

Due: Friday, April 20, 2012

**Grant Application Requirements
2012-2015**

***McKinney-Vento
Education of Homeless Children and Youth
Grant Program***

**Iowa Department of Education
Bureau of Teaching and Learning Services**

State of Iowa
Department of Education
Grimes State Office Building
400 E 14th St
Des Moines IA 50319-0146

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Introduction

The application contained herein responds to the McKinney-Vento Homeless Assistance Act of 2001, Title X, Part C of the No Child Left Behind Act and Chapter 33, Iowa School Rules “Educating the Homeless” (Appendix C). School districts may apply for federal funds on a matched or unmatched basis for providing activities for, and services to, homeless students, including preschool-aged homeless children, and youth that enable such children and youth to enroll in, attend and succeed in school, or, if appropriate, in preschool programs. Definitions of homeless according to the McKinney-Vento Act can be found in Appendix B.

Eligible Applicants

Any public school district in Iowa that has identified and reported a minimum of 25 homeless students may apply for the grant program through a competitive grant process.

Intent to Submit

To determine the number of reviewers needed, please email intent to submit an application to ruth.jones@iowa.gov by Monday, April 2, 2012. This letter is for planning purposes only and does not obligate the district to submit an application.

Funding

Source: U.S. Department of Education, through the McKinney-Vento Homeless Education Assistance Improvement Act of 2001 (Title X, Part C of No Child Left Behind Act, P.L. 107-110). The Education of Homeless Children and Youth program is 100 percent federally funded. This grant funding will be for a three year period, July 1, 2012 – June 30, 2015, based on the availability of funds. This is a competitive grant: submission does not guarantee an award.

Size of Grants: Approximately \$250,000 is available statewide to supplement existing services and/or to start new services. Since funds are extremely limited, grants are expected to be awarded in the following ranges:

- Tier 1: 25 to 100 homeless students - Grant range up to \$10,000 for each year of the grant.
- Tier 2: 101 or more homeless students - Grant range up to \$25,000 for each year of the grant.

Annual requests for continuation will be directed and coordinated by the Iowa Department of Education and based on the availability of federal funds.

Administrative and Fiscal Agents

Applications must be submitted by a local school district or in cooperation with other educational agencies or related service providers. In all cases, school districts must serve as the administrative fiscal agent. The administering school district must also be involved in the planning and implementation of direct and related services, in conducting evaluation activities, in the dissemination of grant funds, and in the preparation of reports for submission to the Iowa Department of Education.

Length of Grant Approvals and Annual Requirements

Grant approvals will be for a three-year period requiring annual evaluation reports and annual requests for reimbursement. The application should be designed/intended to be implemented over no less than a three-year period.

Provision of Services

Local school districts receiving approval are expected to meet the following:

- Services may be provided through programs on school grounds or at other facilities;
- Services shall not segregate homeless children and youth in a separate school, or in a separate program within a school, based on such child's or youth's status as homeless, except as necessary for short periods of time for health and safety emergencies and to provide temporary services to meet the unique needs of homeless children and youth;
- Services, shall, to the maximum extent practicable, be provided through existing programs and mechanisms that integrate homeless children and youth with non-homeless children and youth;
- Services may be designed to expand or improve existing services provided as part of a school's regular academic program, but may not replace such services;
- Services must be provided in such a manner as to meet school placement, best interest and transportation requirements as specified in Appendix F.

Note: Grant funds must be used in such a manner as to provide services to all identified children and youth who are homeless. To qualify for a grant, districts must, at their discretion, use Title I funds to support the Education of Homeless Children and Youth (EHCY) program. In addition, grant funds cannot be used exclusively to pay for transportation costs.

Liaison for Homeless Children and Youth

All local school districts shall designate an appropriate staff person as a liaison for homeless children and youth to carry out the duties described in Appendix D. Liaisons should be involved in the development and the implementation of grants supported under this grant program.

Procedures Used to Determine Approval

Each application will be reviewed by knowledgeable persons familiar with school programs and support services for homeless children and youth. The review form to be used, with selection criteria identified, is found in Appendix A. Applications will be ranked according to their score on the review form. Reviewers will rank the applications in order from highest to lowest. The number of grants to be awarded will be determined by the Iowa Department of Education based on quality of grant application, established need, and available funding. Budget negotiation may be necessary to accommodate the obligation of all funds.

All applicants will receive a letter of approval/non-approval for funding no later than May 15, 2012.

Use of grant funds mandates that grant dollars must be used for activities that enable homeless children and youth to enroll in, attend, and/or realize success in school (McKinney-Vento Homeless Assistance Act, Title X, NCLB). A list of authorized activities can be found in Appendix E.

Grant funds may be used to support most all object cost categories identified in the “*Uniform Financial Accounting System for Iowa LEAs*”, Department of Education, 2004 edition. The system identifies nine cost categories including salaries, employee benefits, purchased professional services, other purchased services, supplies and equipment. Land and facility purchases (Object cost categories 800 and 900) are not allowed under this funding. However, federal law does allow the adaptation of space for nonschool facilities to enable the delivery of services.

Submission of Application

The Iowa Department of Education must receive the application by 4:00 P.M. Friday, April 20, 2012. Applications received after this time and date will be deemed ineligible. All applications must be mailed or hand delivered by **4:00 P.M., Friday, April 20, 2012**. Please label the original and each copy. Submit application to: Title I Office, Iowa Department of Education, 400 E 14th St., Des Moines, IA, 50319.

The following must be submitted to the Iowa Department of Education:

1. One (1) original with original signatures in ink.
2. Two (2) exact copies of the original

If you are **mailing** your application, please allow adequate time for the application to be received by the Title I Office at the Iowa Department of Education (IDE) by the deadline. Applications postmarked before the deadline, but not received will be deemed ineligible.

Intent to Submit

To determine the number of reviewers needed, please email intent to submit an application to ruth.jones@iowa.gov by Monday, April 2, 2012. This letter is for planning purposes only and does not obligate the district to submit an application.

Appeals

Any applicant of the Iowa “McKinney-Vento Education of Homeless Children and Youth 2012-2015” grant funds may appeal the denial of a properly submitted competitive program grant application or the unilateral termination of a competitive program grant to the Director of the Iowa Department of Education. Appeals must be in writing, in the form of an affidavit, and received within ten(10) working days of the date of notice of the decision to deny or terminate and must be based on the contention that the process was conducted outside statutory authority; violated state or federal law, policy or rule; did not provide adequate public notice; was altered without adequate public notice; or involved conflict of interest by staff or committee members. Refer to 281 IAC r. 7.5., the legal authority for the process.

**Grant Application Requirements
McKinney-Vento
Education of Homeless Children and Youth Program
2012-2015**

The following are the required components of the McKinney Vento Education of Homeless Children and Youth Program Grant Application.

Please **copy** and paste sections I-V into a separate document and complete as directed. Section V, Program Plan Narratives, must be included following Section IV. Section V may not exceed 16 pages. A maximum of 5 pages of appendices to the application may be included for further clarification following Section V. An optional cover sheet and table of contents will not be counted toward the total page limit.

Checklist of Required Application Components

- _____ Section I: Basic Program Data – all information is required
- _____ Section II: Program Budget – **Copy** and complete Chart A and Chart B
- _____ Section III: Local Statistical Needs Identification - **Copy** and complete Chart C and Chart D.
- _____ Section IV: Assurances – **Copy** all of the assurances, nondiscrimination statement, certification of contracts, grants, loans, and cooperation agreements, provide a specific date of local board review and the required signatures.
- _____ Section V: Program Plan Narratives – Complete in a word document. The application narratives must sequentially follow the format described in Section V.

Section I – Basic Program Data

- A. School District Name:
- B. Mailing Address:
- C. School District Superintendent:
- D. Local School Person Supervising Grant Activities:
 - Position of local school person:
 - Email address of local school person:
 - Phone/fax number of local school person:
- E. Local School Liaison for Homeless Children and Youth:
 - Position of liaison:
 - Email address of liaison:
 - Phone/fax number of liaison:
- F. List Grades Targeted for Direct Service Activities:
- G. Total Program Budget: \$
- H. Local Budget Match: \$
- M. Grant Funds Requested: \$

Section II – Budget

The budget will be reviewed as to whether or not the objective, activities, etc. are reflected in the proposed budget. The budget should show a clear connection between the allocation of funds and the program components.

Chart A
Budget Proposal
School Programs and Support Services for Homeless Children and Youth

Cost Category	Grant	Local Match
100 Salaries		
200 Employee Benefits		
300 Purchased Professional Services		
400 Purchased Property Services (i.e., equipment)		
500 Other Purchased Services		
600 Supplies		
700 Property		
800-900 Other Expenses		
Sub Total (each column)		
Total (entire budget)		

Note: The numbers beside the cost categories in the budget refer to codes suggested in Uniform Financial Accounting System for Iowa LEAs and AEAs, Department of Education, 2004 edition.

Chart B
Title I, Part A Funds Set-Aside for Homeless Children and Youth

	Total Amount of Title I Set-Aside
Actual Set Aside for 2011-12	
Planned Set Aside for 2012-13	

Section III –Homeless Population Statistics

Chart C
Local Statistical Needs Identification
 During the Current School Year (2011-12)

	Number of Homeless in School	Number of Homeless Out of School	Total Number of Homeless in Age Group	Total Population (Homeless & Non-homeless) in Age Group	Percent of Homeless for Age Group
Preschool-age					
Elementary School Age (grades K-5)					
Middle School Age (grades 6-8)					
High School Age (grades 9-12)					
Total					

Note: Determine percentages by dividing the total number of homeless in each age group (including in-school and out-of- school homeless children) by the total local population of each age group.

Chart D
Number of Homeless reported by District on EASIER 2010-11 and 2011-12

	2010 Spring EASIER	2011 Spring EASIER	2011 Fall EASIER
Total Homeless Enrolled PK-12			
Homeless Unaccompanied Youth			

Section IV – Assurances

General Program Administration

This application for services for the homeless has been approved by the administration of the local school district and has been or will be reviewed by the local school district Board of Directors.

Specific date of Board review: _____.

The local education agency has designated an appropriate staff person as a local school educational agency liaison for homeless children and youths to carry out the duties described in Appendix D.

The funds provided by this grant will supplement not supplant existing funds (services provided will not replace the regular academic program but expand upon or improve the school's regular academic program for homeless children and youth).

The local education agency will coordinate with local social services agencies and other agencies or programs providing services to homeless children or youth and their families including services and programs funded under the Runaway and Homeless Youth Act.

Each homeless child will be provided services comparable to services offered to other students in the school including educational services for which the child meets the eligibility criteria such as feasible, with as compensatory education programs for the disadvantaged, educational programs for children with disabilities and for students with limited English proficiency, programs in vocational education, programs for the gifted and talented and school meals programs.

The school records of each homeless child or youth including immunization records, academic records, birth certificates, guardianship records, and evaluations for special services or programs shall be maintained so that records are available in a timely fashion when a child enters a new school district and in a manner consistent with federal statutes and regulations related to student records (Section 444 of the General Education Provisions Act).

The local education agency will locate and identify homeless children or youth of school age who are found within the district, whether or not they are enrolled in school.

The local education agency will determine the school placement according to the child or youth's best interests. Refer to the McKinney-Vento Act requirements in Appendix F.

In determining the best interests of the child the local education agency will comply, to the extent feasible, the request made by a parent or guardian regarding school selection.

Insofar as possible, the local education agency will not require a homeless student to change attendance centers within the district when the student changes places of residence within the district.

The local education agency will adopt practices to ensure that transportation is provided according to the McKinney-Vento Act provisions cited in Appendix F.

The local education agency will post information encouraging homeless children of school age to enroll in the public school. The information will be posted at community shelters and other locations in the district where services or assistance is provided to the homeless.

The local education agency will not refuse to enroll a homeless child or exclude a homeless child consistent with Chapter 33, Iowa School Rules.

The local education agency will examine and revise, if necessary, existing school policies or rules that create barriers to the enrollment of homeless children.

The local education agency will, consistent with state law, waive any fees or charges for materials or supplies that would present a barrier to the enrollment or transfer of the child or youth.

The local education agency will not deny opportunity for open enrollment on the basis of homelessness.

The local education agency will not deny access of homeless children to education solely on the basis of transportation.

The local education agency will not implement activities that stigmatize or segregate homeless children and youth.

Nondiscrimination

Children, youth, family members and staff of this activity will not be discriminated against on the basis of race, color, national origin, sex, disability, religion, creed, age, marital status, sexual orientation, gender identify, and socioeconomic status.

Student data will be collected, processed and analyzed with regard to age, disability, gender and race.

Efforts will be made to implement public relations activities in all parts of the community including homeless populations and minority neighborhoods.

Material utilized for training and public relations will be screened for bias.

Certification of Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that: (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the awarding of any Federal contract, the making of any federal contract, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement. (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this Federal contract, grant loan or cooperative agreement the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with the instructions. (3) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each failure. Statement of Loan Guarantees and Loan Insurance the undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress, or an employee of a Member in Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form –LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Signature of Local School District Superintendent

Date

Signature of Local School Board President

Date

Signature of Program Coordinator

Date

Section V – Program Plan Narratives

Format Requirements for Narratives

- The narrative portion of the application shall not exceed **16 pages** (does not include cover sheet, assurances page, charts, or budget)
- All pages one-side and double-spaced
- Use Arial 12 or Times New Roman 12 font
- Use side, top and bottom margins of 1 inch
- Number pages consecutively

The specific procedures for developing the program plan narratives have been described below. The criteria that will be used to review applications are included in Appendix A. This should guide the development of the narrative.

The application narrative must sequentially follow the format described below. Each section of the application should address, but not be limited to, the areas listed.

Narrative #1 - Abstract

Provide a one page, or less, summary of the program and/or support services to be provided. Include what is to be done, to what extent, for whom, by whom and when, and the expected outcomes. Indicate the location of programs and support services (e.g., building and address, school attendance area being served).

Narrative #2 - Identification of Homeless Children and Youth

Describe the procedure used to identify the number of homeless children and youth presented in “**Chart C - Local Statistical Needs Identification,**” in Section III of the application. The implementation of identification activities is crucial in order to identify the homeless children and youth within the district that need programs and services. Describe the district-wide identification methods and procedures that have been or will be implemented. There are resources in the Homeless Education web site, including a power point presentation regarding identification, and the “*Local Liaison Toolkit: Training Resources*.”

http://educateiowa.gov/index.php?option=com_content&task=view&id=422&Itemid=654

Narrative #3 - Establish Need

Describe the identified needs of homeless children and youth within the district. Document the magnitude of the needs by completing “**Chart C, Local Statistical Needs Identification and Chart D, EASIER Data**” showing the percentage of homeless by age group. Document the lack of resources and/or the lack of awareness within the school and/or community to meet the needs.

****Technical Assistance**

A suggested method for use in identifying needs and gaps in the provision of services is to complete, by significant school staff and community providers, the “**Basic School Service/Activity Checklist**” and the “**Basic Community Service/Activity Checklist**” in the **Local Program Planning and Review Guide**. Responding as a group (school staff and community providers) to both checklists may be more

productive in identifying major needs. The Guide is included on the Homeless Education web site:

http://www.educateiowa.gov/index.php?option=com_content&view=article&id=422&Itemid=260#resources

Narrative #4 – Objectives & Authorized Activities

Objectives should be designed to facilitate enrollment, attendance, and/or success in school. Objectives should also raise awareness and eliminate barriers to education for homeless students. Prepare project objectives that are clear and measurable.

Include with each objective the following:

- The authorized activities to be implemented to accomplish the objective
- The expected outcome of each objective
- With whom the objectives will be accomplished

Authorized activities are identified in Appendix E. Utilize these activities to help design objectives to meet identified needs.

Narratives #5 Coordination with Title I, Part A

Describe the mechanisms that are in place to ensure ongoing coordination between the Title I, Part A, Set Aside and McKinney-Vento programs.

Narrative #6 - Coordination and Collaboration

Describe how the Homeless Education Program consults and collaborates with multiple agencies which may include, but is not limited to: schools, post-secondary institutions, community-based organizations, public or state agencies, other organizations. Describe how the collaboration focuses on removing barriers for homeless students to be academically successful. Describe how this program will supplement the programs and services provided through other federal, state, and local programs.

Narrative #7 –Parent Involvement

Describe how the district will involve the homeless parents in the education of their children; including, but not limited to: immediately meeting with the parent upon registration, meeting in the first month after enrollment, and communications process for school and student activities. Written notice forms may be included in the appendices as supporting evidence of how the LEA will involve and inform parents of the McKinney-Vento Act.

Narrative #8 - Staff Utilization Plan

Indicate the person(s) responsible for the activities and the roles they will fulfill, and list the skills they possess that will enhance their successful completion of the activity. Identify the program administrator and describe responsibilities. Identify the position(s) and number of staff who work directly with the Homeless Education program.

Narrative #9 – Evaluation

Alignment of Evaluation with Objectives and Implementation

Describe how data from a variety of sources will be analyzed to determine progress in meeting the measurable objectives and the impact on the identification, enrollment, attendance, academic achievement, and social success of homeless students.

For each objective, there should be an evaluation method specified that provides a meaningful measurement for the implementation and expected outcomes(s). Staff assignments for the completion of the evaluation should be clear.

Include in the description of the evaluation procedures the following:

- Specify who will monitor the implementation of project activities according to the project's schedule of activities, and describe the accounting procedure that will be used to keep track of the activities provided. Teacher records would be an acceptable method to do this type of accounting.
- Specify who will provide the supervision to ensure that the process being used to accomplish the objectives agrees with what had been planned and describe the accounting procedure that will be used to record the dates and results of the supervisory reviews.
- Specify who will conduct the progress and outcome evaluations, when they will be conducted, and the assessment methods to be used. Assessment methods must account for the numbers of children and youth served and the progress they make as a result of services. Academic achievement, attendance, truancy, dropout rates, etc., are examples of areas to measure. Refer to Appendix G for examples of measurable outcomes for authorized activities.

Budget Review

A special form is included in Section IV for submitting budget information; therefore, the budget does not need to be included in the program plan narrative. The budget will be reviewed as to whether or not the objectives, activities, etc. are reflected in the proposed budget.

Note: Additional information/attachments for clarification are limited to five pages.

Appendix A

Review Form for Applications

This format will be used by readers to review applications for the McKinney-Vento Education of Homeless Children and Youth Grants that have been submitted to the Iowa Department of Education. The format provides a common set of factors used to evaluate and rank applications for competitive funding. All applications will be reviewed by 2 or 3 individuals using the rubric provided. Points will be awarded based on the review by readers of very specific criteria in a rubric for scoring applications. If applicants address all items of each of the categories of the rubric, full points will be awarded. Partial points will be awarded if only some elements are addressed or elements are partially addressed.

Other directions for completing the following review form are:

NE – No evidence is apparent in the application. **Score as 0 points.**

The maximum number of points to be awarded for each component is specified in the Level 3 column, e.g. the maximum number of points that can be awarded to “Title I Coordination” is 8. The maximum points for each level are specified in the Level 1, 2, and 3 columns.

District Name: _____

Reader’s Name: _____

Total Points Awarded Project: _____

McKinney-Vento Grant Application Review Form

Component	NE	Level 1	Level 2	Level 3
Identification of Homeless Children & Youth		<p>Identification efforts were minimal and did not include a comprehensive district wide identification effort. There was little or no outreach to community providers.</p> <p style="text-align: center;">(4 points)</p>	<p>A local district-wide procedure to identify was conducted. Effort was made to complete part of the activities listed in Level 3.</p> <p style="text-align: center;">(8 points)</p>	<p>A comprehensive local district-wide procedure was conducted. Extensive effort was made to do the following activities: Student self and peer referral, district employees were trained in identification procedures, outreach was made to community service providers to identify, LEA provides and posts information in both schools and community locations.</p> <p style="text-align: center;">(12 points)</p>
Need		<p>There is minimal evidence that need was supported by collection and analysis of data. The rate of homelessness is extremely low when compared against expected USDE rates. Community awareness and resources to assist the homeless are not documented.</p> <p style="text-align: center;">(5 points)</p>	<p>The collection and analysis of data supports the need statements. The rates of homelessness are low when compared against expected USDE rates. Community- school awareness of the problems of homelessness and community resources is not documented as well as in Level 3.</p> <p style="text-align: center;">(12 points)</p>	<p>A recent collection and thorough analysis of data support need statements. Input was obtained from school staff and community providers. The need shows high rates of homelessness compared against expected USDE rates or high rates of homelessness within certain age groups such as preschool or high school populations. The data collected identifies community/school awareness of the problems of homelessness and identifies the level of resources in the school/community to assist the homeless.</p> <p style="text-align: center;">(20 points)</p>
Objectives		<p>Objectives are not complete or clear and do not appear measurable. Objectives include unauthorized activity.</p> <p style="text-align: center;">(3 points)</p>	<p>Objectives are complete and clear but do not appear measurable. Objectives are consistent with authorized activities.</p> <p style="text-align: center;">(6 points)</p>	<p>The objectives are complete and clear and measurable. Objectives are clearly consistent with authorized activities.</p> <p style="text-align: center;">(12 points)</p>

Authorized Activities	<p>Program services and activities are vague and it is unclear how they are related to the identified need(s). Little or no discussion on how funding supplements current services to homeless students.</p> <p style="text-align: center;">(3 points)</p>	<p>Program services and activities are identified and generally meet the identified need(s), but are not as thorough as in Level 3. Some discussion on how funding supplements current services to homeless students.</p> <p style="text-align: center;">(6 points)</p>	<p>Program services and activities are clearly defined and specifically designed to meet the identified need(s), thoroughly planned, and appear to be appropriate to facilitate enrollment, attendance, and/or success in school. Detailed specifics are provided on how funding supplements current services to homeless students.</p> <p style="text-align: center;">(12 points)</p>
Title I Coordination	<p>There is a vague or limited description of what mechanisms are in place to ensure ongoing coordination between the Title I, Part A, Set Aside and McKinney-Vento programs.</p> <p style="text-align: center;">(2 points)</p>	<p>There is an adequate description of what mechanisms are in place to ensure ongoing coordination between the Title I, Part A, Set Aside and McKinney-Vento programs.</p> <p style="text-align: center;">(4 points)</p>	<p>There is a clear description of what mechanisms are in place to ensure ongoing coordination between the Title I, Part A, Set Aside and McKinney-Vento programs.</p> <p style="text-align: center;">(8 points)</p>
Coordination and Collaboration	<p>Describes collaboration and consultation with agencies, but does not have a direct correlation to removing barriers for the academic success of homeless students.</p> <p style="text-align: center;">(1 points)</p>	<p>Describes a Homeless Education Program that consults and collaborates with multiple agencies, but lacks detail of how the program supplements the services provided by other agencies.</p> <p style="text-align: center;">(3 points)</p>	<p>Describes how the Homeless Education Program consults and collaborates with multiple agencies, which may include: schools, post secondary institutions, community-based organizations, public and state agencies, other organizations. Collaboration is focused on removing barriers for homeless students to be academically successful. Describes how this program will supplement the services provided through the other agencies.</p> <p style="text-align: center;">(6 points)</p>
Parent Involvement	<p>There is a vague or limited explanation of how the school district will engage and involve parents in the education of their children and how parents will be informed of the rights of homeless students</p> <p style="text-align: center;">(1 points)</p>	<p>The explanation lacks clear details of how the school district will involve homeless parents in the education of their children is adequate and how parents will be informed of the rights of homeless students.</p> <p style="text-align: center;">(3 points)</p>	<p>There is a clear explanation of how the school district will involve homeless parents in the education of their children and how parents will be informed of the rights of homeless students.</p> <p style="text-align: center;">(6 points)</p>

Component		Level 1	Level 2	Level 3
Staff Utilization		The assignment of responsibilities lacks clarity or is not clearly aligned with objectives and/or there is concern that the project staff is limited in proficiency or the skills needed to perform the activity. (1 point)	The assignment of responsibilities appears clear, but responsibilities are not totally aligned with objectives and/or the skill level and training of staff is not as high as in Level 3. (2 points)	The assignment of responsibilities for project administrator and program staff is clearly stated and totally aligned with the objectives. There is clear evidence provided that shows they possess the necessary skills and training to perform the activity. (4 points)
Evaluation: Alignment with Objectives		For each or most objectives there is not an appropriate evaluation method specified that measures the implementation and expected outcomes of the objectives. Methods are not comprehensive and miss important aspects of the objectives. (1 points)	For each objective there is an appropriate evaluation method specified that measures the implementation and expected outcomes of the objectives. Certain aspects may be left out. Methods may lack some practicality for implementation, may not be thorough and/or may not be clearly specified. (3 points)	For each objective there is an evaluation method specified that provides a meaningful measurement for the implementation and the expected outcome(s). The methods are practical to implement, thorough, clearly specified, and appropriate staff is assigned to carry out the measurements. (6 points)
Evaluation: Implementation		It is not clear who is assigned to complete the evaluations assessing implementation of the objectives and supporting activities. Evaluation procedures lack specificity regarding what will be evaluated. Evaluation procedures do not cover implementation of activities needed to ensure compliance with the assurances. (2 points)	Staff assignments for the completion of the evaluations are clear. Evaluation procedures cover implementation of objectives and activities needed to ensure compliance with the assurances. Methods are vague as to what will be monitored and reported. The description of the accounting procedures is not as thorough as expected and some of the accounting procedures may be missing. (4 points)	Staff assignments for the completion of the evaluations are clear. The application includes a thorough description of an accounting procedure that provides a record of project activities that are implemented, and activities needed to ensure compliance with the assurances. Methods are clear as to what will be monitored and reported. The accounting procedures includes specific information such as the staff person who completed the activity, the dates completed, and a description of the activity completed. (8 points)
Budget		Incomplete. Budget does not reflect proposed activities. (1 points)	Some clarity lacking. Some connection to activities, but not as completely as Level 3. (3 points)	The budget is complete. Budget items reflect proposed and approved activities indicated in narratives. There is a clear connection between the allocation of funds and program components (6 points)

Narrative Scoring

Component	Maximum Points	Points Awarded
Identification of Homeless Children and Youth	12	
Need	20	
Objections	12	
Authorized Activities	12	
Title I Coordination	8	
Coordination Collaboration	6	
Parent Involvement	6	
Staff Utilization	4	
Evaluation: Alignment with Objective	6	
Evaluation: Implementation	8	
Budget	6	
Totals	100	

Appendix B

Definition of Homeless

The definition of homelessness according to the McKinney-Vento Homeless Assistance Improvements Act of 2001, Title X, Part C of the No Child Left Behind Act – 2001, is given below. This definition applies to preschool-age and school-age children and youth.

“The term ‘homeless children and youth’ –

(A) means individuals who lack a fixed, regular, and adequate nighttime residence; and

(B) includes – (i) children and youth 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 lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (ii) children or youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; (iii) children and youth who are living in cars, parks, public spaces, abandoned buildings, sub-standard housing, bus or train stations, or similar settings; and (iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clause (i) through (iii).”

All of the following categories of the non-regulatory guidance, USC 42 # 11302(a), issued in 1995 by the U.S. Department of Education were also used to define homeless. These categories apply to both preschool- and school-age children and youth.

- **Children in foster care should not be considered homeless.** However, children temporarily placed in foster care due to lack of shelter space can be considered homeless. Once placed in a foster home or a home for neglected children or youth, they should no longer be considered homeless.
- **Children placed by the state in transitional or emergency shelters should be considered homeless if the placement is of a transitional or emergency nature.** Typically, these are children who are awaiting foster care or other more permanent placement. If the placement is intended to be permanent (i.e., until children reach age 18), the children should not be considered homeless.
- **Children who are runaways should be considered to be homeless.** Runaways who live in shelters, abandoned buildings, the streets, or other inadequate accommodations are considered homeless, ***even if their parents have provided, and are willing to provide, a home for them.*** Children who run away and live with friends or relatives should be considered homeless until the relationship with the friends or relatives should be considered homeless until the relationship with the friends or relatives become fixed, regular, and adequate.
- **Children who are “throwaway children” should be considered to be homeless.** “Throwaway children” is the phrase given to describe children whose parents or guardians will not permit them to live at home. These children are also considered homeless until a fixed, regular, and adequate residence is established. “Throwaway children” live in situations very similar, but not identical, to runaways. School-age pregnant girls who have been thrown out of their homes and find refuge in homes for unwed mothers or in other places should be considered homeless until a fixed, regular, and adequate residence has been established.

- **All abandoned children are homeless until a fixed, regular, and adequate residence is obtained.** In some situations, school-age children are abandoned in hospitals (sometimes, because they have AIDS or other terminal diseases). In these cases, the hospital may act as shelter for these children until other arrangements can be made, meanwhile these children should be considered homeless.
- **Some children who live with friends or relatives should be considered homeless, depending upon their reasons for living with the friends and relatives and the permanence of the living arrangement.** A child who lives with friends or relatives should be considered homeless if they are doubled-up due to a loss of housing or other similar situation.
- **Children who are living in families that are doubled- or tripled-up with other families can be considered homeless, depending on the specific circumstances of the families.** When one family has lost its housing and moved in with another family, the children of the family that lost its housing should be considered homeless. The children of the family that share their home should not be considered homeless. Families living in doubled-up accommodations voluntarily to save money generally should not be considered homeless.
- **The children of migrant workers may be homeless if they meet the McKinney definition; however, many children who qualify for migrant services reside in a fixed, regular, and adequate residence and should not be considered homeless.**

Appendix C

IAC 7/7/04

CHAPTER 33

EDUCATING THE HOMELESS

281—33.1(256) Purpose. The purpose of these rules is to facilitate the enrollment of homeless children of school age and, where appropriate, of preschool age in the public school districts of Iowa to enable the children to have access to a free, appropriate public education, and to be free of being stigmatized on the basis of their status as homeless.

281—33.2(256) Definitions.

“District of origin” is defined as the public school district in Iowa in which the child was last enrolled or which the child last attended when permanently housed. “Guardian” is defined as a person of majority age with whom a homeless child or youth of school age is living or a person of majority age who has accepted responsibility for the homeless child or youth, whether or not the person has legal guardianship over the child or youth. “Homeless child or youth” is defined as a child or youth from the age of 3 years through 21 years who lacks a fixed, regular, and adequate nighttime residence and includes the following:

1. A child or youth who is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or camping grounds due to the lack of alternative adequate accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital; or is awaiting foster care placement;
2. A child or youth who has 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;
3. A child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; or
4. A migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in paragraphs “1” through “3” above. “Preschool child” is defined as a child who is three, four, or five years of age before September 15. “Unaccompanied youth” is defined as a youth not in the physical custody of a parent or guardian.

281—33.3(256) Responsibilities of the board of directors. The board of directors of a public school district shall do all of the following:

33.3(1) The board shall locate and identify homeless children or youth within the district, whether or not they are enrolled in school.

33.3(2) The board shall post, at community shelters and other locations in the district where services or assistance is provided to the homeless, information regarding the educational rights of homeless children and youth and encouraging homeless children and youth to enroll in the public school.

33.3(3) The board shall examine and revise, if necessary, existing school policies or rules that create barriers to the enrollment of homeless children or youth, consistent with these rules. School districts are encouraged to cooperate with agencies and organizations for the homeless to explore comprehensive, equivalent alternative educational programs and support services for homeless children and youth when necessary to implement the intent of these rules.

33.3(4) The board shall enact a policy prohibiting the segregation of a homeless child or youth from other students enrolled in the public school district.

33.3(5) The board shall immediately enroll a homeless child or youth, pending resolution of any dispute regarding in which school the child or youth should be enrolled.

33.3(6) The board shall determine school placement based on the best interests of a homeless child or youth. The board shall, 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. If the child or youth becomes permanently housed during an academic year, enrollment shall continue in the school of origin for the remainder of that academic year unless the parents agree otherwise.

33.3(7) The board shall designate an appropriate staff person as the district’s local educational agency liaison for homeless children and youth to carry out the following duties:

- a. Ensure that a homeless child or youth is identified by school personnel and through coordination activities with other entities and agencies;
- b. Ensure that a homeless child or youth is enrolled in, and has a full and equal opportunity to succeed in, schools of the district;
- c. Ensure that homeless families, children, and youth receive educational services for which such families, children, and youth are eligible, including Head Start and Even Start programs, tuition-free preschool programs

administered

by the district, and referrals to health care services, dental services, mental health services, and other appropriate services;

d. Ensure that the parents or guardians of homeless children and youth 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;

e. Ensure that public notice of the educational rights of homeless children and youth is disseminated where such children and youth receive services under the federal McKinney-Vento Homeless Assistance Act, such as schools, family shelters, and soup kitchens;

f. Ensure that enrollment disputes are mediated in accordance with 42 U.S.C. Section 11432(g)(3)(E), which requires the following:

(1) The child or youth shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute;

(2) 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;

(3) The child, youth, parent, or guardian shall be referred to the local educational agency liaison designated under this subrule, who shall carry out the dispute resolution process set forth in rule 33.9(256);

(4) In the case of an unaccompanied youth, the local educational agency liaison shall ensure that the youth is immediately enrolled in the school in which enrollment is sought pending resolution of the dispute;

g. Ensure that the parent or guardian of a homeless child or youth, or the unaccompanied youth, is fully informed of all transportation services and is assisted in accessing transportation to the school of enrollment;

h. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youth.

281—33.4(256) School records; student transfers. The school records of each homeless child or youth shall be maintained so that the records are available in a timely fashion when a child or youth enters a new school district, and in a manner consistent with federal statutes and regulations related to student records. Upon notification that a homeless student intends to transfer out of the district, a school district shall immediately provide copies of the student's permanent and cumulative records, or other evidence of placement or special needs, to the homeless child or youth or the parent or guardian of a homeless child or youth who may take the copies with them. Upon the enrollment of a homeless child or youth, a school district shall accept copies of records, or other evidence of placement provided by the homeless child, youth, or the parent or guardian of the homeless child or youth, for purposes of immediate placement and delivery of education and support services. Thereafter, the receiving school shall request copies of the official records from the sending school. The receiving school shall not dismiss or deny further education to the homeless child or youth solely on the basis that the prior school records are unavailable.

281—33.5(256) Immunization requirements. Consistent with the provisions of Iowa Code section 139A.8 and rules of the department of public health, a public school shall not refuse to enroll or exclude a homeless child or youth for lack of immunization records if any of the following situations exist. The parent or guardian of a homeless child or youth or a homeless child or youth:

1. Offers a statement signed by a doctor licensed by the state board of medical examiners specifying that in the doctor's opinion the immunizations required would be injurious to the health and wellbeing of the child or youth or to any member of the child or youth's family or household.

2. Provides an affidavit stating that the immunization conflicts with the tenets and practices of a recognized religious denomination of which the homeless child or youth is a member or adherent, unless the state board of health has determined and the director of health has declared an emergency or epidemic exists.

3. Offers a statement that the child or youth has begun the required immunizations and is continuing to receive the necessary immunizations as rapidly as is medically feasible, or

4. States that the child or youth is a transfer student from any other school, and that school confirms the presence of the immunization record.

The school district shall make every effort to locate or verify the official immunization records of a homeless child or youth based upon information supplied by the child, youth, parent, or guardian. In circumstances where it is admitted that the homeless child or youth has not received some or all of the immunizations required by state law for enrollment and none of the exemptions listed above is applicable, the district shall refer the child, youth, and parent or guardian to the local board of health for the purpose of immunization, and the school shall provisionally enroll the child or youth in accordance with item "3" or "4" above.

281—33.6(256) Waiver of fees and charges encouraged. If a child or youth is determined to be homeless as defined by these rules, a school district is encouraged, subject to state law, to waive any fees or charges that

would present a barrier to the enrollment or transfer of the child or youth, such as fees or charges for textbooks, supplies, or activities. A homeless child or youth, or the parent or guardian of a homeless child or youth, who believes a school district has denied the child or youth entry to or continuance of an education in the district on the basis that mandatory fees cannot be paid may appeal to the department of education using the dispute resolution mechanism in rule 33.9.

281—33.7(256) Waiver of enrollment requirements encouraged; placement.

33.7(1) If a homeless child or youth seeks to enroll or to remain enrolled in a public school district, the district is encouraged to waive any requirements, such as mandatory enrollment in a minimum number of courses, which would constitute barriers to the education of the homeless child or youth.

33.7(2) In the event that a school district is unable to determine the appropriate grade or placement for a homeless child or youth because of inadequate, nonexistent, or missing student records, the district shall administer tests or utilize otherwise reasonable means to determine the appropriate grade level for the child or youth.

281—33.8(256) Residency of homeless child or youth.

33.8(1) A child or youth, a preschool child if the school offers tuition-free preschool, or a preschool child with a disability who meets the definition of homeless in these rules is entitled to receive a free, appropriate public education and necessary support services in either of the following:

- a. The district in which the homeless child or youth is actually residing, or
- b. The district of origin.

The deciding factor as to which district has the duty to enroll the homeless child or youth shall be the best interests of the child or youth. In determining the best interests of the child or youth, the district(s) shall, to the extent feasible, keep a homeless child or youth in the district of origin, except when doing so is contrary to the wishes of the parent or guardian of the child or youth. In the case of an unaccompanied youth, the local educational agency liaison shall assist in the placement or enrollment decision, taking into consideration the views of the unaccompanied youth. If the child or youth is placed or enrolled in a school other than within the district of origin or other than a school requested by the parent or guardian or unaccompanied youth, the district shall provide a written explanation, including notice of the right to appeal under rule 33.9(256), to the parent or guardian or unaccompanied youth.

33.8(2) The choice regarding placement shall be made regardless of whether the child or youth is living with a homeless parent or has been temporarily placed elsewhere by the parent(s); or, if the child or youth is a runaway or otherwise without benefit of parent or legal guardian, where the child or youth has elected to reside.

33.8(3) Insofar as possible, a school district shall not require a homeless student to change attendance centers within a school district when a homeless student changes places of residence within the district, unless the change of residence takes the student out of the category of homeless.

33.8(4) If a homeless child or youth is otherwise eligible and has made proper application to utilize the provisions of Iowa Code section 282.18, "Open Enrollment," the child or youth shall not be denied the opportunity for open enrollment on the basis of homelessness.

281—33.9(256) Dispute resolution. If a homeless child or youth is denied access to a free, appropriate public education in either the district of origin or the district in which the child or youth is actually living, or if the child or youth's parent or guardian believes that the child or youth's best interests have not been served by the decision of a school district, an appeal may be made to the department of education as follows:

33.9(1) If the child is identified as a special education student under Iowa Code chapter 256B, the manner of appeal shall be by letter from the homeless child or youth, or the homeless child or youth's parent or guardian, to the department of education as established in Iowa Code section 256B.6 and Iowa Administrative Code 281—41.32(17A,256B,290). The letter shall not be rejected for lack of notarization, however. Representatives of the public school district where the child or youth desires to attend and of the corresponding area education agency, as well as the child, youth, or parent or guardian of the child or youth, shall present themselves at the time and place designated by the department of education for hearing on the issue. The hearing shall be held in accordance with the rules established in 281—41.32(17A, 256B, 290).

33.9(2) If the child is not eligible for special education services, the manner of appeal shall be by letter from the homeless child or youth or the homeless child or youth's parent or guardian to the director of the department of education. The appeal shall not be refused for lack of notarization, however. Representatives of the public school districts denying access to the homeless child or youth and the child, youth, or parent or guardian of the child or youth shall present themselves at the time and place designated by the department of education for hearing on the issue. The provisions of 281—Chapter 6 shall be applicable insofar as possible; however, the hearing shall take place in the district where the homeless child or youth is located, or at a

location convenient to the appealing party.

33.9(3) At any time a school district denies access to a homeless child or youth, the district shall notify in writing the child or youth, and the child or youth's parent or guardian, if any, of the right to appeal and manner of appeal to the

department of education for resolution of the dispute, and shall document the notice given. The notice shall contain the name, address, and telephone number of the legal services office in the area.

33.9(4) This chapter shall be considered by the presiding officer or administrative law judge assigned to hear the case.

33.9(5) Nothing in these rules shall operate to prohibit mediation and settlement of the dispute short of hearing.

33.9(6) While dispute resolution is pending, the child or youth shall be enrolled immediately in the school of choice of the child's parent or guardian or the school of choice of the unaccompanied youth. The school of choice must be an attendance center either within the district of residence or the district of origin of the child or youth.

281—33.10(256) Transportation of homeless children and youth.

33.10(1) Intent. A child or youth, a preschool child if the school offers tuition-free preschool, or a preschool child with a disability who meets the definition of homeless in these rules shall not be denied access to a free, appropriate public education solely on the basis of transportation. The necessity for and feasibility of transportation shall be considered, however, in deciding which of two districts would be in the best interests of the homeless child or youth. The dispute resolution procedures in rule 33.9(256) are applicable to disputes arising over transportation issues.

33.10(2) Entitlement. Following the determination of the homeless child or youth's appropriate school district under rule 33.8(256) or 33.9(256), transportation shall be provided to the child or youth in the following manner:

a. If the appropriate district is determined to be the district in which the child or youth is actually living, transportation for the homeless child or youth shall be provided on the same basis as for any resident child of the district, as established by Iowa Code section 285.1 or local board policy.

b. If the appropriate district is determined to be a district other than the district in which the child or youth is actually living, the district in which the child or youth is actually living (sending district) and the district of origin shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the receiving district. If these districts are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

c. Rescinded IAB 7/7/04, effective 8/11/04.

281—33.11(256) School services.

33.11(1) The school district designated for the homeless child's or youth's enrollment shall make available to the child or youth all services and assistance, including but not limited to the following services, on the same basis as those services and assistance are provided to resident pupils:

- a. Compensatory education;
- b. Special education;
- c. English as a Second Language;
- d. Vocational and technical education courses or programs;
- e. Programs for gifted and talented pupils;
- f. Health services;
- g. Preschool (including Head Start and Even Start);
- h. Before and after school child care;
- i. Food and nutrition programs.

33.11(2) A district must include homeless students in its academic assessment and accountability system under the federal No Child Left Behind Act, P.L. 107-110. Assessments should be included in the economically disadvantaged category for reporting purposes. Schools are not required to disaggregate information regarding homeless students as a separate category, but may be asked to do so in accordance with the duties of the United States Secretary of Education and the Office of the State Coordinator. These rules are intended to implement the provisions of the Stewart B. McKinney Homeless Assistance Act, as reauthorized in January 2002 as the McKinney-Vento Homeless Assistance Act (42

U.S.C. § 11431, et seq.).

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Appendix D

Duties of Liaison for Homeless Children/Youth

Each local educational liaison for homeless children and youth, shall ensure that:

- Homeless children and youth are identified by school personnel through practices adopted by the district and through coordination activities with other entities and agencies.
- Homeless children and youth enroll in, and have a full and equal opportunity to succeed in schools of the district.
- Homeless families, children, and youth receive educational services for which such families, children, and youth are eligible, including Head Start and Even Start programs and preschool program administered by the district, and referrals to health care services, dental services, mental health services, and other appropriate services.
- The parents and guardians of homeless children and youth 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.
- Public notice of the educational rights of homeless children and youth is disseminated where such children and youth receive service under this Act, such as schools, family shelters, and soup kitchens.
- Enrollment disputes are mediated in accordance with the Enrollment Disputes section of the McKinney-Vento Act.
- 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 and is assisted in accessing transportation to the school that is selected according to the child's best interests. (See Appendix F).

Liaisons are required :

- To assist unaccompanied youth in placement/enrollment decisions, including considering the youth's wishes in those decisions, and providing notice to the youth of the right to appeal such decisions under the enrollment disputes provisions.
- To ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
- To assist children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records.
- As part of their duties, liaisons are required to collaborate and coordinate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youth.

Appendix E

Authorized Activities

- Provision of tutoring, supplemental instruction, and enriched educational services.
- Provision of evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as programs for gifted and talented, children with disabilities, students with limited English proficiency, service provided under Title I, local programs in vocational and technical education, and school nutrition programs).
- 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, their rights, and specific educational needs of runaway and homeless youths.
- Provision of referral services to homeless children and youths for medical, dental, mental, and other health services.
- Provision of assistance to defray the excess cost of transportation for homeless students where necessary to enable students to attend the school determined to be in the child or youth's best interests.
- Provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.
- 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 non-homeless children and youths.
- Provision for homeless children and youths of before- and after- school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision.
- 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.
- Provision of education and training to the parents of homeless children and youth about the rights of, and resources available to, such children and youth.
- Development of coordination between schools and agencies providing services to homeless children and youths.
- Provision of pupil services (including violence prevention counseling) and referrals for such services.
- Activities to address the particular needs of homeless children and youths that may arise from domestic violence.
- Provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.
- Provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school.

Appendix F

Grant Requirements Pertaining to School Placement, Best Interest, and Transportation

School Placement

The local educational agency (LEA) serving each child or youth to be assisted shall, according to the youth's best interest:

- Continue the child's or youth's education in the school of origin for the duration of homelessness –
 - In any case in which a family becomes homeless between academic years or during an academic year; or
 - For the remainder of the academic year, if the child or youth becomes permanently house during an academic year; or
- Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Best Interest

- In determining the best interest of the child or youth, the LEA shall –
 - 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 parents/guardian of the child or youth,
 - Provide a written explanation, including a statement regarding the right to appeal, to the homeless child's or youth's parent/guardian, if the LEA sends such a child or youth to a school other than the school of origin or a school requested by the parent or guardian,
 - In the case of an unaccompanied youth, ensure that the homeless liaison assists in the placement or enrollment decisions, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

Transportation

Adopt 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, if school is determined as being in the child's or youth's best interest, in accordance with the following, as applicable:

- If the homeless child or youth continues to live in the areas served by the LEA 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 LEA in which the school of origin is located.
- If the homeless child's or youth's living arrangements in the areas served by the LEA 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 LEA, the LEA of origin and the LEA 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 LEAs are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

Appendix G
Examples of Measurable Outcomes for Authorized Activities

Activities	Examples of Measurable Outcomes
1. Tutoring, supplemental instruction, and enriched educational services	<ul style="list-style-type: none"> • Pre/post test score improvement. • Increased credit attainment. • Improved grades/improved grade point averages • Accomplishment of defined objectives. • High school or GED completion.
2. Expedited student participation	<ul style="list-style-type: none"> • Evaluations are made and records are transferred in a timely manner. • Increased percentage of homeless children accessing education services for which they are eligible (e.g. Title I, special education, LEP services). • Change in school district policies facilitating access to school and programs.
3. Professional development for educators and community. In-school learning activities for student awareness and involvement.	<ul style="list-style-type: none"> • Increased awareness of homelessness in community as evidenced by discussions/sponsored support activities/publications. • Increased reports of homelessness by school staffs/community/students.
4. Assistance in attaining medical, dental, other health services, and social services	<ul style="list-style-type: none"> • Improved family/child participation in community-based services. • Increase in percentage of homeless children who are immunized. • Increase in percentage of pregnant homeless teens receiving prenatal care
5. Provision of transportation	<ul style="list-style-type: none"> • Improved school attendance because of transportation provision. • Improved percentage of homeless children and youth attending the school of origin based on request of the parent/guardian. • Increased participation in before-school and after-school activities
6. Provision of developmentally appropriate early childhood education programs, not otherwise provided.	<ul style="list-style-type: none"> • Increase in the enrollment and attendance of homeless preschoolers in local preschool programs such as Even Start and Head Start.
7. Provision of services and assistance to attract, engage, and retain homeless children and youth and unaccompanied youth in public school programs.	<ul style="list-style-type: none"> • Documentation of identification procedures and support services provided. • Increase in the percentage of homeless youth completing school. • Decrease in student mobility between schools.
8. Before- and after-school, mentoring, and summer programs with a teacher or other qualified individual.	<ul style="list-style-type: none"> • Increase in hours of education programs for homeless children and youth, during non-school time. • Improved school performance of participants as based on testing, grades, teachers' assessments, etc.
9. The payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youth.	<ul style="list-style-type: none"> • Decrease in amount of time used to obtain records of homeless children and youth. • New schools of former LEA program participants receive information on students promptly; students are tracked into future schools and communities.
10. Provision of education and training to parents of homeless students about educational rights and resources that are available.	<ul style="list-style-type: none"> • Brochures, newsletters, posters, etc. distributed to parents and providers, on the rights of homeless children to an appropriate education. • Increase in homeless parent and youth calls regarding rights and resources. • Increase in percentage of homeless families involved in school enrollment decisions.
11. Coordination between schools and service agencies .	<ul style="list-style-type: none"> • Increase in numbers of agencies participating in school programs. • Increase in number of homeless families and youth receiving case-managed services from collaborating agencies.
12. Provision of pupil services (including violence prevention counseling) and referrals for such services.	<ul style="list-style-type: none"> • Documentation of referrals and participation rates.
13. Addressing needs of homeless children and youth arising from domestic violence.	<ul style="list-style-type: none"> • Increase in education services (such as tutoring, adaptation of space for studying) for children at domestic violence shelters.
14. Adaptation of space, purchase of supplies for non- school facilities	<ul style="list-style-type: none"> • Increase number of shelters with homework rooms, libraries, and tutorial supplies.
15. School supplies for distribution at shelters and temporary housing facilities	<ul style="list-style-type: none"> • Increase percentage of homeless children with supplies needed to attend school.
16. Extraordinary or emergency assistance to enable children to attend school.	<ul style="list-style-type: none"> • Increase percentage of homeless children and youth attending school ready to learn. • Decrease in barriers that keep homeless children from attending school.

Appendix H

Strategies to Facilitate Coordination and Collaboration Between Title I, Part A and Homeless Education

- Ensure collaboration between local Title I coordinators and LEA local liaisons on a plan that identifies ways that Title I will serve children and youth experiencing homelessness.
- Ensure that LEA local liaisons attend Title I conferences, meetings and in-services, and that Title I coordinators attend homeless education conferences, meetings and in-service professional development.
- Share Title I and Homeless Education handbooks with other program staff.
- Collect and share within and across districts concrete data on the needs of children and youth in homeless situations.
- Initiate district efforts to make organizational accommodations for eligible students, as necessary, in such areas as transportation, remaining in the school of origin, records transfer, class scheduling, and special services that will help them enroll, attend, and succeed in school.
- Ensure that the needs of highly mobile students are included in the school improvement plans and not addresses as a separated issue.
- Establish and widely disseminate information on district-wide policies, procedures, and guidelines to identify and serve eligible students.
- Include homeless parents in Title I parental involvement policies and create opportunities for homeless parents to be involved.

Suggestions for Services

After assessing the needs of homeless students, the homeless coordinators and Title I coordinators, along with other district-level administrators, may consider funding the following:

- Before-school, after-school, and/or summer school programs
- Outreach services to students living in shelters, motels, and other temporary residences to help identify homeless children and youth and advise them of available school programming
- Basic needs such as clothing, school uniforms, school supplies, and health-related needs
- Counseling services
- The hiring of teachers, aides, and tutors to provide supplemental instruction to students whose achievement is below grade level
- The work of the homeless liaison
- Parental involvement programs that make special effort to reach out to parents in homeless situations
- Research-based programs that benefit highly mobile student
- Data collection to assess the needs and progress of homeless and other highly mobile students.

Appendix I

Title I Homeless Set Aside

Children and youth in homeless situations are automatically eligible for Title I services whether or not they live in a Title I school attendance area or meet the academic standards required of other children for eligibility. Homeless children may receive Title I educational or support services from schoolwide and targeted-assistance school programs. The LEA must provide comparable services to a homeless student who does not attend a Title I school.

LEAs may provide support services to children in shelters and other locations where homeless children live. Services should be provided to assist homeless students to take advantage of educational opportunities.

An LEA must reserve Title I funds to make sure that homeless students receive Title I services regardless of their school of enrollment. LEAS can develop formulas for reserving the appropriate amount of Title I funding for homeless students as required Section 1113 (c) (3). However, Title I funds cannot be used to support the costs of transporting homeless students to or from their school of origin; this is an LEA responsibility and cannot be supplanted.

An LEA has the discretion to use reserved funds to provide a homeless student with services that are not ordinarily provided to other Title I students and that are not available from other sources.

Many LEAs pool Title I and McKinney-Vento grant funds to support extended-day and summer activities, or to provide school supplies, tutoring or other resources such as providing a student with an item of clothing to meet a school's dress or uniform requirement.

Other LEAS use local counts (one-month averages and one-day counts) of homeless students multiplied by Title I per-pupil allocation to compute set-aside amounts.

Several States provide formulas that require all LEAS to use Title I set-asides based on shelter counts. LEAS can adjust the amounts based on local data and needs assessments.