless preschool students undergo a developmental assessment or screening? What assessment tools are used?
7.3: Number of homeless preschool-aged children identified through IDEA, Part C.	7.3: Because this is not a percent, no formula is needed.	--Do contacts, meetings, and correspondence result in greater identification and preschool enrollment of homeless preschool-aged children?
7.4: Number of LEA contacts, meetings, correspondence, and/or agreements with preschools not operated by the SEA or LEA.	7.4: Because this is not a percent, no formula is needed.	-- <b>Note:</b> The amount and type of data available for preschool-aged homeless children will vary from district to district and will determine which indicators should be selected for data-collection purposes.

\*For this standard, preschool-aged includes infant and toddlers.

## School/LEA Support Outcomes

Standard 8: All homeless unaccompanied youth enroll in and attend school.		
Indicator	Formula	Questions to Ask Based on Data
8.1: Number of homeless unaccompanied youth enrolled in school by LEA.	8.1: Because this is not a percent, no formula is needed.	-- <b>Note:</b> School districts determine MV eligibility of unaccompanied youth applying the definition of homeless on a case-by-case basis. In general, most unaccompanied youth are eligible.
8.2: Percent of homeless unaccompanied youth informed of their rights under McKinney-Vento by LEA.	8.2: Number of homeless unaccompanied youth informed of their rights under McKinney-Vento by LEA/ Number of unaccompanied youth enrolled.	--Are these numbers/percents increasing or decreasing annually? Why? --What assumptions can be made based on this information? --What strategies are currently in place to ensure all unaccompanied youth enroll and attend school? What improvements could be made? Are additional or different strategies needed?
8.3: Percent of homeless unaccompanied youth assisted with selecting the school for attendance in their best interest.	8.3: Number of enrolled homeless unaccompanied youth assisted with selecting the school for attendance in their best interest/ Number of unaccompanied youth enrolled.	--If needed services opportunities are provided to homeless students, but students decline participation, why are students declining participation? How could the MV program document and eliminate any existing barriers?
8.4: Number of LEA contacts, meetings, correspondence, and/or agreements with agencies, such as child welfare, juvenile justice, and Runaway and Homeless Youth Act shelter providers to coordinate needs of homeless unaccompanied youth.	8.4: Because this is not a percent, no formula is needed.	--If a homeless unaccompanied youth is not on grade level, what services are provided students to make up lost credits? --How has the MV program encouraged homeless students to consider and work toward postsecondary education opportunities? What types of services are provided to assist unaccompanied youth with preparing for and/or applying for postsecondary education opportunities (e.g., SAT/ACT preparation, course selection, application process, scholarships, etc.)? What improvements could be made? Are additional or different strategies needed?

**Standard 8: All homeless unaccompanied youth enroll in and attend school.**

Indicator	Formula	Questions to Ask Based on Data
8.5: Percent of homeless unaccompanied youth provided with access and referrals to needed services by LEA.	8.5: Number of homeless unaccompanied youth provided access and referrals to needed services/ Number of unaccompanied youth enrolled.	
8.6: Percent of homeless unaccompanied youth that are not on grade level.	8.6: Number of homeless unaccompanied youth that are not on grade level/ Number of unaccompanied youth enrolled.	
8.7: Percent of homeless unaccompanied youth provided with assistance in preparing for and/or applying for postsecondary education opportunities.	8.7: Number of homeless unaccompanied youth who were provided with assistance preparing for and/or applying for postsecondary education opportunities/ Number of unaccompanied youth enrolled.	

## Collaboration Outcomes

**Standard 9: All parents (or persons acting as parent s) of homeless children and youth are informed of the educational and related opportunities available to their children and are provided meaningful opportunities to participate in their children's education.**

Indicator	Formula	Questions to Ask Based on Data
<p>9.1: Percent of homeless students whose parents were informed of McKinney-Vento rights.</p>	<p>9.1: Number of homeless students whose parents were informed of McKinney-Vento rights/ Number of homeless student enrolled.</p>	<p>--Are these numbers/percents increasing or decreasing annually? Why?            --What assumptions can be made based on this information?            --What strategies are currently in place to ensure all parents experiencing homelessness are informed of their MV rights?            What improvements could be made? Are additional or different strategies needed?</p>
<p>9.2: Percent of homeless students whose parents were provided information and assistance in making best-interest decisions regarding school enrollment and educational stability of their children.</p>	<p>9.2: Number of homeless students whose parents were informed and assisted/ Number of homeless students enrolled.</p>	<p>--In what ways are homeless parents provided information and assistance in making best-interest decisions regarding school enrollment and educational stability of their children? Is it in a format that is convenient for the parent? In a level and/or language that is understood by the parent?            --If homeless parents are provided opportunities to receive services comparable to those of non-homeless parents but they decline participation, why are they declining participation?            How could the MV program document and eliminate any existing barriers?            --If all parent requests for transportation to and from school activities are not granted, why were requests denied? What can the MV program do to alleviate denied requests?</p>
<p>9.3: Percent of homeless students whose parents were provided written explanation of school- placement decisions, including an explanation of the right to appeal, when their child was placed in a school other than the school of origin or the school requested.</p>	<p>9.3: Number of students whose parents were provided written explanation of school-placement decisions when their child was placed in a school other than the school of origin or the school requested/ Number of students placed in a school other than the school of origin or school requested.</p>	<p>* Local liaison intervention to settle a disagreement between the parent and the school over school selection is not necessarily the same as a formal dispute process. The U.S.</p>

**Standard 9: All parents (or persons acting as parent s) of homeless children and youth are informed of the educational and related opportunities available to their children and are provided meaningful opportunities to participate in their children's education.**

Indicator	Formula	Questions to Ask Based on Data
<p>9.4: Percent of homeless students whose parents required local liaison assistance or intervention to settle a disagreement between them and school staff over school selection for their child.*</p>	<p>9.4: Number of homeless students whose parents required local liaison assistance or intervention to settle a disagreement between them and school staff over school selection for their child/ Number of homeless students enrolled in school.</p>	<p>Department of Education recommends that any intervention involving parents be documented by the local liaison. (See the Barrier Tracking form in NCHÉ's <i>Toolkit for Local Homeless Education Liaisons</i>, Appendix E at <a href="http://www.serve.org/nche">www.serve.org/nche</a> in NCHÉ Products and Publications.)</p>
<p>9.5: Percent of homeless students whose parents were informed of opportunities to receive services comparable to those of non-homeless parents.</p>	<p>9.5: Number of homeless students whose parents were informed of opportunities to receive services comparable to those of non-homeless parents/ Number of homeless students enrolled.</p>	
<p>9.6: Percent of homeless students whose parents were provided with individual student reports informing them of their child's specific academic needs and achievement.</p>	<p>9.6: Number of homeless students whose parents were provided with individual student reports informing them of their child's specific academic needs and achievement/ Number of homeless students enrolled.</p>	
<p>9.7: Percent of times parents were provided transportation to school activities when requested (e.g., parent-teacher conferences).</p>	<p>9.7: Number of times LEA provided parents with transportation to school activities / Number of times parents requested transportation to school activities.</p>	

**Standard 9: All parents (or persons acting as parent s) of homeless children and youth are informed of the educational and related opportunities available to their children and are provided meaningful opportunities to participate in their children's education.**

Indicator	Formula	Questions to Ask Based on Data
9.8: Percent of times parents were provided transportation to and from community activities when requested (e.g., parenting groups).	9.8: Number of times LEA provided parents with transportation to and from community activities / Number of times parents requested transportation to community activities.	

## Collaboration Outcomes

### Standard 10: LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA.

Indicator	Formula	Questions to Ask Based on Data
10.1: Number of collaborative contacts with federal programs (e.g., Head Start, Housing and Urban Development, Continuum of Care, staff from Runaway and Homeless Youth shelters, etc.).	10.1: Because this is not a percent, no formula is needed.	<ul style="list-style-type: none"> <li>--Are these numbers increasing or decreasing annually? Why?</li> <li>--What assumptions can be made based on this information?</li> <li>--How do you rate the quality of the collaboration with federal programs, LEA staff, community-based service providers, and other school districts? Which collaborations need to be strengthened? What can the MV program do to alleviate any existing barriers?</li> <li>--Aside from posters, what are other ways of disseminating information about MV legislation?</li> <li>--Does collaboration between Title I and the homeless education program result in a local Title I plan that addresses the needs of homeless students and establishes appropriate amounts for set-aside funds?</li> <li>--Does collaboration with Special Education result in timely assessment and service provision for students with special needs?</li> <li>--Do collaborative contacts with community service providers result in improved coordination for and service provision to homeless children?</li> </ul> <p>--<b>Note:</b> “Collaborative contacts” include activities that are intended to establish and sustain long-term relationships that result in the development of agreed-upon policies and practices and comprehensive plans to address the needs of homeless</p>
10.2: Number of collaborative contacts with Title I staff.	10.2: Because this is not a percent, no formula is needed.	
10.3: Number of collaborative contacts with Special Education staff.	10.3: Because this is not a percent, no formula is needed.	
10.4: Number of collaborative contacts with LEA staff (e.g., migrant education, school nutrition, pupil transportation, school enrollment, etc.).	10.4: Because this is not a percent, no formula is needed.	

**Standard 10: LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA.**

Indicator	Formula	Questions to Ask Based on Data
<p>10.5: Number of collaborative contacts with community service providers (e.g., shelter provision, child welfare, health, mental health, child care, housing, faith-based initiatives, etc.).</p>	<p>10.5: Because this is not a percent, no formula is needed.</p>	<p>children and families and unaccompanied youth. Collaborative contacts may include meetings initiated or attended by the homeless local liaison, correspondence for purposes of identifying needs or planning, and/or establishing formal or informal agreements.</p>
<p>10.6: Number of collaborative contacts with other LEAs to which their homeless families frequently move or from which their homeless families frequently come.</p>	<p>10.6: Because this is not a percent, no formula is needed.</p>	
<p>10.7: Percent of schools displaying McKinney-Vento posters.</p>	<p>10.7: Number of schools displaying McKinney-Vento posters/ Number of schools in LEA.</p>	
<p>10.8: Number of McKinney-Vento posters disseminated and displayed in the community.</p>	<p>10.8: Because this is not a percent, no formula is needed.</p>	

# Sample Needs Assessment

## Basic School/Community Checklist (page 1)

In the following table, rate the extent to which your school district and community meet the unique needs of homeless families with children.

Service	Not an identified need	Need not addressed	Need addressed, needs major improvement	Need addressed, needs minor improvement	Need addressed completely
1. Tutoring/ remedial programs					
2. Special education					
3. Counseling for students					
4. School transportation					
5. Free school meals					
6. School supplies					
7. Activity fees					
8. Preschool programs					
9. Parent training/ involvement					
10. Case manage't for enrollment and social services					



# Sample Needs Assessment

## Basic School/Community Checklist (page 2)

In the following table, rate the extent to which your school district and community meet the unique needs of homeless families with children.

Service	Not an identified need	Need not addressed	Need addressed, needs major improvement	Need addressed, needs minor improvement	Need addressed completely
11. School coord'n with community services					
12. Prof'l dev't on homeless issues for district staff					
13. Public posting of homeless students' rights					
14. Medical services					
15. Mental health services					
16. Food and clothing					
17. Emergency shelter					
18. Transitional shelter					
19. Affordable permanent housing					
20. Domestic violence/child abuse intervention					



# Sample Needs Assessment

## Basic School/Community Checklist (page 3)

In the following table, rate the extent to which your school district and community meet the unique needs of homeless families with children.

Service	Not an identified need	Need not addressed	Need addressed, needs major improvement	Need addressed, needs minor improvement	Need addressed completely
21. Life skills training					
22. Substance abuse intervention					
23. Childcare					
24. Community transportation					
25. Job placement services					
26. Other _____					
27. Other _____					
28. Other _____					
29. Other _____					
30. Other _____					

